SUFFOLK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

CLINICAL PSYCHOLOGY
DOCTORAL PROGRAM MANUAL

2025-2026

SUFFOLK
UNIVERSITY
COLLEGE OF
ARTS & SCIENCES

SUFFOLK UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

2025-2026

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CLINICAL PROGRAM FACULTY

Core Doctoral Faculty
(At least 50% effort devoted to clinical doctoral teaching, program administration, research, scholarship, and the supervision of clinical doctoral students)

Wesley Barnhart, Ph.D. (Bowling Green State University, 2025), Assistant Professor. Eating disorders; body image; LGBTQ+ health; minority and intraminority stress; heterogeneity in symptom presentation; intersectionality; culture; culturally-adapted treatments responsive to patient diversity; psychometrics and quantitative methods.

Jessica Graham-LoPresti, **Ph.D.** (University of Massachusetts, 2014), Associate Professor and Director of Clinical Training. The effects of racism on mental health for individuals and communities of color; barriers to quality and effective mental health care for individuals and communities of color.

Matthew W. Jerram, Ph.D., (Suffolk University, 2003), Associate Professor and Department Chair. Dissociation; mindfulness; emotion and emotion regulation; affective neuroscience; cognitive behavioral therapy/dialectical behavior therapy; neuropsychological assessment

Ummul Kathawalla, Ph.D., (University of Minnesota, Minneapolis), Assistant Professor of Clinical Practice and Clinical Training Coordinator. Depression, anxiety, PTSD, insomnia, perinatal mental health, ethnic/racial identity, culturally adapted interventions. Open science, meta-analytic, qualitative, and mixed-methods

David Langer, PhD., ABPP (University of California - Los Angeles, 2009), Associate Professor and Associate Director of Clinical Training. Clinical child and adolescent psychology; treatment efficacy and effectiveness; psychosocial treatment process; child and adolescent psychopathology; personalizing treatment planning; shared decision-making.

Gabrielle Liverant, Ph.D. (Boston University, 2007), Associate Professor. Depression; anxiety; posttraumatic stress disorder; emotional reactivity and regulation dysfunction; reward learning; punishment learning.

Jennifer H. Martinez, Ph.D. (University of Massachusetts Boston, 2020), Assistant Professor. Mindfulness and acceptance-based therapies; adult anxiety disorders; oppression and discrimination; resilience factors; culturally responsive psychotherapy adaptations; community-based research and interventions.

Maha N. Mian, Ph.D. (University at Albany, SUNY, 2022), Assistant Professor. Substance use; harm reduction; cannabis and psychedelics; community use; drug policy; decriminalization

Sarah O'Dor, Ph.D. (Northwestern University Feinberg School of Medicine, 2017), Assistant Professor. neuropsychology; child clinical psychology; developmental psychopathology; irritability and mood regulation; cognitive neuroscience; postinfectious neuropsychiatric conditions

Sukanya Ray, Ph.D. (Indian Institute of Technology, 1990), Associate Professor. Immigrant/Ethnic Minority Communities and Health Disparity/Risk Factors; Body Image Issues/Eating Problems Across Ethnic Groups; Asian Mental Health Risks/Health Disparity issues; Trauma, Resiliency & Empowerment

Sarah Schwartz, Ph.D. (University of Massachusetts, 2013). Associate Professor . Adolescent risk and resilience; school and community-based intervention and prevention programs; youth mentoring; positive youth development; transition to adulthood; youth community organizing.

Associated Program Faculty
(Substantial contribution to the doctoral program, but devote less than 50% of time to doctoral program because of administrative and/or teaching related responsibilities outside of the doctoral program)

Mimi Arbeit, Ph.D. (Tufts University, 2017), Associate Professor. Adolescent development; sexuality development; social justice.

Gary Fireman, Ph.D. (Long Island University, 1987), Professor and Associate Provost. Developmental psychopathology; socioemotional development; social competence; sleep.

Lacey Hilliard, Ph.D. (Pennsylvania State University, 2012), Associate Professor. Applied developmental science; social group development; stereotyping and prejudice; educational media and technology.

Lance Swenson, Ph.D. (University of Missouri, 2006), Associate Professor. Friendships and peer relationships, parenting, socioemotional development, suicidality and self-harming behaviors, developmental psychopathology.

CLINICAL PROGRAM OVERVIEW

Welcome to Suffolk University's Clinical Psychology PhD Program! We are happy that you have selected our program to pursue your training. Becoming a clinical psychologist is an exciting and challenging journey. We are here to support you in any way we can. Our program includes a very accessible, supportive, and accommodating group of colleagues – including our faculty, staff, and your peers.

This manual serves as a reference guide for the clinical psychology doctoral students. It is designed to direct your progress through the clinical doctoral program. It is your responsibility to stay informed of all program requirements and policies and to follow the procedures outlined herein. You are also responsible for knowing, and adhering to, all policies described in the Suffolk University CAS Student Handbook, the American Psychological Association Ethics Code, and Massachusetts State Licensing Board Ethics Standards.

The manual is our current statement of the departmental and clinical program requirements. However, requirements may be modified to reflect changes and growth of the clinical program and the field of clinical psychology. Changes to program requirements or procedures are communicated to students via email, campus mail, at Town Hall meetings (held at least once each semester) and/or public postings on the Doctoral Program Blackboard Page. Changes are also communicated at the yearly orientation meeting, which students in their first three years of the program are required, and all other students in residence (i.e., not on internship) are encouraged to attend.

Although we try our best to keep the manual (and web material) up to date, we may occasionally make an error in the revision process. If an error is found, we will inform students and correct the error as soon as possible. However, in no case will the clinical program be bound to follow an erroneous statement or procedure, and students will be expected to bring their program of studies in line with correct requirements as quickly as possible. Should any questions arise, students should contact the Director of Clinical Training (DCT).

The only way that a student may deviate from the procedures listed in this manual is by submitting a formal petition and receiving program approval from the Clinical Executive Committee (CEC) via the formal petition process outlined later in this manual. Should any exceptions, decisions, or clarifications about your particular requirements be made, make sure that you have a written, signed, and dated memorandum on the matter, with copies placed in your department student file.

Clinical Program Philosophy

Suffolk University's doctoral program in clinical psychology was established in accordance with the scientist-practitioner model proposed at the national conference in Boulder, Colorado in 1949 (Boulder Model). Our philosophy is that the practice of clinical psychology should be grounded in science and informed by the dynamic character of the discipline. Thus, our program involves systematic and cumulative training in both psychological research and practice in order to prepare students for careers in practice, research, and/or academic settings.

The overarching aim of our program is to prepare students for entry-level practice in clinical psychology. We draw from a scientist-practitioner model that emphasizes the integration of science and practice and underscores the value of practice that is evidence-based, and evidence that is practice informed.

In pursuit of this aim, we have developed measurable goals that students in our program must meet in order to successfully complete the program. The required coursework, training, and experiential activities we offer to help students meet these learning goals as well as their relationship to the American Psychological Association's Profession Wide Competencies are outlined in Appendix A.

Aims

Our aims/goals are that students will:

Aim (Learning Goal) 1: Acquire and demonstrate substantial understanding of, and competence in, the provision of clinical service.
Graduates from our program will be able to meet the following **learning objectives**:

a) Evaluate, select, administer, interpret, and communicate psychological assessments in a manner that is informed by knowledge of the psychometric and empirical underpinnings of different methods and relevant diversity characteristics of the service recipient.
b) Establish and maintain effective relationships with the recipients of psychological services.
c) Develop, evaluate, and implement treatment plans that reflect both knowledge of empirically-based principles and an appreciation for individual client characteristics and contextual factors.
d) Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
e) Demonstrate knowledge of models and methods of clinical supervision and consultation.
f) Demonstrate ability to apply supervision models to practice and reflect and self-evaluate experience.

Aim (Learning Goal) 2: Acquire and demonstrate substantial understanding of, and competence in, research.
Graduates from our program will be able to meet the following **learning objectives**:

a) Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

b) Conduct research or other scholarly activities.
c) Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Aim (Learning Goal) 3: Acquire and demonstrate substantial understanding, knowledge, awareness, sensitivity, and skill when working with diverse individuals and communities who embody a variety of cultural and personal backgrounds and characteristics across all professional roles and activities.

Graduates from our program will have developed the skills needed to meet the following **learning objectives**:

a) Understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
b) Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
c) Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), including the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
d) Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.

Aim (Learning Goal) 4: Acquire and demonstrate substantial understanding of, and competence in, ethical and legal standards applicable to the science and practice of clinical psychology

Graduates from our program will have developed the skills needed to meet the following **learning objectives:**

a) Be knowledgeable of, and act in accordance with, the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
b) Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.
c) Conduct themselves in an ethical manner in all professional activities.

Aim (Learning Goal) 5: Acquire and demonstrate substantial understanding of, and competence in, the professional values, attitudes and skills required of clinical psychologists.

Graduates from our program will have developed the skills needed to meet the following **learning objectives:**

a) Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

b) Engage in self-reflection regarding one's personal and professional functioning and activities aimed at maintaining and improving performance, well-being, and professional effectiveness.
c) Actively seek and demonstrate openness and responsiveness to feedback and supervision.
d) Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
e) Demonstrate knowledge and respect for the roles and perspectives of other professions.
f) Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
g) Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Accreditation

The Clinical Psychology PhD Program at Suffolk University was initially accredited by the Commission on Accreditation of the American Psychological Association in 2000. In 2018 the CoA conferred three-year full accreditation status to the doctoral program. Our most recent accreditation site visit occurred May, 2022.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002.
Phone: (202) 336-5979 E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Licensure: Consumer Information Disclosures

Licensure is required for students to independently practice as clinical psychologists/ health service providers. Although completion of an APA accredited doctoral program in clinical psychology may assist students in the pursuit of licensure, program completion does not lead to licensure upon graduation. States and countries vary in licensure requirements and state laws, regulations, and policies may change at any time. Depending on where you reside, in addition to completion of an accredited educational program, applicants for licensure may be required to obtain additional supervised experience (e.g., a post-doctoral fellowship), complete an exam (e.g., The Examination for Professional Practice in Psychology (EPPP), the MA Board of Registration of Psychologists Jurisprudence Exam), receive endorsements by other licensed professionals, or complete additional requirements.

We advise all students to contact the applicable state credentialing authority in the state you intend to reside in order to familiarize yourself with its specific requirements and determine if our program meets its eligibility criteria. Another potentially helpful resource is the Association

of State and Provincial Psychology Boards. You are also welcome to discuss questions you have about career planning with your research mentor and the DCT.

Suffolk University's Ph.D. in Clinical Psychology currently meets the educational requirements qualifying graduates to be licensed to practice as a clinical psychologist in the following states, subject to satisfactorily meeting all other requirements for licensure in each state:

- Alabama; Alaska; Arizona; Arkansas; Colorado; Connecticut; District of Columbia; Delaware; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana, Maine, Maryland; Massachusetts; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Rhode Island; South Carolina; South Dakota; Tennessee; Texas; Utah; Vermont; Virginia; Washington; West Virginia; Wisconsin; and Wyoming

Suffolk's program does not meet the educational requirements for licensure in the following states: California, Michigan, and New Jersey. Students interested in obtaining a license to practice as a clinical psychologist in California, Michigan, or New Jersey should contact the Board of Psychology in each of these states to determine what additional educational requirements will need to be completed in order to obtain a license to practice as a clinical psychologist in California, Michigan or New Jersey, subject to satisfactorily meeting all other requirements for licensure in that state.

DOCTORAL PROGRAM GOVERNANCE

Overview of the Administrative Structure

The doctoral program in clinical psychology is located within the Department of Psychology in the College of Arts and Sciences at Suffolk University. The academic, research, and clinical training of all students in the clinical doctoral program is the responsibility of the Clinical Program Doctoral Faculty Committee which is directed by the Director of Clinical Training (DCT) and supported by the Associate Director of Clinical Training (ADCT), the Clinical Training Coordinator (CTC), and several committees described below. The DCT reports directly to the Chair of the Department of Psychology, who in turn reports to the Dean of the College of Arts and Sciences.

The Associate DCT is a core doctoral faculty member that assists the DCT in the academic management of the program. The Associate DCT is appointed by the DCT and subject to approval by the Chair and Dean of the College of Arts and Sciences. Responsibilities associated with this position include, but are not limited to, assistance with clinical doctoral admissions, internship preparation, curricular review, and the preparation of documentation and application submission to APA and other regulatory agencies. The Associate DCT also serves on the Clinical Executive Committee.

The Clinical Training Coordinator (CTC) assists the DCT in oversight of clinical practica and maintains primary responsibility for maintaining regular communication with our external practica training collaborators, direct oversight of the semi-annual and annual practicum evaluations, and the securement of specific training opportunities for the following academic year.

The DCT is elected by all core and associated clinical program faculty, must be elected by a 2/3 majority, and is subject to approval by the Chair and Dean of the College of Arts and Sciences. The DCT's credentials and expertise must be in clinical psychology and consistent with the program's aims. The DCT's performance may be evaluated annually by the clinical faculty, students, and staff as well as the Department Chair. A copy of the DCT evaluation form can be found in Appendix B.

Faculty Roles

Faculty associated with the doctoral program in clinical psychology fall into one of three categories: Core Faculty, Associated Faculty, and Other Contributors. ***Core faculty*** devote at least 50% of their professional time to clinical program-related activities. This time does not include other department-related activities, such as undergraduate teaching or broader department administration, but only includes time devoted to the clinical doctoral program. Core faculty must also meet the requirements listed below. ***Associated faculty*** do not meet the criteria for core faculty but make a substantial contribution to the program. ***Other contributors*** are individuals who have a role in the program, but to a much more limited extent than core or associated faculty and have minimal contact with students. This includes individuals who present seminars, regularly supervise practicum, or teach as adjunct faculty.

Core Faculty Responsibilities

1. Demonstrate substantial competence and have recognized credentials in those areas that are at the core of the program's aims;

a. The faculty member must demonstrate research productivity in the last three years and meet the requirements for scholarship listed in the PTR requirements in the Department Faculty Handbook. Such productivity could include the following:
    1) Refereed published works (articles, books, chapters, etc.);
    2) Papers presented at professional meetings
    3) Extramural grant applications
    4) Invited colloquia

b. The faculty member must demonstrate active involvement in clinical doctoral program training through all of the following:
    1) Teaching in the clinical program on a regular basis with demonstrated teaching effectiveness as defined by annual CAS teaching review criteria
    2) Serving regularly on ERP and dissertation committees
    3) Directing theses and dissertations (chaired at least one dissertation in the last 5 years) and evidence of effective doctoral mentorship
        i. Ensure time to completion and lab retention rates are consistent with program averages
        ii. Evidence of student presentations, publications, and academic scholarship

2. Be available to function as appropriate role models for students in their learning and socialization into the discipline and profession of clinical psychology
    a. Including modeling APA PWCs related to professional communication, ethics, and values in interactions with students and faculty peers
3. Contribute actively to the functioning of the clinical program, including:
    a. Have a minimum of one service assignment (within the clinical program) annually on a rotating basis
    b. Be aware of and comply with all clinical doctoral program policies and procedures as outlined in the program manual.
    c. Respond to emails, surveys, requests for information, and verbal communication from the DCT, CEC, and CTC and faculty committees related to program review and development/improvement initiatives in a timely and professional manner
    d. Have familiarity with APA accreditation standards and implementing regulations, including, but not limited to:
        1) Standards and IRs related to courses taught in the doctoral program
        2) Standards and IRs related to all aspects of program functioning
        3) Required curricular elements and DSKs
        4) Required student competencies (PWCs)
4. Demonstrate familiarity with APPIC rules and procedures as well as the ability to mentor students through the internship application process (e.g., site selection, essay preparation).

Clinical Doctoral Program Committees

Clinical Graduate Student Association

The Clinical Psychology Ph.D. program at Suffolk University recognizes the importance of open communication among all members of the program, especially between faculty and students. All students in the Clinical Psychology Doctoral Program are considered members of the Clinical Graduate Student Association (CGSA), which is led by several Student Representatives in their first, second, third, or fourth year of the program. CGSA Representatives are elected by the

students in April of each academic year, with service beginning the following academic year (except for first year representative who are elected in the beginning of the fall semester). The CGSA Representatives serve as the voice for students by meeting regularly with the DCT and sharing information between faculty and students. This includes informing other students of current activities and issues within the department, as well as bringing requests, questions, and opinions from students to the faculty. First year CGSA Representatives attend the monthly Clinical Doctoral Faculty Committee meeting (although they may be asked to step out for executive committee discussions of private or sensitive information). CGSA Representatives should report directly to the DCT, ADCT, CTC, and/or Clinical Doctoral Program Faculty Committee with any student concerns, issues, and/or suggestions for programmatic improvement that have discussed in the CGSA. Graduate Student Representatives are also often asked to obtain student feedback about policies and procedures that are under consideration for enhancing the program.

Along with these valuable responsibilities, the CGSA Representatives plan and organize events for the department, such as a bi-annual town-hall style meeting between students and faculty, social events and luncheons, presentations and speakers, and other occasions that arise. Finally, the CGSA Representatives coordinate the welcoming and transition of the incoming first year students, including interview weekend events, orientation events, and other opportunities for integration into the program.

The Graduate Student Representatives are invited to meet with the DCT monthly and, on occasion, are invited to attend CEC meetings. Graduate Student Representatives will not be present for the discussion of issues pertaining to specific students.

Clinical Executive Committee (CEC)

The CEC, together with the DCT, are responsible for coordinating the day to day functioning of the doctoral program (see specific committee responsibilities below). The CEC consists of the DCT, ADCT, the CTC and up to two additional core doctoral faculty members who are elected for a two-year appointment by the doctoral faculty at the last meeting of the academic year, with service beginning the following academic year. The CEC will often engage in email communication to expedite student requests between meetings. Additional meetings/email communication will occur during the summer months on an as needed basis.

Specific responsibilities that fall within the scope of the CEC include, but are not limited to:

- develop policies and procedures surrounding admissions to the doctoral program,
- develop policies and procedures regarding graduate student training milestones (e.g., the early research project, Clinical Experiences Portfolio),
- develop new graduate courses or curricular changes,
- review old and propose new policies and procedures for the doctoral program,
- monitor the activities of standing doctoral committees (e.g., doctoral admissions) and work-groups formed to evaluate specific domains (e.g., time-to-completion),
- continual self-evaluation of the doctoral program.

The CEC recommendations on these matters will be shared with the Clinical Program Doctoral Faculty for further discussion. Once approval is obtained from the Clinical Program Doctoral Faculty, these recommendations may be brought to the Chair for final determinations.

The faculty members of the CEC also evaluate student issues such as student requests for course waivers, independent study proposals, and petitions for extensions on any program deadlines. CEC recommendations on these matters will be brought to the Chair for final determinations

Clinical Program Doctoral Faculty Committee

The Clinical Program Doctoral Faculty Committee is the primary body of the doctoral program responsible for developing and approving policy recommendations. It is composed of all core doctoral faculty as well as associated program faculty who are mentoring students and/or teaching in the doctoral program in a given year. The Clinical Program Doctoral Faculty meet once a month, throughout the fall and spring semesters. Adjuncts who are currently teaching doctoral students (i.e., other contributors) are welcome to attend the Clinical Program Doctoral Faculty meetings but are not considered members of the Clinical Program Doctoral Faculty.

The Clinical Program Doctoral Faculty review and are authorized to approve all policy, procedural, and curricular recommendations from the CEC. Approval is defined as majority rule (i.e., more than half of the votes). Any member of the Clinical Program Doctoral Faculty can request a blind vote on any policy recommendation. Approval voting requires a quorum (i.e., participation) of more than half of the core and associated program faculty. Proxy votes will be admissible so long as the proxy vote is submitted to the DCT prior to the start of the meeting. Preference is given to voting on all policy recommendations within the context of a regularly scheduled Clinical Program Doctoral Faculty meeting. However, on occasion electronic voting (e.g., email or Blackboard) will occur to expedite decisions on urgent matters between regular meetings.

Standing Doctoral Committees

There are a number of standing committees that focus on specific aspects of our doctoral students' training. Core and associated clinical doctoral program faculty self-nominate to serve on these committees and final appointments are made by the DCT.

Doctoral Admissions

The Doctoral Admissions committee includes faculty members who are eligible to admit a doctoral student within the program's mentorship model, who are approved to be research mentors by the Clinical Psychology Doctoral Program Faculty, and who will be accepting a new student into the program. The DCT chairs the admissions committee. Members of this committee are responsible for reviewing applications to the clinical doctoral program, selecting candidates to interview, and making recommendations as to which applicants should receive offers of admittance. These decisions are made in consultation with the Clinical Psychology Doctoral Program Faculty.

The rotation for a specific faculty member admitting a student will be determined by several factors articulated by the CEC by the end of the spring semester prior to the following year's admission cycle. Factors may include articulated rotation schedule, when the faculty member last admitted a student, lab size, and program need.

Internship Preparation Committee

The DCT, the CTC, and up to two additional faculty members will meet regularly to provide support and guidance for doctoral students through each phase of the internship process

including researching internship programs, understanding what makes an internship a good fit, completing the application form, writing essays, preparing vitae, and the interview process.

Curriculum Committee
This committee regularly reviews course offerings and syllabi to ensure that the program's curriculum supports the program mission, reflects best practices, and provides students the educational foundation needed to thrive as future clinical psychologists.

Clinical Training Support Committee
Member of this committee support the Clinical Training Coordinator in the establishment and maintenance of high-quality clinical training partners in the community and ensure a continuity of learning across practicum sites and coursework

Research Training Committee
Members of this committee regularly review Early Research Project and dissertation policies and procedures to ensure excellence in research training

Student Well-Being and Community Building Committee
Members promote policies and practices that help to support student well-being and build community

Diversity and Inclusivity Committee
Members of this committee develop and promote policies that focus on issues of individual and cultural diversity in all aspects of the program, including but not limited to recruitment, admissions, management of the Outreach Fellowship, retention, and overall program climate.

ACADEMIC RECRUITMENT AND ADMISSIONS

Consistent with our program aims, and emerging best practices in graduate education (https://cgsnet.org/ckfinder/userfiles/files/CGS_HolisticReview_final_web.pdf), the clinical psychology doctoral program uses a holistic approach to evaluate applications. We do not establish GPA or GRE cut-off scores to identify potential candidates for our program. Instead, our holistic review involves the consideration of a broad range of applicant qualities and characteristics. Background and opportunity are used to contextualize strengths and weaknesses in the application.

In reviewing applications, we consider:

- Alignment with the mission and aims of the clinical doctoral program
- Alignment with the interests and areas of expertise of potential faculty mentors
- Academic preparation (quality and scope of educational background)
- Quality and scope of previous research experience
- Previous clinical experience, community service, or exposure to clinical populations
- Letters of reference and interview behavior that suggests the applicant has the foundational skills needed to cultivate profession-wide competencies during graduate school, such as professional values, attitudes, and behaviors like self-reflection, integrity, and openness to feedback, communication and interpersonal skills, and awareness and knowledge of individual and cultural diversity.

Applicants interested in further information on the qualifications of admitted students should consult the Student Admissions, Outcomes, and Other Data available on the Doctoral Program's website, suffolk.edu/cas/degrees-programs/psychology/graduate/phd-in-clinical-psychology . This page also details the program's graduation outcomes and student internship application success.

STUDENT SUPPORT, MENTORSHIP AND RESOURCES

Research Mentors

Students are admitted into the clinical psychology program to work with an identified research mentor; this program approach is known as the mentor model. Although the primary role of the research mentor is to supervise engagement in program-required research (the Early Research Project and Dissertation) and additional optional research activities, this relationship is also aimed more broadly at cultivating and promoting the professional development of the student. The most productive and constructive student-mentor collaborations occur when students meet regularly with their mentors throughout each semester. We strongly encourage students and their mentors to develop and maintain mutually agreed upon regular meetings. The obligations of the mentor include availability to provide guidance, direction, and support on

1. course enrollment advising (students are required to meet with their research mentor prior to registration period each semester while students are actively engaged in content coursework (typically years 1-3 in the program) to review their academic program needs and their course schedule plan for the upcoming semester)
2. professional development and career trajectory
3. the selection of a research topic and adjusting to the psychology laboratory
4. supervision over research design and methodology
5. scientific writing efforts
6. selection of practicum training opportunities, and
7. selection of internship sites, preparation of the application, and preparation for interviews.

The expectation is that students will remain with a research mentor throughout their graduate training. However, there may be occasions when the student feels the need to terminate a relationship with his or her current mentor. Reasons for this termination may include:

- Changes in research interests
- Personality conflicts
- Differences in goals/scope of research project
- Extended faculty leave
- Termination or retirement of faculty member

Students feeling the need to implement such a change are strongly encouraged to first speak directly to their current research mentor. However, students may also seek guidance from the DCT, the Chair, the ombudsperson, or any other faculty member if they have concerns or questions about how to initiate this discussion. Mentors and students are encouraged to try to find a way to continue their advising relationships if appropriate. If, during this meeting, the mentor and the student agree to terminate their research partnership, they must address the plan for presenting and publishing shared research. Students and mentors need to determine appropriate co-authorship for future publications or presentations. Students may not publish or present data originating from a faculty member's lab without that faculty member's permission. An excellent resource for determining authorship credit can be found on the APA website.

Although the decision to change research mentors may be well informed and appropriate, it is important for students to understand that in any given academic year, there may be a limited number of faculty members who are willing or able to take on a new mentee from within the program. Thus, students are required to consult with the DCT, who may also consult with the

Department Chair, regarding the availability of a new mentor as part of this process. Faculty members are limited in the number of students for whom they can serve as research mentors in any given year and cohorts are admitted with these limits in mind. Thus, students seeking a new mentor need to be flexible and consider the impact of mentor switching upon their timeline trajectory. Students who change mentors must complete the Change of Research Mentor Form found in Appendix C and on Doctoral Program Resources Blackboard page.

Program Advisors

Incoming students are also assigned a program advisor by the DCT. The role of the program advisor is to serve as an additional consultant to the student throughout the first year of the program. Students are required to meet with their program advisor at least once in the fall and spring semesters of their first year. Beyond the first year of residency, meetings with the program advisor can occur on an as needed basis (there will be no requirement to meet, but students are encouraged to meet with their program advisors whenever they would like). Students are also welcome to request a new program advisor after their first year of the program if they feel that would be beneficial. While the research mentor serves as a critical and central guide during the course of graduate study, the program advisor can play an important supplementary role, and be a sounding board for the student.

Student Support Services

The transition to graduate school can be an extremely challenging time. Additionally, during your course of study, you may face personal, financial, and/or academic stressors that impact your mental health and threaten your psychological well-being. We strongly encourage students who are struggling with mental health challenges to seek help and support.

There are a number of support services available to students within the Suffolk University community. Information about student services can be found in the Suffolk University CAS Student Handbook, and on the Doctoral Program Resources Page on Blackboard.

Available support services within the Suffolk University community include:

(1) Dean of Students
https://www.suffolk.edu/student-life/student-services/student-affairs/dean-of-students-sbs-cas
(2) Counseling, Health, and Wellness
https://www.suffolk.edu/student-life/health-wellness
(3) Student Health Insurance
https://www.suffolk.edu/student-life/health-wellness/health-services/student-health-insurance
(4) Office of Disability Services
https://www.suffolk.edu/academics/advising-student-services/disability-services
(5) Center for Student Diversity and Inclusion
https://www.suffolk.edu/about/diversity-equity-and-inclusion
(6) International Services
https://www.suffolk.edu/student-life/student-services/international-student-services
(7) The Interfaith Center
https://www.suffolk.edu/student-life/student-involvement/interfaith-religious-life
(8) Off-campus housing
https://www.suffolk.edu/student-life/housing-dining/off-campus-housing

(9) Information Technology Services
https://www.suffolk.edu/about/directory/information-technology-services/services-resources
(10) The Center for Learning and Academic Success Services
https://www.suffolk.edu/academics/advising-student-services/academic-success-services
(11) Student Financial Services
https://www.suffolk.edu/student-financial-services
(12) The Center for Teaching and Scholarly Excellent
https://www.suffolk.edu/academics/research-at-suffolk/center-for-teaching-scholarly-excellence
(13) The RAM Print and Copy Shop
https://www.suffolk.edu/about/directory/purchasing/ram-print-and-copy-center
(14) Career Services
https://www.suffolk.edu/career-center
(15) University Police
https://www.suffolk.edu/student-life/safety-security
(16) Graduate Students Clubs and Organizations
https://www.suffolk.edu/student-life/student-involvement/leadership-opportunities/graduate-student-association

Any student who, because of a disabling condition, requires special arrangements to meet course requirements or to participate in any other activities required by the program should contact the Office of Disability Services at (617) 994-6820 or disabilityservices@suffolk.edu. Once the student receives an accommodation letter from the Office of Disability Services they should provide this documentation to the course instructor and the DCT so that accommodations can be made. If a student becomes concerned about a possible disability while a student at Suffolk University, that student should contact the Office of Disability Services to begin the referral and evaluation process.

Ombudsperson

The ombudsperson is an independent, impartial, informal, and voluntary resource available to all students in the Clinical Psychology Doctoral Program. The ombudsperson provides a safe space to have conversations about any kind of problem related to the Clinical Psychology Doctoral Program. Talking to the ombudsperson can be a good first step to resolving problems, especially if you don't know where to turn for assistance.

The ombudsperson performs a variety of functions in carrying out their responsibilities. They include listening and providing a respectful, "safe," and humanized place within the department for individuals to discuss problems; helping individuals clarify concerns and develop options; providing referrals to other offices; coaching students on how to help themselves; looking into problems and guiding students in gathering data and the perspectives of others; and facilitating conversations as requested.

Although the ombudsperson will strive to maintain student confidentiality, the ombudsperson will abide by the limits of confidentiality imposed on all Suffolk University faculty members. For example, the ombudsperson will not maintain confidentiality if there is an imminent risk of serious harm.

While the ombudsperson may take a variety of steps towards addressing your concerns, they are empowered to provide *informal* assistance only. The ombudsperson is not authorized to make decisions or determine policy for the Clinical Psychology Doctoral Program. Formal actions are the purview of other positions and offices.

The Challenges of Being a Clinical Psychologist

As a clinical psychologist in training, you will be learning about painful life experiences and challenging psychological conditions that affect many people. These include exposure to trauma and adversity and the full range of psychological disorders.

You will encounter these experiences and ideas, starting as early as the first semester of your first year, in the form of readings, videos of client material, role-plays as a client or therapist, and experiential exercises similar to those you will later ask your clients to engage in. Exposure to challenging psychological material is an important part of your preparation for clinical training. It also provides you with an opportunity to identify any areas of growth you need to address before you begin your role as a therapist.

Once you start you clinical training at practicum in your second year of graduate school you will be working directly with clients who have many past and current life stressors, including traumatic experiences, neglect, losses, poverty, and other types of adversity, as well as psychological disorders such as anxiety, mood disorders, eating disorders, substance use, psychosis, etc.

It is natural for all of us to feel painful emotions when dealing with or being exposed to clinical problems and engaging in clinical work. It is also very common for students, psychologists, and people in general to have had some personal experience with clinical problems. For example, we may have been exposed to trauma and adversity ourselves, or have a current or past psychological disorder, or have a loved one who has had these experiences, or all of the above.

Part of our training as clinical psychologists is learning to recognize that these reactions are natural and expected – in ourselves, in our fellow students/colleagues, and in our clients. An equally important part of our training is engaging in appropriate self-care and recognizing when we need additional support and resources.

1. We encourage you to practice preventive self-care by taking care of your mental and physical health. Make time for the things that support healthy functioning, including sleep, nutrition, exercise, social support, recreational pursuits, and other personally meaningful activities.
2. Professional growth and development require ongoing attention to personal health and well-being. Self-monitor for any signs that you may be struggling and be open to feedback from others, so that you can access needed support early with limited disruptions to your well-being and role functioning.
3. Discuss issues of concern with, and seek support from, your research mentor, program advisor, classroom instructors, the DCT, Associated DCT, Clinical Training Coordinator (CTC), or any other member of our faculty.
4. Engaging in your own psychotherapy is a healthy and appropriate way of coping with the challenges of graduate school, clinical work, and life stressors in general. Many clinical psychologists have a current or past psychological disorder and many (research suggests more than 80%). engage in their own psychotherapy. See Appendix D for self-care resources and tips on how to find a therapist).

PROGRAM REQUIREMENTS

Student Commitment and General Expectations

Clinical students are expected to engage in full-time course-related, teaching-related, research-related, and/or clinical work, September through May. Our average student enters the clinical internship year in their fifth year of the program. Most students devote a significant amount of time over the summer to working on their research requirements to remain within program timelines. Some advanced students also engage in practicum and/or teaching experiences over the summer. Successful completion of a number of critical program elements (e.g., the dissertation proposal and defense, research data collection, and accrual of clinical hours) is typically contingent upon continuation of studies over the summer months. Faculty members' schedules change over the summer and thus students are encouraged to discuss summer plans with their research mentor and plan accordingly.

The program has been constructed so that it is possible for it to be completed in 5 years, although most students take approximately 6 years. Each student's personal and professional needs impact their time to degree completion. Current data about length of time to completion can be accessed in Student Admissions, Outcomes, and Other Data available on the Doctoral Program's website, suffolk.edu/cas/degrees-programs/psychology/graduate/phd-in-clinical-psychology.

Students are expected to be knowledgeable about all program procedures, deadlines and events. It is critical that you regularly check your Suffolk email account, subscribe to the departmental calendar, and respond to all communications from faculty and staff.

All of the doctoral program manuals, policies, procedures, and forms can be accessed on our program blackboard site "Doctoral Program Resources" which can be accessed by logging into your student blackboard account.

The program staff, DCT, ADCT, Clinical Training Coordinator (CTC), Chair, and your research mentor and academic advisor are all available to answer your questions and provide support, in order for us to best serve all students we ask that you review the resources that we have made available before seeking individual assistance.

Students are expected to be active members of the program, department, university, and professional community. As such we encourage students to attend events that are open to the program community including social events, colloquia, and the Early Research Project presentations and dissertation defenses of their peers and to be active in CGSA.

We also encourage students to become active as members and/or student representatives in professional organizations such as the American Psychological Association, the American Psychological Society, the Association for Behavioral and Cognitive Therapies, the Massachusetts Psychological Association, the Massachusetts Neuropsychological Society, the Council of University Directors of Clinical Psychology. Students should talk with their research mentors about other professional organizations related to their professional interests.

Conflict Between Professional Competence and Trainee Beliefs

The mission of the clinical doctoral program at Suffolk University is consistent with requirements by our accrediting body (APA) that our program engage in actions that indicate respect for and understanding of cultural and individual diversity and that ensure students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values.

When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work respectfully and effectively with any client placed in their care. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Residency Requirements

Although Suffolk University offers some part-time graduate programs, the doctoral program in clinical psychology only admits students for full-time study. Students are expected to register for a full-time course load for all three years of course work. Students must complete three years of full-time study or its equivalent at Suffolk University during which students must be in full- time residence. Students are expected to be continuously enrolled (i.e., registered for Fall and Spring semesters) from the date of matriculation in the program until the successful completion of the doctoral dissertation or pre-doctoral internship (whichever is completed last), unless the student has applied for a leave of absence (see below).

Part-time status (i.e., registering for less than 12 credit hours in a given semester) during the first-three years of study may come with consequences outside of the doctoral program. For example, part-time status can affect eligibility for student health insurance, eligibility for student loans and the disbursement of funds and, for international students, F-1 Visa Regulations. Federal student loans and private student loans may follow different rules, and it is your responsibility to discuss how part time status may affect your various loans with Student Financial Services. Additional effects or consequences (e.g., eligibility for the Discount MBTA Program) may exist as well. If you register for fewer than 12 credits in any given semester during the first three years in the program, it is your responsibility to inform the Office of Student Financial Services office to discuss anticipated and unanticipated consequences and so that student loans are properly distributed.

DEGREE REQUIREMENTS

Students must successfully complete the following minimum requirements to obtain a PhD in Clinical Psychology from Suffolk University (each requirement is described in detail below)

1. Coursework
    a. Completion of 72 credits of graduate course work at Suffolk University (see required coursework)
    b. Grades of at least a B- for all required courses
    c. GPA of 3.0 or higher
2. Teaching Apprenticeship
3. Research Training Experiences
    a. Develop and demonstrate required research-related competencies through supervised research lab experience
    b. Successful completion of an Early Research Project
    c. Successful proposal and defense of the doctoral dissertation
4. Clinical Training Experiences
    a. Completion of two academic years of practicum training
    b. Develop and demonstrate required professional competencies through supervised experience as a health service provider
    c. Completion of items in Clinical Experiences Portfolio
5. Demonstration of Additional Profession-Wide Competencies
    a. Across program activities, behave in accordance with the ethical and legal standards of the profession (APA Ethical Principles of Psychologists and Code of Conduct and the General Laws of Massachusetts with regard to the Registration and Licensing of Psychologists
    b. Across program activities, demonstrate professional values, attitudes and behaviors, the ability to work effectively with diverse individuals and groups, and the interpersonal effectiveness and communication skills needed to enter professional practice.
6. Successful completion of an APA- or CPA-accredited clinical internship

Graduation Requirements
In addition to meeting these requirements, in order for students to receive the Ph.D. in Clinical Psychology they must complete an application with the Registrars' Office. Degrees are conferred three times a year (September, May, and January), but the application for degree due dates can be up to 8 months in advance. All students must apply for degree through the Graduation menu on MySuffolk. Additional graduation instructions are provided here: https://www.suffolk.edu/about/directory/registrars-office/graduate-students/graduation-your-diploma

Students are also required to complete the Completion of National Survey of Earned Doctorates. Please provide your finished certificate to the Doctoral Program Administrator to confirm completion.

Non-Terminal Masters
Although the Psychology Department does not offer a terminal Master's degree program in Clinical Psychology, students in the Clinical Psychology Doctoral Program are eligible for the Master's of Science in Psychology degree when they meet the following requirements at the time that degrees are conferred (September, May, January):

1. Completion of both the oral and written portions of the Early Research Project.
2. Completion of 48 credits, including PSYCH 718, 722, and 723.
3. Submission of an Application for Degree with the Registrar's Office. See the Registrar's website for detailed information at https://www.suffolk.edu/about/directory/registrars-office/graduate-students.

1. Coursework

The courses required for program completion evolve over time. If a change is made to the curriculum, students in each cohort will be informed as to whether they need to abide by the change. The courses below represent the requirements for students matriculating in 2025. For archived course requirements, consult the graduate catalog that was in place the year you matriculated into the program: https://suffolk.smartcatalogiq.com/CURRENT/Catalog/College-of-Arts-and-Sciences-Graduate-Programs/Clinical-Psychology/Clinical-Psychology-PhD

Students are expected to enroll in four courses per semester (Fall & Spring only) during their first three years of the program.

1. **Completion of 72 credits of Coursework**
   There are 24 (3-credit) courses, and three (0-credit) required courses (one online course and two labs) that must be successfully completed within the first three years of the program (see required courses below). To successfully complete a class a minimum grade of B-, or a pass for pass/fail course, is required. Students must also maintain an overall GPA of 3.0 (B) to remain in good standing.

Required Courses

- PSYCH-706 Assessment II
- PSYCH-713 Assessment III: Neuropsychological Assessment
- PSYCH-716 Adult Psychopathology
- PSYCH-721 Evidence-Based Practice in Psychology
- PSYCH-738 Clinical Practicum & Ethics IA
- PSYCH-739 Clinical Practicum & Ethics IB
- PSYCH-740 Clinical Practicum IIA
- PSYCH-741 Clinical Practicum IIB
- PSYCH-743 Clinical Supervision and Consultation in Psychology
- PSYCH-730 Clinical Psychology Lab I
- PSYCH-731 Clinical Psychology Lab II

Choose one of the following Individual and Cultural Diversity courses:

- PSYCH-712 Multicultural Psychology
- PSYCH-729 Social Justice in Psychology

Choose two of the following courses to fulfill the clinical elective requirement:

- PSYCH-703 Etiology and Treatment of Anxiety and Related Disorders
- PSYCH-714 Dialectical Behavior Therapy
- PSYCH-755 Etiology, Assessment, and Treatment of Addictive Disorders
- PSYCH-774 Child Therapy
- PSYCH-779 Acceptance-Based Behavioral Psychotherapies

The following courses should be completed to ensure acquisition of knowledge in APA's discipline-specific knowledge (DSK) domains.

Take the following course to fulfill the Affective and Cognitive Aspects of Behavior content areas, as well as the Advanced Integrative Knowledge of Basic Discipline-Specific content area:

- PSYCH-708 Cognition and Affect: An Integrated Approach

Take the following course to fulfill the Social and Developmental Aspects of Behavior content areas, as well as the Advanced Integrative Knowledge of Basic Discipline-Specific content area:

- PSYCH-704 Social and Developmental Aspects of Behavior

Take the following course to fulfill the Biological Bases of Behavior content area:

- PSYCH-792 Introduction to Neuropsychology and the Clinical Neurosciences

Take the following courses to fulfill the Statistical Analysis content area:

- PSYCH-722 Graduate Statistics in Psychology I
- PSYCH-723 Graduate Statistics in Psychology II

Take the following course to fulfill the Research Methods content area and to partially fulfill the Psychometrics content area*:

- PSYCH-718 Research Methods and Ethics

Take the following course to partially fulfill the Psychometrics content area*:

- PSYCH-705 Assessment I

**Note: Together PSYCH- 718 and PSYCH 705 completely fulfil the Psychometrics content area*

Take the following course to fulfill the History and Systems content are

- PSYCH-707 Introduction to the History & Systems of Psychology (0 credit online course)

Note: Students who completed an evaluated educational experience that sufficiently addressed DSK in History and Systems of Psychology prior to matriculation, at the graduate or undergraduate

level, are exempt from taking the program's required History and Systems of Psychology course. To qualify for this exemption, students must provide a copy of the syllabus and evidence of a grade of B- or higher to the DCT for review and approval.

Choose five additional general elective courses from the following list:

- PSYCH-709 The Development of Biases, Prejudice, & Discrimination
- PSYCH-724 Developmental Research Methods
- PSYCH-727 Qualitative Research Methods
- PSYCH-742 Advanced Statistics
- PSYCH-749 Lifespan Development
- PSYCH-771 Writing Seminar I
- PSYCH-772 The Teaching of Psychology
- PSYCH -773 Writing Seminar II
- PSYCH-784 Seminar: The Development of Infants & Children in Poverty
- PSYCH-786 Youth Resisting Oppression
- PSYCH-787 Human Sexuality and Gender Development
- PSYCH-788 Advanced Topics in Applied Developmental Psychology
- PSYCH-789 Public Policy, Systems and Development Psychology
- PSYCH-910 Independent Study
- *Research Project Electives (limited to 9 credits total)*
    - PSYCH 778 – Dissertation Proposal Preparation II
    - PSYCH 780 - Early Research Project Preparation
    - PSYCH 782 - Dissertation Proposal Preparation I
    - PSYCH 783 - Dissertation Research

Note: Clinical elective courses not used to fulfill the Clinical Elective Requirement may be completed as general electives.

Advanced Level Courses: The following advanced courses are taken once students have completed all required coursework.

- PSYCH 777 - Advanced Practicum (Prerequisite: 741)
    - Students completing their first year of advanced practicum are required to register for this course during the fall and spring semesters. Students must concurrently register for PSYCH 000. Enrollment in this course requires the consent of the Director of Clinical Training. The course confers one credit and is graded pass/fail.
- PSYCH 000- Advanced Dissertation Residency
    - Students who have completed all required program courses (72 credits) and who are working on their dissertations must register for this course every fall and spring semester (excluding pre-doctoral internship semesters) until the doctoral degree is conferred. *This course does not confer credits and is not graded. However, students enrolled in this course have full access to privileges, services, and facilities and will retain full-time status.*
- PSYCH 801 – Internship
    - Required for all predoctoral internship students in the fall and spring semesters of the internship year. If students complete a part-time, 2-year internship, they register

for PSYCH 801 for all 4 semesters. Students will receive a grade of "IP" for PSYCH 801 each semester that will be converted to a "Pass" once internship is successfully completed.

Course descriptions can be found in the Suffolk University Academic Catalog (found here: https://suffolk.smartcatalogiq.com/CURRENT/Catalog/College-of-Arts-and-Sciences-Graduate-Programs/Clinical-Psychology/Clinical-Psychology-PhD)

The suggested course sequence is listed below is listed in Appendix E.

Grades and Grade Point Average

Students must receive a minimum grade of B- (or a pass in pass/fail courses) in required courses to demonstrate competency. If a student fails to achieve this threshold, they must re-take the course and earn a B- or higher. Students who do receive a final course grade of B- or less in a course will be reviewed by the Graduate Academic Standing Committee (GASC). Failure to achieve the required grade threshold a second time may warrant dismissal. Doctoral students are also expected to maintain an overall GPA of 3.0 (B). If the cumulative GPA falls below 3.0, the student will no longer be in good academic standing, will be referred to GASC, and may be dismissed from the program. Please see the sections below on *Review of Student Progress* for information on the consequences of not making satisfactory academic progress.

Incompletes

A student may request an incomplete for a course if a minimum of half of the required work has been completed at a B level of better. The timeline for completion of a course is to be jointly determined by the student and the instructor, but shall not exceed one year from the time the incomplete is approved. The student and instructor are expected to fill out the Incomplete Contract form. A copy of this contract should be provided to the Program Administrator to be placed in the student's record.

Transfer Credits

Our academic program is designed to be systematic, cumulative, and comprehensive. We do not require or expect students to have completed graduate work in clinical psychology elsewhere before starting the doctoral program. Moreover, courses taken elsewhere cannot be used to meet Suffolk University Clinical Program requirements. We are willing to review up to 6 credits of previously completed coursework to be potentially counted as elective credits.

Incoming students must submit transfer requests by August 1st before their first semester of study at Suffolk so that their academic plan can be adjusted accordingly. Transfer credit request forms can be obtained on the Doctoral Program Resources Blackboard site (and in Appendix F) and should be submitted, along with required paperwork, to the Program Administrator. The DCT will then review the course syllabus (in close collaboration with faculty who teach the comparable course in the department as needed) and make an initial determination regarding the transfer of credit. The Departmental Chair makes the final determination and sends this determination to the CAS Dean's Office, which brings in the transfer credit. A minimum of a "B-" grade is required for a course to be considered for transfer.

Students currently enrolled in the doctoral program who are interested in taking and receiving program credit for a course in another department at Suffolk are advised to seek permission from the DCT before registering.

2. Teaching Apprenticeships

The Clinical program requires all students to participate as Teaching Apprentices (TAPs) for the first 2 semesters of their graduate study. TAPs are paired with advanced graduate student lecturers and professors to receive mentorship and experience in a broad range of teaching skills. The position is designed to meet learning goals all students should have as doctoral-level professionals in the field of Psychology. These learning goals include, but are not limited to, presentation skill development, effective communication skill development both in writing and verbally, effectively working with individual differences in students' learning and behavioral needs, and demonstrating professional proficiency working within a service delivery system (e.g., the education system). TAPs are paired with advanced graduate student lecturers and professors who are teaching undergraduate psychology courses. TAPs will receive mentorship and experience in a broad range of teaching skills.

To achieve the relevant learning goals, students:

- Attend the course they are assigned to Apprentice
- Meet regularly with their TAP mentor
- Hold one office hour per week (see Appendix G for Guidelines for Mentors of Teaching Apprentices)
- Conduct at least one lecture (or other relevant presentation) each semester, which is directly observed and evaluated by the faculty mentor. Students receive formative feedback on their presentation, which they incorporate in future presentations.
    - Students are encouraged to present more than once in a given semester.
    - Written teaching evaluations prepared by the faculty mentor can be requested by the student to be added to the student's future teaching portfolio.

- In addition, one orientation and three teaching training seminars are offered during the first 2 semesters of graduate studies, which all TAPs must attend.
    - The seminars provide instrumental teaching and interpersonal support for students, disseminate important background on institutional policies and ethics, and empower students to serve in professional public-speaking roles.
- Students should expect to spend up to 7 hours per week completing TAP program activities during the fall and spring semesters of their first academic year.

At the close of each semester, the course instructor and the undergraduate students in the course each independently assess the student's teaching performance (see Appendix H for the instructor rating form and Appendix I for the student rating form). These evaluation forms are shared with the TAP and become part of the student's file. In order to successfully complete this program requirement, students must receive an overall rating of "3" or higher on item 7 of the Teaching Apprentice Instructor Evaluation Form by the end of their TAP experience. Students are also invited to evaluate their experiences working with the instructor and reflect on their own

teaching training progress throughout the year. These evaluations are shared with the Director of Teaching and Inclusivity, the DCT, and the Chair. Student evaluations of instructors are kept confidential and student responses are not directly shared with the instructor. Instead, responses are used to improve the process of teaching training. Students are invited to address any concerns about the TAP instructor evaluation process to the Director of Teaching and Inclusivity or the Chair.

Additional Teaching Opportunities

After students have successfully completed the first year of TAP training, they are eligible to register for Psych 772 *The Teaching of Psychology*. This elective course is offered every other spring semester (typically on odd years). Students who have completed the TAP program, additional teaching (e.g., serving as a lab instructor), and who have completed Psych 772 are eligible to be hired as Graduate Lecturers within the College. Graduate Lecturer positions are paid positions in which the student may teach their own undergraduate course (e.g., Psych 114 *General* Psychology) independently.

3. Research Training Experiences

CITI Certification

CITI certification must be completed by mid-September of the first semester of program participation, and registration at Suffolk University, as opposed to registration at the prior institution. CITI certification indicates the student has attained the requisite knowledge to protect human research participants and is eligible to join the research team. Faculty (the principal investigators) cannot include a student on an existing research protocol until CITI certification is documented. The Suffolk University IRB webpage contains the appropriate links to complete the courses. Upon completion, students must submit an electronic copy of their certificate to the IRB and Program Administrator.

A. Supervised Research Laboratory Experience

As noted above, students are admitted into the clinical psychology program to work with an identified research mentor who supervises engagement in program-required research (the Early Research Project and Dissertation) and additional optional research activities and helps the student cultivate profession-wide research-related competencies. Specifically, research mentors work with students to help them develop:

- The ability to search the literature, evaluate research in terms of design, methodological rigor, interpretation, and study implications, identify knowledge gaps, generate research questions, and consider the merits of different approaches to design.
- The skills needed to conduct research (e.g., recruit and screen participants, collect data, etc.).
- The ability to create effective research presentations and engage in scholarly writing that is of sufficient quality and rigor to contribute to the scientific, psychological, or professional knowledge base.
- The ability to apply ethical guidelines to research activities.
- An understanding of how culture impacts the process by which research questions are generated, the types of questions considered, the methods (including measures) used to design research, the research process, and the interpretation of findings.

- The interpersonal and communication skills needed to work effectively on a research team (e.g., effective communication with diverse team members, conflict management and resolution skills, ability to appropriately seek and use feedback, respect of professional boundaries, self-reflection and self-care.
- Ability to substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Each year research mentors evaluate students in their lab using the PWC Research Mentor Evaluation Form (see Appendix J). By their final year in the program, students meet expectations (operationally defined as receiving a "3" rating on all items) in these PWC domains.

B. Early Research Project (ERP)

Overview

The primary objective of the ERP experience is to help students develop the skills to critically analyze, synthesize, conduct, and present psychological research. Students are not necessarily expected to independently develop and conduct a project from beginning to end. Instead, in collaboration with their mentor, they will immerse themselves in a number of research-related activities during their first two years in the program to begin developing the research competencies required to function independently as a clinical psychologist. Although students may be involved in multiple projects that are ongoing in their research lab, they must identify one particular study that they will ultimately present to the faculty in an oral and written form. This research may be qualitative, correlational, quasi-experimental, or experimental in design, and can involve the collection of new data or analysis of an existing data set.

Students also work with their mentors to identify a second reader who will evaluate the project proposal and the final document (*Second readers may also be more involved in the project, depending upon the agreement between the student, mentor, and second reader*). The second reader must be a member of the Suffolk University Doctoral Faculty (i.e., Clinical or Applied Developmental Program (ADP).

Elements

Successful completion of the ERP includes completion of three elements described below:

Element	Due Date
Project Proposal	Mentor approved proposal to second reader by **February 1st** of the student's first year in the program. Second reader must complete the ERP proposal check sheet by February 15th.
Oral Presentation	Assigned to present on a date in **April of the student's second year**
Manuscript*	**Deadline to receive Master's degree in May:** Third Friday in April **Deadline to receive Master's degree in September:** Third Friday in August **Final Deadline:** First day of the fall semester of student's third year

*Students should give second readers sufficient time to review their manuscript (at least 2 weeks), and leave themselves adequate time to make any required revisions, when developing their timeline and setting graduation goals. The manuscript due dates listed in the above table are for the complete manuscript and first and second reader approval.

1. Project Proposal
In collaboration with their research mentor, students develop a 2-3 page ERP proposal, including the items listed below

- Presence of a clearly defined statement of the research question/problem.
- Presence of a clearly articulated research strategy and methodology.
- Description of data to be utilized (if archival data) or data collection methods.
- Description of measures/measurement strategy and/or data analysis strategy to be employed.
- Presence of a timeline describing the research activities that need to be completed throughout the students first two years in the program (including the summer) to help them prepare and present the oral and written components of their ERP. The timeline may cover such activities as reviewing a literature, developing requisite data collection or coding skills, obtaining IRB approval for a project data collection, data analysis, developing the presentation, drafting the manuscript and any plans for presenting at a conference or submitting a manuscript for publication).
- Inclusion of an IRB/Request for Approval of Research RAR plan if necessary.
- Presence of research mentor signature indicating mentor's approval.
- Name of the Second Reader.

Once the proposal is complete and approved by the research mentor, the students should email the proposal to the second reader (with the research mentor cc'd). The second reader is responsible for reviewing the project proposal (using the ERP Proposal Review Checklist which can be found on the Doctoral Program Resources Blackboard page and in Appendix K within two weeks of submission (i.e., by February 15th) to ensure that the required elements presented above are included.

After this review is complete, the second reader should complete the ERP Proposal Sign-Off Sheet which can be found on the Doctoral Program Resources Blackboard page and in Appendix L. The second reader should return the signed form to the Program Administrator who will distribute it to the student and faculty mentor. If revisions are required, it is highly recommended that the second reader meet with the student and the research mentor to discuss the suggested edits.

2. Oral Presentation
Students are assigned a date in April of their second year on which they are required to conduct an oral presentation of their ERP research. These presentations are open to all students and faculty in the department. Each presentation should provide an overview of the relevant literature, identify a research problem or question and hypotheses (if appropriate), describe the methods used to conduct the research, present the major results, and discuss limitations and implications of the project. Each presenter is allocated 10-15 minutes for a prepared presentation

(typically PowerPoint) which is immediately followed by a 5-10-minute question and answer period.

Students are expected to:

- Develop and present a research presentation that is informative, well-integrated, and engaging (*including an overview of the relevant literature, description of the research question and methods used to conduct the research, presentation of the major results, and discussion of the limitations, implications, and future directions of the project).*
- Communicate knowledgeably about their research topic, citing recent theory and research relevant to the project topic.
- Use time effectively.
- Demonstrate good public speaking skills, by making eye contact with the audience, maintaining appropriate volume, articulating clearly, and varying voice and facial expression.
- Demonstrate a thorough grasp of professional language and concepts.
- Invite, consider, and respond to questions thoroughly and professionally.

All doctoral faculty in attendance complete an ERP Oral Presentation Student Feedback Form (on Blackboard and found in Appendix M). Students who are not rated as meeting expectations on each item by all doctoral faculty in attendance will be provided with a supplementary training plan aimed at helping them develop their oral communication skills. As part of this plan, students will be given an opportunity for another research presentation to reassess their presentation and communication skills.

3. APA-style Manuscript

Students are required to successfully complete a written manuscript in APA style as a final requirement of the Early Research Project. This manuscript should be carefully formatted to comply with APA guidelines. Specifically, the paper should include an abstract, introduction, method section, results, discussion, and reference list. The APA publication manual should be consulted for all matters of current style and format (the sample manuscript is particularly useful). Both the research mentor and second reader will evaluate the manuscript (using the Early Research Project Manuscript Evaluation Form found on Blackboard and in Appendix N) to determine if the student adequately:

- Demonstrated the ability to critically evaluate research or other scholarly activity in the development of this manuscript.
- Demonstrated appropriate awareness, knowledge, and skill in considering issues of individual and cultural-diversity with regard to this project.
- Addressed all of the relevant ethical, legal, and/or professional standards or guidelines with regard to the project.
- Produced a project is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Evaluation process

1. Students should submit their completed manuscript to their research mentor for evaluation and potential revisions. Once the research mentor approves the document (and rates all items on the Early Research Project Manuscript Evaluation Form as "3" or higher), the student may submit the manuscript to the second reader.
2. Second readers should evaluate the manuscript to determine if the manuscript meets

expectations or requires revisions within 2 weeks of receiving it. If the second reader rates any item on the Early Research Project Manuscript Evaluation Form as "2" or lower, revisions are required to ensure that the student meets expectations on this program requirement. After this review is complete, if the manuscript is approved, the second reader should submit a copy of the signed form to the Program Administrator who will distribute the form to the student and faculty mentor. If revisions are required, it is highly recommended that the second reader meet with the student and the research mentor to discuss the suggested edits. The student will then have two weeks to work on any required revisions requested by the second reader.

3. Second readers may also provide some comments and feedback reflecting their personal impressions of, and reactions to, the paper. This optional feedback does not require any response by the student.

ERP Resources

Students can be reimbursed for up to $300 for research expenses related to the ERP. Additional financial support may be provided depending on availability of funds and budgetary approval. Students requesting additional funding beyond the allotted amount must do so via a petition to the Department Chair. Appropriate research expenses for which reimbursement can be requested include equipment, tests, postage, and recognizing the value of participant time. Researcher travel, food, parking, etc. are not considered research resources and will not be reimbursed. Detailed guidelines can be found in the Financial Assistance section of this manual and submission forms can be found on the Doctoral Program Resources blackboard page and in Appendix O).

C. Dissertation

The dissertation is the capstone research-training milestone and represents a student's original contribution to scholarship prior to earning the PhD. In successfully completing their dissertations, students demonstrate:

a) the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base,
b) the ability to conduct research or other scholarly activities, and
c) the ability to critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Students are expected to fill out a dissertation progress report twice a year (May 1 and December 1) beginning May 1st of their third year in the program until the dissertation has been completed. Progress forms must be signed by the dissertation research mentor and submitted to the Program Administrator.

Dissertation Advisor and Committee Roles

The dissertation advisor's responsibilities include:

a) Assisting the student in conceptualizing the dissertation topic
b) Determining when a student's dissertation proposal is ready to be distributed to the committee

c) Clarifying to the student the department's shared expectations regarding the nature and quality of dissertations as well as program policies and procedures related to the dissertation process
d) Assessing the student's need for statistical consulting (this must occur before proposal acceptance)
e) Overseeing the IRB process
f) Supervising data collection and analysis
g) Reviewing and suggesting appropriate changes to the dissertation proposal
h) Consulting with the student as needed during the dissertation process
i) Approving the proposal and final dissertation before it is circulated to the committee
j) Chairing both the proposal meeting and the oral defense
k) Overseeing feedback and/or revisions to the proposal and dissertation
l) Ensuring all post-defense revisions have been addressed in the final document

Dissertation Committee
Committees must include three members. Two committee members must be tenured or tenure-track members of the Doctoral Program faculty, with one of these serving as the chair and primary mentor of the student. The third member of the dissertation committee will be either a member of the Doctoral Program faculty, a tenured or tenure-track member of the Psychology Department Faculty who is not affiliated with the Doctoral Program, or someone external to the Psychology Department with demonstrated expertise in domains relevant to the proposed research. External refers to both Suffolk University faculty affiliated with a department other than Psychology as well as doctoral-level professionals whose primary appointment is at a facility other than Suffolk University.

- Petitioning to Have a Dissertation Committee Member from Outside the Doctoral Program Students must petition the CEC for approval to include someone who is not a member of the Psychology Department Faculty to serve as a third member of the dissertation committee. CEC approval must be obtained prior to the external committee member participating in any aspects of doctoral dissertation committee work, including but not limited to the proposal meeting and review of the dissertation document. To petition, the student should submit a letter from the dissertation chair outlining the external person's expertise, along with a recent CV, to the CEC. To be approved as an external committee member, the individual is expected to have demonstrated expertise in the student's dissertation research area (e.g., external funding, recent peer reviewed publications that directly relate to the student's dissertation topic, or similar evidence of recognized expertise to be evaluated on a case-by-case basis). It is mandatory that any external committee member hold a doctoral level degree. The CEC's determination may be sent to the Chair of the Psychology Department for final determination.

Students may also elect to add a fourth, external committee member to the dissertation committee. Students wishing to add a fourth, external committee member should follow the same procedure described above.

Committee members' responsibilities include:
a) Reviewing and suggesting appropriate changes to the dissertation proposal
b) Consulting with the student as needed during the dissertation process

c) Providing feedback and/or revisions to the dissertation proposal and final dissertation draft
d) Actively participating in the dissertation proposal meeting
e) Actively participating at the oral defense of the dissertation

Developing the Dissertation Proposal
The dissertation is conceptualized as an original empirical project that makes a substantive contribution to the knowledge bases of psychology. Initial development of the dissertation proposal begins with the identification of one or more areas of the literature that students should read and critically review in developing their proposal.

Literature Review Outline
By the end of the fall semester of the third year (i.e., the last day of final exams), students must develop an outline of the literature review they plan to conduct in preparation for proposing their dissertation. This document (estimated 2-3 pages plus references; see Appendix P for an example) must include a brief statement of purpose/scope, an outline of the major topics to be covered, and a partial bibliography with key studies identified. The student's research mentor must approve and sign the document before it is submitted to the Program Administrator and filed with the department.

Proposal
Students work directly with their selected dissertation research mentor to write a critical review appropriate to the intended dissertation topic. Regardless of the content area or methodology being used, the final dissertation proposal should include the following information:

1. A critical in-depth and sophisticated review of the literature on dissertation topic and related areas.
    a. The proposal should go beyond simply listing and reviewing studies and instead combine and integrate theories and/or empirical findings to generate new integrative ideas and directions.
    b. The literature review should also be balanced and without bias. The student should accurately identify and articulate the strength of research for relevant theories, while also acknowledging alternative theories and incongruent findings, and adequately addressing inconsistencies in the literature.
        - Often there will be contradictory findings, inferences, or theoretical claims in the literature, and the review should offer a methodological or theoretical explanation for these contradictions.
    c. Ideas should be attributed to appropriate sources and references used effectively to make specific points or arguments.
2. Research questions or hypotheses that are closely informed by the review of the literature and address an identified gap in knowledge.
3. A very detailed and complete methods section including the following:
    a. Description of study design that is appropriate to test the hypotheses or answer the research questions.
    b. Information about how recruitment will be conducted, with attention to ethical concerns such as coercion, use of minors and/or underrepresented groups, and case selection (actual recruitment materials should be provided in an Appendix).

c. A complete procedures section clearly delineating all steps of the procedure (including informed consent and debriefing).
d. A description of all the measures to be used including assessment of their psychometric properties.
e. An appendix with the informed consent form that will be used.
f. A copy of any measures to be administered in the Appendix. (Occasionally students add measures that are not part of the dissertation to their study. These measures should be a part of the IRB proposal; however, they should not be included in the dissertation proposal. In other words, do not include measures in the proposal that are not fully discussed and integrated into the study.)

4. Proposed analyses appropriate to the data that will be collected and that will sufficiently address the hypotheses or answer the research questions.
5. A thorough description of all procedures to be followed in the analysis of the data, including proposed statistical analyses to be conducted for any stated hypotheses (and a power analysis if appropriate).

The student and mentor should feel free to consult with committee members about specific issues/questions about the project at any time; however, committee members should not expect to read a final proposal until the student and primary mentor agree that it is complete. The document should be in APA style, thoroughly edited, checked for spelling and grammar, and with complete references before it goes to committee members. In general, it takes 4-6 months to write a dissertation proposal, and the average proposal is likely to go through numerous drafts and revisions with the mentor before it is ready to be read by committee members. It is critically important to work out all of the potential problems with the study before data collection begins. The proposal should be viewed as a contract between the student and the committee. If everyone agrees that a proposal is approved, the committee is in a position to help the student achieve the goal of completion of the study and presentation of the findings.

Dissertation Proposal Meeting

Once a student has advisor permission to distribute the proposal to committee members and schedule a proposal meeting date, they should contact the Program Administrator with the date so a room can be booked. Once the meeting is scheduled, the Program Administrator will distribute the Committee Member Evaluation of the Dissertation Proposal Form (see Appendix Q) to all committee members. Although committee members will make their final ratings on this form at the end of the proposal presentation, they are highly encouraged to read through and consider their ratings on the relevant items as they review the written proposal and prepare for the proposal meeting. Each committee member is responsible for bringing their copy of the Committee Member Evaluation of the Dissertation Proposal form to the proposal meeting

The dissertation proposal meeting is held on campus within one of the larger meeting-room spaces available to the Psychology Department. Generally, two hours is blocked out for a proposal meeting. Students should prepare a very brief (e.g., 10-15 minute) overview of their proposed study. The dissertation advisor and student must be physically present at the dissertation proposal. Under certain circumstances, it is permissible for a committee member to join the meeting by Skype or Zoom if necessary. However, in person attendance by all committee members in preferred. The majority of the proposal meeting is spent engaged in discussion aimed at determining the strength and viability of the proposed project. At the end of this discussion, the

student will be asked to leave for closed door faculty deliberation, also known as executive session.

During the executive session of the proposal meeting, ratings on the **Committee Member Evaluation of the Dissertation Proposal** are finalized, shared among committee members, and used to determine the outcome of the proposal meeting.

Items on the **Committee Member Evaluation of the Dissertation Proposal** form are rated on a 1-5 scale indicating the extent to which the student effectively demonstrates the relevant research and related competencies.

- *The student must receive ratings of "3" or higher on all items by all committee members for the dissertation proposal to be considered a "pass". An item may be rated as "3" if the committee member believes that the demonstrated competency will be met pending a minor revision.*
- *If a student receives a "2" rating by any committee member on any item, revisions to the document approved by the member or members making the "2" ratings are required for the student to "pass". If several elements are rated a "2" by one or more committee member, the committee may decide that a substantially revised proposal and new proposal meeting are required to assess whether all competencies are adequately demonstrated.*
- *Note that a rating of "1" on any item will require a substantially revised proposal and a new proposal meeting.*

The table below provides some guidelines designed to help committee members reach a consensus decision. This decision should be recorded on the **Dissertation Proposal Certification of Meeting form** in Appendix R and signed by all committee members.

Items on the Evaluation	**Likely Outcome**
Most or all items are rated "5"	High Pass
There is a mix of "4" and "5" ratings	Pass
One or more item is rated "3" and revisions to the document would likely result in work that is above expectations	Pass, or Pass pending minor revisions
Most items are rated "3" or higher, but one or two items related to the written document are rated "2"	Pass, pending revisions if the competency area can be remediated within the revision timeframe and additional work on the written proposal is likely to yield a competency rating of "3" or higher.
Several items are rated "2" and substantial changes are needed to the proposal document, or the items rated as not meeting expectations require remediation that cannot be achieved through timely revision of the document (e.g., oral presentation does not meet expectations)	Fail
Any "1" 1 rating	Fail

If the decision is High Pass, Pass, or Pass pending minor revisions, all committee members should also sign the **Dissertation Proposal Approval Form** found in Appendix S.

When a committee decision has been made, the student is invited back into the meeting and the Primary Advisor summarizes the evaluation and describes next steps.

Outcome	**Next Steps**
High Pass or Pass	• Student is provided with copies of the **Committee Member Evaluation of the Dissertation Proposal.** • Student submits an electronic copy of the proposal to the Program Administrator • Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Proposal** forms from all committee members, the **Dissertation Proposal Certification of Meeting form,** and the **Dissertation Proposal Approval Form**
Pass pending minor revisions	• Student is provided with copies of the **Committee Member Evaluation of the Dissertation Proposal.** • Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Proposal** forms from all committee members and the **Dissertation Proposal Certification of Meeting form** • Student works with primary advisor to make revisions. Once the revisions are successfully completed, the student submits an electronic copy of the proposal to the Program Administrator and the primary advisor submits the **Dissertation Proposal Approval** Form to the Program Administrator
Pass, pending revisions	• Student is provided with copies of the **Committee Member Evaluation of the Dissertation Proposal.** • Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Proposal** forms from all committee members and the **Dissertation Proposal Certification of Meeting form** • Student works with primary advisor to make revisions. Once the primary advisor approves the revisions they are submitted to any member of the committee who required revisions. • Once revisions are deemed to be satisfactory, the committee member(s) should complete a new **Committee Member Evaluation of the Dissertation Proposal form** and distribute it to the student and primary advisor. • The primary advisor obtains signatures on the **Dissertation Proposal Approval** Form and submits it to the Program Administrator • Student submits an electronic copy of the proposal to the Program Administrator

Fail	• Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Proposal** forms from all committee members and the **Dissertation Proposal Certification of Meeting form** • Student works with Primary Advisor to revise the proposal and schedule a new proposal meeting.

Students have 60 days to make any required revisions. If the completion of revisions exceeds 60 days, the student must provide the department with a written summary of progress and expected completion date.

Following approval of the proposal by the dissertation committee, the student must submit an electronic copy of the full proposal along with an abstract of not more than 350 words in electronic form to the Program Administrator for e-mail circulation to the entire faculty. The dissertation proposal is not formally complete until the student's abstract has been circulated to the entire core faculty.

Dissertation Defense
Once students complete their dissertation research, they are expected to write up and orally present their dissertation work. Both of these documents are evaluated by the dissertation committee.

Format
The department recognizes two alternative approaches, described below, to presenting dissertation research. Both formats may not be appropriate for all dissertations. Committee approval of the student's choice of format is required.

a) Traditional dissertation format: this format includes an extensive literature review, a comprehensive data analysis, and an in-depth discussion, all of which is presented in one document. Traditional dissertations often have multiple chapters and typically exceed 80 pages in length.

b) Journal submission format & appendices: this format involves preparing the research report for submission to a psychological journal. Because the detail presented in a journal article is substantially less than that presented in a dissertation (submitted manuscripts are usually 20-30 pages in length), students who elect to present their research in journal article format will also be required to append a more extensive literature review and a comprehensive data analysis section.

There are benefits associated with both of the described formats, and, in some cases, one format may clearly be preferable. It is important to discuss format choice thoroughly with the student's advisor well in advance of completing the dissertation. See the APA Publication Manual and the department's Technical Guide for the Clinical Psychology Ph.D. Dissertation on the Doctoral Resources Blackboard page for very specific instructions regarding format.

When the dissertation chair approves the dissertation document, the student should work with the committee to schedule a defense date, distribute the dissertation to committee members, and contact the Program Administrator so a room can be booked. Once the meeting is scheduled, the Program Administrator will distribute the **Committee Member Evaluation of the Dissertation**

Defense Form (Appendix T) to all committee members. Although committee members will make their final ratings on this form at the end of the defense, they are highly encouraged to read through and consider their ratings on the relevant items as they review the manuscript and prepare for the defense. Each committee member is responsible for bringing their copy of the Committee Member Evaluation of the Dissertation Defense Form (Appendix U) to the meeting.

Doctoral defenses are public events and will be announced via email to all members of the department as well as posted on the department calendar. Students are also encouraged to invite friends and family members. All dissertation defenses must be held on Suffolk University's campus, unless department authorization has been received for a remotely held defense, based on university guidance at the time of defense scheduling.

When preparing their defense, students should be careful to:

a. Ensure the conclusions they draw from the study are justified given the study design and results
b. Place study findings in the context of the existing scientific literature
c. Acknowledge limitations to the design and generalizability of the results

The format of the oral defense will include a 30-45 minute student presentation of the dissertation, up to 60 minutes of audience questions, and 15 minutes of closed faculty deliberation (executive session).

During the executive session ratings on the Committee Member Evaluation of the Dissertation Defense are finalized, shared among committee members, and used to determine the outcome of the defense.

- *The student must receive ratings of "3" or higher on all items by all committee members for the dissertation defense to be considered a "pass". An item may be rated as "3" if the committee member believes that the demonstrated competency will be met pending a minor revision.*
- *If a student receives a "2" rating by any committee member on any item, revisions to the document approved by the member or members making the "2" ratings are required for the student to "pass". If several elements are rated a "2" by one or more committee member, the committee may decide that a substantially revised manuscript and new defense are required to assess whether all competencies are adequately demonstrated.*
- *Note that a rating of "1" on any item will require a substantially revised manuscript and a new defense.*

The table below provides some guidelines designed to help committee members reach a consensus decision. This decision should be recorded on the **Dissertation Defense Certification of Meeting form** (Appendix U) and signed by all committee members.

Items on the Evaluation	**Likely Outcome**
Most or all items are rated "5"	High Pass
There is a mix of "4" and "5" ratings	Pass
One or more item is rated "3" and revisions to the document would likely result in work that is above expectations	Pass, or Pass pending minor revisions

Most items are rated "3" or higher, but one or two items related to the written document are rated "2"	Pass, pending revisions if the competency area can be remediated within the revision timeframe and additional work on the written proposal is likely to yield a competency rating of "3" or higher.
Several items are rated "2" and substantial changes are needed to the proposal document, or the items rated as not meeting expectations require remediation that cannot be achieved through timely revision of the document (e.g., oral presentation does not meet expectations)	Fail
Any "1" 1 rating	Fail

If the decision is High Pass, Pass, or Pass pending minor revisions, all committee members should also sign the **Dissertation Defense Approval Form** found in Appendix V.

When a committee decision has been made, the student is invited back into the meeting and the Primary Advisor summarizes the evaluation and describes next steps.

Outcome	**Next Steps**
High Pass or Pass	• Student is provided with copies of the **Committee Member Evaluation of the Dissertation Defense.** • Student submits an electronic copy of the defense to the Program Administrator • Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Defense** forms from all committee members, the **Dissertation Defense Certification of Meeting form,** and the **Dissertation Defense Approval Form**
Pass pending minor revisions	• Student is provided with copies of the **Committee Member Evaluation of the Dissertation Defense** • Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Defense** forms from all committee members and the **Dissertation Defense Certification of Meeting form** • Student works with primary advisor to make revisions. Once the revisions are successfully completed, the student submits an electronic copy of the defense to the Program Administrator and the primary advisor submits the **Dissertation Proposal Defense** Form to the Program Administrator
Pass, pending revisions	• Student is provided with copies of the **Committee Member Evaluation of the Dissertation Defense.** • Primary Advisor provides the Program Administrator with copies of the **Committee Member Evaluation of the Dissertation Defense** forms from all committee members and the **Dissertation Defense Certification of Meeting form**

	• Student works with primary advisor to make revisions. Once the primary advisor approves the revisions they are submitted to any member of the committee who required revisions. • Once revisions are deemed to be satisfactory, the committee member(s) should complete a new **Committee Member Evaluation of the Dissertation Defense form** and distribute it to the student and primary advisor. • The primary advisor obtains signatures on the **Dissertation Proposal Defense** Form and submits it to the Program Administrator • Student submits an electronic copy of the manuscript to the Program Administrator
Fail	• Primary Advisor provides the Program Administrator with copies of the Committee Member Evaluation of the Dissertation Defense forms from all committee members and the Dissertation Defense Certification of Meeting form • Student works with Primary Advisor to revise the manuscript and/or schedule a new defense.

If completion of dissertation revisions exceeds 60 days, the student must provide the department with a written summary of progress and expected completion date.

Administrative approval for degree conferral requires that an electronic copy of the approved final version of the dissertation (all revisions accepted), prepared according to the regulations (see the APA Publication Manual and Technical Guide for the Clinical Psychology Ph.D. Dissertation on the Doctoral Program Resources Blackboard page and be submitted to the Program Administrator a minimum of two weeks prior to the anticipated graduation date. The specific required submission date differs by graduation cycle and year. It is set by program staff in consultation with the DCT and Chair for each graduation, and is communicated to students who wish to graduate in advance of each graduation date (approximately the last Friday of April, August, or December). Please note the final copy must be submitted as one Word or PDF document. No degree will be granted until the required revisions have been completed and approved by the dissertation committee.

Dissertation binding occurs twice yearly (typically in December and June). Dissertations are now archived electronically with the Sawyer Library and the Psychology Department. More information about the library's electronic archive can be found here. In order to have work uploaded, students will be asked to fill out an online release form. Students will be provided with one bound copy free of charge. Additional copies can be purchased by the student at a cost.

Dissertation Expenses

Students will be reimbursed for research costs for up to $1,000 for expenses related to the dissertation. Additional financial support may be provided depending on availability of funds and budgetary approval. Students requesting additional funding beyond the allotted amount must do so via a petition to the Department Chair. Appropriate research expenses for which reimbursement can be requested include equipment, tests, postage, and participant payments. Researcher travel, food, parking, etc. are not considered research resources and will not be reimbursed. If a student

requires more funds they should submit a request to the Department Chair and when possible, based on budget availability, additional support will be provided. Detailed guidelines can be found in the Financial Assistance section of this manual and submission forms can be found on the Doctoral Program Resources Blackboard page and in Appendix O).

Element	Due Date
Literature Review outline	• Research mentor approved version due by the end of finals week of the student's third year
Dissertation Proposal	• Research mentor-approved manuscript to committee 3 weeks in advance of proposal date • Proposal date scheduled no later than October 1st of year student is applying for internship • Presented, Revised, and Approved by November 1st of year student is applying for internship
Dissertation Defense	• Research Mentor-Approved manuscript to committee 3 weeks in advance of defense date • Electronic copy of Research Mentor-Approved manuscript to Program Administrator 3 weeks in advance of defense date • Oral presentation scheduled a minimum of 3 weeks prior to the deadline for administrative approval (minimum of 5 weeks prior to graduation date) of degree conferral to allow time for post defense revisions and full approval by dissertation committee (which may not be sufficient time for all students). No exceptions will be made. **Deadline to receive PhD in May:** Defense scheduled no later than the first Friday in April (only applies if all other requirements, including internship, are complete). **Deadline to walk in May Commencement (if all other requirements, except internship, are complete):** Defense scheduled no later than the first Friday in April. **Deadline to receive PhD in January:** Defense scheduled no later than final Friday in November **Deadline to receive PhD in September:** Defense scheduled no later than third week in June

4. Clinical Training Experiences

A. Practicum Requirements

Overview

Two years of practicum experience are required beginning in the second academic year; a third year and/or summer experience is optional, but recommended. Students may also pursue advanced, optional clinically-oriented program sanctioned work experience (PSWE, see description below). Clinical training is sequential, cumulative, graded in complexity, and designed to prepare students for clinical practice. Students engage in clinical training under the supervision of appropriately trained and credentialed professionals in the community while simultaneously completing the practicum courses at Suffolk. Students receive extensive on-site

individual supervision that is consistent with the student's level of training, contact hours, and case load.

During the two years of required practicum training, students take two year-long practicum classes taught by Suffolk faculty members who are core to the doctoral program. These courses serve to 1) integrate the external practicum training experience with other elements of our program and 2) provide knowledge regarding professional standards and ethics, diversity, treatment and assessment process and outcome, and supervision.

In preparation for clinical practicum training, first year students participate in a two semester clinical lab series in which they are introduced to profession-wide competencies and they also complete coursework in psychopathology, evidence-based practice, and assessment. Students must demonstrate satisfactory progress and be in good standing in the program to be eligible for practicum training. The information provided by the mid-year and end-of-the-year progress review meetings is used by the DCT, CTC, and the Clinical Program Doctoral Faculty to determine a student's readiness for practicum.

Characteristics of Practicum Training Sites
Clinical training sites must meet several criteria in order to be considered options for practicum training. We partner with sites that understand the supervisory responsibility involved in training novices and that are willing and committed to working in a collaborative manner with our clinical doctoral program to provide training consistent with our aims.

In order to qualify as a required or optional, advanced practicum site, we require:

1. The primary supervisor to be on site at least part of the time the student is on site; when not on site, the primary supervisor designates a back-up supervisor or is available immediately by phone for clinical emergencies
2. The primary supervisor to be a licensed psychologist (or an advanced graduate student, intern, or postdoc who is supervised by a licensed psychologist)
3. The training to involve at least 1 hour individual and 1 hour group supervision (or 1.5 hours individual supervision) per 8 hours of direct client contact
4. The training to involve direct observation by supervisor, defined by the Commission on Accreditation as "in-person observation (e.g., in-room or one-way mirror observation of direct service contact), live simultaneous audio-video streaming, or audio or video recording." Supervisors can meet this requirement in many ways, e.g., conducting a joint intake, a joint therapy session, ongoing co-therapy, or co-leading a group, or using a one-way mirror, audio/video livestreaming, video recording, or audio recording. Direct observation of students must be done at least once per evaluation period, i.e., once in the fall and once in the spring for academic year placements and once for summer. placements.
5. For neuropsychology placements, we require:
    a. The supervisor to meet the NAN definition of a neuropsychologist
    b. At least 1 hour of individual supervision to be provided for every 8 hours of neuropsychology-related clinical work

Practicum placements are typically 9 to 12 months in duration. Practicum I sites require approximately 12 to 16 hours of engagement per week and Practicum II placements may require

up to 20 hours, although there is variability across sites. Practicum I and II training sites for the 2025-2026 academic year can be found on the Doctoral Program Resources Canvas page.

Practicum Placement Process
Students will discuss the options with their advisors and turn in their rankings to the CTC. The CTC and DCT will make the assignments, and send student CVs to site supervisors for pre-approval. If pre-approved, the site supervisor and student will meet for an interview to confirm the placement.

Students often ask if they are being placed or if they are interviewing for the Prac I and II spots. At some sites, the supervisor has taken Suffolk students for many years and will accept any student for the site. Thus, at these sites, the placement is practically guaranteed, though of course every supervisor has the right of refusal. At other sites, the supervisor may want to interview more students than they can take, i.e., interview 4 students for 2 spots. Thus, at these sites, the placement will depend more on the interview.

The CTC meets individually with each 1st and 2nd year student in the fall of years 1 and 2 to assess their previous clinical experiences (if any, for first year students), interests, and training goals. There is also a group meeting in the fall (*see the annual schedule of Clinical Training Meetings on the Doctoral Program Resources Blackboard Page*) during which the CTC presents an overview of the sites available for Practicum I and II training for the following training year.

Students are encouraged to consult their research mentor and the DCT to discuss the Practicum I and II sites. After students have had the opportunity to consider their options and seek consultation, they are asked to rank the available practicum sites in order of their preference. In consultation with the DCT, the CTC then assigns students to potential practicum sites based on consideration of: 1) their preference rankings, 2) students' stated professional and clinical training goals, 3) their fit with the practicum site based on appropriateness of the site to each student's developmental level, and 4) trajectory of training for each individual student to ensure appropriate breadth and depth of clinical training experiences across Prac I and Prac II (e.g., exposure to different patient populations, inpatient versus outpatient care settings).

After preliminary assignments are complete, students meet with their potential site supervisors to ensure a good fit and confirm the placement. Some sites prefer to have a more active role in selecting practicum students and will want to meet with several students (more than the site intends to take) before practicum assignments are finalized. Details regarding specific start and end dates and weekly schedules are also discussed and confirmed by the student and site supervisor at the time of official placement, documented in the Clinical Training Agreement (CTA) (see Appendix W and on the Doctoral Program Resources Blackboard page) and approved by the CTC.

Students should not change their weekly practicum schedule after completing the CTA to accommodate outside work schedules, personal preferences or even site-related demands without consulting the CTC. Doctoral courses, undergraduate courses (for TA assignments) and other program activities are scheduled using the information we obtain through CTAs and changes that may seem to work on the surface often interfere with a student's ability to fulfill course or other

departmental responsibilities. With approval of the DCT and CTC, students may extend their training at the site into the summer.

Practicum Evaluations
Practicum supervisors provide ongoing informal feedback to the student and CTC throughout the training year. Additionally, site supervisors formally evaluate students on eight profession-wide competencies (*PWCs; Assessment; Intervention; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values and Attitudes; Communication and Interpersonal Skills; Supervision; and Consultation and Interprofessional/Interdisciplinary Skills*) at the end of each semester using the doctoral program's standard practicum evaluation form (see Appendix X and the Doctoral Program Blackboard page). The Clinical Training Coordinator arranges for a face to face meeting (for Prac I and II placements) with both the supervisor and the student or a phone call (for Advanced Practicum, Program Sanctioned Work Experience and Summer Practicum) with the supervisor to discuss this clinical training feedback. Students are encouraged to keep personal copies of all evaluations they receive from supervisors.

Students are expected to meet expectations for their level of training on all PWCs. Students who receive a rating of "1" ("Significantly Below Expectations") or "2" ("Slightly Below Expectations") in an overall competency area will be reviewed by the clinical program faculty and are provided with a plan for intervention or remediation and For more information, see the sections in this manual on Satisfactory Progress through the Program and Student Performance Review, Evaluation, and Feedback.

Students are also asked to complete an evaluation of their supervisor and site at the end of the training year. These evaluations, submitted online, provide the CTC, DCT, and core clinical faculty with important practicum planning information. Evaluations are kept confidential and student responses are not directly shared with the site supervisor. Instead, responses are used to guide discussions between the site and the program aimed at improving the training partnership between the site and the program. Students are invited to raise any questions or concerns they have about the supervisor evaluation process with the CTC or DCT.

Both evaluation forms must be submitted for the student to receive a grade for the practicum class. Otherwise, students receive a grade of In Progress (IP) that will be changed to a Pass/Fail grade as soon as the forms are submitted. Second year students completing Prac I must remember to complete these requirements by the deadline if they are planning to graduate with their master's degree in the May ceremony.

Tracking and Verifying Completed Practicum Training Hours
All students who engage in clinical training activities are required to engage in ongoing, regular, and accurate tracking of their clinical hours. This tracking allows us to oversee the activities of students at practicum sites in the field, evaluate the quality of training at sites, and verify hours for internship applications.

The department secures licenses for students on practicum to use the online Time2Track system. This system was developed specifically to assist students in tracking their clinical hours in a way that is consistent with the APPIC internship application. It is updated yearly to conform to

changes to the application. Before starting practicum, students will be given a coupon code, and will then be expected sign up for Time2Track and to log their hours on a regular and timely basis. The department has administrative access to the data that students provide so that we can oversee practicum activities and confirm hours for internship.

The CTC trains students starting Prac I in how to use Time2Track and is available for ongoing consultation.

At the end of each clinical training experience (Prac I, Prac II, Advanced Prac, Summer Prac, or Program Sanctioned Work Experience (PSWE), students must submit a signed copy of the Supervisor Hours Verification Form (found in Appendix Y and on the Doctoral Program Blackboard Resources page). This form should contain all hours accrued during the current academic year (i.e., September 1st – August 31st; *if students remain at a site after August 31st, those hours are verified during the next academic year*). The form should be completed, signed by the Site Supervisors and submitted to the Program Administrator as soon as you complete your clinical training experience (*no later than within two weeks of your end date*). **This form must be submitted, *on time*, for hours to be certified for internship.**

Working with Diverse Clients.
In our APA-accredited program we are committed to a training process that ensures that graduate students grow in the awareness, knowledge, skills, and attitudes that will help them work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support becoming more culturally competent. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or to refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

CORI Check
Students should be aware that a practicum site may require that they submit a Criminal Offender Record Information (CORI) check by the State of Massachusetts. A personal copy of your CORI can be obtained by paying a $25.00 fee and completing the application available at https://www.mass.gov/massachusetts-criminal-offender-record-information-cori. The CORI process can take several weeks to complete (especially during summer and fall when many camps and schools are conducting CORIs), so students should plan accordingly. Many sites will not let a student start until the CORI results are turned in.

Suffolk's Psychology Department does not conduct CORI checks.

HIPAA Training
Students must complete the online HIPAA training series, pass the online quiz and submit documentation of completion to the Program Administrator during the fall of their first semester in the program. Information about how to access the training, and the date by which it must be completed, is emailed directly to first year students following Orientation Day.

Liability Insurance
Although Suffolk University carries liability insurance for students participating in practica and internships, clinical activities engaged in outside of Suffolk University's direct supervision, yet part of doctoral training, may not be covered under Suffolk's blanket liability insurance policy.

Therefore, students are required to purchase personal malpractice insurance to supplement this policy. Once obtained, this insurance policy should be sustained throughout the student's entire doctoral training (i.e., through the completion of the clinical internship and the doctoral dissertation).

Professional liability insurance is offered via APA. We require that students take out personal liability insurance at $1,000,000 each incident/ $3,000,000 annual aggregate. The annual premium of this insurance for student members of APA is approximately $35. Students are encouraged to review all details of their specific policy.

Proof of Liability Insurance must be submitted to Program Administrator by August 15th prior to the start of fall practicum. If a student will be starting practicum before the fall semester, Proof of Liability Insurance must be submitted at least 15 days prior to the start of practicum training.

Optional Summer Practicum. Students are allowed to begin an optional summer practicum placement between Year 2 and 3 (after they complete and pass Practicum 1) upon approval from the CTC or DCT. All students must have their summer practicum site approved in advance by completing a Clinical Training Agreement like for any other practicum placement. Students who continue at their spring practicum or who begin their fall practicum early are not required to have an additional evaluation completed. Students are expected to continue to enter their hours in Time2Track and, at the end of the summer, submit the Supervisor Hours Verification form with the supervisor's signature.

The CTC will reach out to all students on summer prac to check in about how the training experience is going. Students are of course invited to contact the CTC anytime if questions or issues come up.

Optional Advanced Practicum Training
Doctoral students may choose to complete one or more years of advanced practicum placement following the successful completion of Practicum I and II. Most students do choose this option. However, the decision about whether or not to pursue an advanced practicum (and which type) should be informed by a number of highly individualized factors, including previous clinical experience, personal career goals and the potential benefit of advanced, specialized training, and current progress on research and other program requirements. Thus, students considering advanced practicum should initiate discussions with their research mentor, and consult with other program faculty (i.e., the CTC, DCT) as needed, early in the decisional process.

All students who plan to apply for advanced practicum for the following year must obtain signed permission from both their research mentor and the DCT (see *Intention to Apply for Summer Practicum, Advanced Clinical Training or PSWE* in Appendix Y and on the Doctoral Program Blackboard page) and submit the signed form to the Program Administrator by October 1. Students completing more than one year of advanced practicum must submit a new form each year.

Resources for finding advanced practicum sites. We have several resources that students may use to identify potential practicum sites. The CTC holds two scheduled meetings to review the criteria for appropriate advanced practicum training sites and the application process. The schedule of meetings can be found on the Doctoral Program Resources Blackboard page.

Students should consult with their research mentor, the CTC, and/or DCT when considering potential advanced practicum training sites. Additionally, the department maintains a listing of many sites on the **Advanced Practicum Blackboard** (not the Doctoral Program Blackboard page) under *Advanced Practicum Resources* that is accessible to all students in their third training year and beyond. While informative, this list is not exhaustive. Moreover, students should directly access the website of any practicum sites of interest to obtain the most up to date information about practicum opportunities and application deadlines.

Many clinical training sites participate in the Massachusetts Practicum Training Collaborative (PTC). This program was developed through a collaborative effort between doctoral programs, training sites, and the training committee of the Massachusetts Psychological Association (MPA) in an attempt to standardize and centralize the advanced practicum application process. Practicum training sites that participate in this collaborative agree to a uniform application and notification date. However, not all advanced training sites participate. Information about the sites that do participate and the application deadlines and policies and procedures they follow are available on the PTC website.

Advanced practicum training sites must meet the same criteria as required sites (see above). It is advisable for you to be familiar with the requirements listed in the Clinical Training Agreement (see Appendix W) when considering sites. If you have any concerns about the potential suitability of an advanced practicum site, please consult with the CTC.

Further, we recommend limiting advanced practicum training to no more than 20 hours per week of placement service in order to ensure adequate progress in other program domains. Students who wish to engage in more than 24 hours per week of advanced practicum, either at a single advanced practicum site or across multiple advanced practicum sites, must have specific prior approval from their research mentor and the DCT (see *Intention to Apply for Summer Practicum, Advanced Clinical Training or PSWE* in Appendix Z).

The Application Process. Students are required to provide the CTC with a list of sites to which they intend to apply. Many advanced practicum training sites a require letters of interest, application, CV, letters of recommendation, and an interview and some require a de-identified assessment report. Thus, students should plan accordingly.

Students accept offers from advanced practicum sites understanding that the acceptance is provisional and will need to be formally approved by the CTC and the DCT once the CTA has been submitted. CTAs must be submitted by April 1st of the previous training year. A new Clinical Training Agreement is needed for every year of advanced practicum even if you are continuing at the same site for a second year.

Clinical Affiliation Agreements. A Clinical Affiliation Agreement (CAA) is a legal document agreed upon by the two institutions (Suffolk University and the training site) at a higher level than the Clinical Training Agreement (CTA). Suffolk University does not require that we have an institutional affiliation agreement with our practicum training sites. However, some sites will still require such an agreement.

If a site supervisor indicates on your Clinical Training Agreement that they require an affiliation agreement with Suffolk, you need to notify the CTC immediately. The CTC and the Program Administrator will work with your site and Suffolk University General Counsel to put an agreement in place. Any questions should be directed to the CTC and Program Administrator.

The affiliation agreement process can take several months, and your CTA is not considered final until the affiliation agreement is in place. Thus, it is in your best interest to start this process as soon as possible with the goal of having a final affiliation agreement in place before the end of the spring semester.

Coursework supporting Advanced Practicum. All advanced students are required to register for Psych 000. In addition, students are required to register for PSYCH 777 during their first year of advanced practicum training. Students who seek a second year of advanced practicum training after successfully completing two semesters of this course are not required to register for PSYCH 777. There is no regularly scheduled class meeting associated with Psych 777, although students are encouraged to consult with the CTC on an as needed basis. The CTC will also provide ongoing oversight and monitoring of students' experiences, consult with the site and student as needed and participate in the evaluation process each semester. Departmental permission is needed to register for PSYCH 777. Permission is given once the CTA is submitted and approved.

Program-Sanctioned Work Experiences
Given the significant demands of the doctoral program, we do not encourage students to independently seek clinical work experiences unless they are in good standing in the program and are making satisfactory progress in all domains. Clinical hours obtained through employment are not reported on the APPIC internship application and thus do not count as pre-internship clinical hours, and in addition may not be covered by student liability insurance.

According to the APPIC application, the exception to this rule is that hours that are obtained through program-sanctioned work experiences (PSWE) may be counted. A PSWE may be similar or identical to any advanced practicum or clinical research position, i.e., a paid advanced practicum, or it may be an external, paid clinical position.

In order for these hours to count toward your internship applications, they must be approved by the CTC and DCT in advance and meet all the same supervision requirements as regular practicum training hours. In other words, they must be adequately supervised by appropriate staff,

using the appropriate ratio of supervision to direct contact hours, the student must be formally evaluated using our practicum evaluation form, the hours must be tracked in Time2Track, and the supervisor must sign off on the Supervisor Hours Verification form at the end of the training experience. If approved by their research mentor (see *Intention to Apply for Summer Practicum, Advanced Clinical Training or PSWE)*, the DCT and CTC, students can start a PSWE after they complete one semester of Practicum 1 training (i.e., after their first practicum evaluation in December of their second year).

A new Clinical Training Agreement is needed for every year of PSWE even if you are continuing at the same site for a second year.

B. Clinical Competencies

By the student's final year in the program, 100% of competency evaluation items on PWC Practicum Supervisor Evaluation Form (see Appendix X) must be rated as 3 [meets expectations] or 4 [slightly above expectations] or 5 [significantly above expectations].

C. Clinical Experiences Portfolio

Doctoral students gain valuable clinical knowledge and experience through a variety of training activities including course assignments, practicum placements, and other program activities. Throughout training, we provide a number of opportunities for students to engage in activities such as written and oral case conceptualizations, assessment report writing, and treatment planning, delivery, and reflection (see Appendix AA) for a timeline of these clinical training and education experiences). Once students complete coursework and required practica, but before they begin internship, they are required to submit evidence of four specific ways in which they have demonstrated their clinical knowledge and training to the Clinical Experiences Portfolio (CEP). All items in the CEP are graded or approved (as described below) before they are submitted to the program. These items are not re-reviewed; they are simply centrally maintained as evidence of successful completion of these program assignments.

Elements of the Clinical Experiences Portfolio

1. De-identified assessment report from intake, semi-structured interview, structured diagnostic interview, or psych/neuropsych testing. Students should submit one assessment report successfully completed (as evidenced by a passing grade on the assignment) during Prac IIB (Assessment report-writing will be moved to Prac IIA in Fall 2020). A copy of this report should be submitted to the Program Administrator by the end of the spring semester of the 3rd year to be placed in the student's departmental file.
2. De-identified therapy write-up that integrates presenting problem list, psychosocial history, case conceptualization, treatment goals, treatment plan, and treatment course (max 4-6 single-spaced pages; specific formatting instructions will be provided in the relevant course syllabus)
    - Students should submit the therapy write-up completed during Prac IB, IIA, or IIB (as evidenced by a passing grade on the assignment). A copy of this report should be submitted to the Program Administrator at the end of the spring semester of the 3rd year to be placed in the student's departmental file.
3. Research advisor approved first-draft of Theoretical Essay
    - Students should submit a first draft of their theoretical essay, approved by their research advisor, by May 1st of the spring before they intend to apply for internship (i.e., at the same time that they submit the Intent to Apply for Internship Form (See

Appendix AB). Students will write a draft of their theoretical essay during Prac IIB. The final essay may be maximum of 500 words. Students and faculty are encouraged to draw on the internship resources posted on the doctoral resources Blackboard page when working on this activity.

4. Evidence of successful completion of a mock internship interview
    - The DCT will create a list of research advisors who have students applying for internship each year. Students will be assigned a faculty member from this pool, who is not their research advisor, with whom they will conduct a mock internship interview. The mock interviews must be scheduled between November 1 and December 1. The meeting should be scheduled for an hour which allows for a 30-minute interview and post-interview feedback. Students and faculty are both encouraged to draw from the list of commonly asked questions (e.g., "what is your theoretical orientation", "describe a challenging case" "describe an ethical dilemma you encountered and learned from) and other interview tips posted on the Doctoral Program Resources page on Blackboard. The faculty member should highlight strengths, acknowledge areas for improvement, and provide recommendations for how the student might continue to prepare for interviews. Following this interview, the student and mentor should submit a copy of the Mock Internship Sign-Off form to the Program Administrator to be placed in the student's departmental file (see Appendix AC or the Doctoral Program Resources Blackboard page for a copy of this form).

Submission of these four elements of the Clinical Experiences Portfolio to the department signifies completion of this program milestone. Students will receive an email confirming portfolio completion once all elements have been submitted.

5. Demonstration of Additional Profession-Wide Competencies

Profession-wide competencies include nine competencies (listed below) that students are required to achieve in order to graduate and enter practice in health service psychology. As shown in Appendix A, many profession-wide competencies are demonstrated through course-work, research, and clinical experiences. However, some competencies are demonstrated by professional behavior across multiple contexts.

1. Research
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Professional Values, Attitudes, and Behavior
5. Communication and Interpersonal Skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

Ethics and Legal Standards

- Clinical doctoral students are expected to behave in accordance with the ethical and legal standards of the profession (APA Ethical Principles of Psychologists and Code of Conduct) and the General Laws of Massachusetts with regard to the Registration and Licensing of

Psychologists across training contexts. They are also expected to know and adhere to the Suffolk University Policy on Academic Honesty.

Individual and Cultural Diversity

With regard to individual and cultural diversity, students are expected to demonstrate

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- The requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Professional Values, Attitudes, and Behaviors

With regard to professional values, attitudes, and behaviors**,** students are expected to:

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Communication and Interpersonal Skills

With regard to communications and interpersonal skills, students are expected to:

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Students are evaluated on these competencies by their research mentor (see Appendix J), instructors (see Appendix AA), and practicum supervisors (see Appendix W). It is important to clarify that faculty and clinical supervisors expect to see evidence of these competencies in

professional settings and contexts (e.g., coursework, practica, supervision), as they relate to one's ability to effectively work as a psychologist. These expectations in no way are meant to discourage students from disclosing struggles in these areas to faculty or from seeking assistance (from within the department or from outside sources) to improve in these areas. In fact, we believe essential components of professionalism are the abilities to self-reflect on areas of needed growth and to access the needed resources to prevent their interference with professional activities and growth.

By the student's final year in the program, 100% of competency items on these evaluation forms must be rated as 3 [meets expectations] or 4 [slightly above expectations] or 5 [significantly above expectations].

Suffolk University also has specific community standards of professional conduct that apply to all students engaged in graduate study. For a description of these standards please see the CAS Student Handbook.

6. Successful completion of an APA- or CPA-accredited clinical internship

Clinical doctoral students are required to complete an APA or CPA accredited internship, which can be one year of full-time internship or two years of half-time internship (a total of at least 1600 hours). The process of obtaining a pre-doctoral internship is competitive. Students must apply through a national matching service (affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and compete with others across the country. Currently, there is a mismatch with more students applying for an internship than available slots. Although faculty will do their best to advise students and support them in the match process, we do not have control over internship placements.

In order to apply for a pre-doctoral internship, students must fill out the Intention to Apply for Internship form by May 1st of the year they are planning to apply (found on the the "Internship Resources & Forms" section and see in Appendix Y) and meet the following requirements:

- Completed the Early Research Project
- Satisfactorily complete required coursework and accrue a minimum of 72 credits
- Submit the mentor-approved *Theoretical Orientation Essay* along with the *Intention to Apply for Internship* form (by May 1)
- All practicum evaluations and hours verification forms must be on file with the department
- Final approved dissertation proposal submitted with approval forms completed to department by November 1st of the year of application
- Mentor confirmed documentation of presentation of at least one first-author poster at a national or international scientific conference or 1first-authored peer-reviewed manuscript by November 1st of the year of application

The Application Process

Students begin the internship application process the spring before they intend to apply for internship, typically at the end of their fourth year in the program (although students meeting the requirements may apply after their third year).

As part of the internship application process, students develop a list of internship sites to which they will apply in the fall. Please note if you apply to and subsequently match with a VA internship program, you will be required by VA to have the Suffolk program's DCT complete the TQCVL form (see Appendix AD for a description of the TQCVL form process and the program's required attestation form). If any student is uncomfortable with this VA required form and associated process, then they should choose not apply to VA internship sites (as VA is unwilling to waive this requirement for psychology interns and failure to supply this form will prevent initiation of your internship training).

The DCT and a committee of faculty members meet with applicants in the spring to discuss the application, picking sites, and obtaining letters of recommendation, in the fall to discuss essays and in the winter to discuss the interview process. Dates for these meetings can be found on the Master List of Clinical Meetings on the Doctoral Program Resource Blackboard page. This page also hosts a number of resources (videos, e-book) we have compiled with tips for picking sites, getting strong letters of recommendation, writing compelling essays and interviewing successfully and links to additional resources on the web. As with all program elements, the internship application involves individual mentoring. Students are encouraged to meet frequently with their mentors to review internship sites and essays.

Before you can submit your application, the DCT must verify your readiness for internship (ensure that you have completed all program requirements) and confirm the practicum hours that you enter on your application. As you fill out the APPIC application, you will encounter a form that is electronically submitted to the DCT. We endeavor to verify the information that you provide the DCT within 10 days of submission. However, if there is a problem with your application (e.g., inaccurate hours, missing program requirements) the process can take longer. Please keep this in mind when planning your application submissions.

APPIC

The Association of Psychology Postdoctoral and Internship Centers (APPIC) is an educational non-profit organization with the mission of enhancing internship and postdoctoral training programs in professional psychology. It is an organization made up of doctoral, internship and post-doctoral programs. APPIC developed and maintains the internship selection policies and procedures (and oversees the internship MATCH which is run by National Matching Services, Inc.) in order to facilitate a fair and orderly process of matching applicants with internship programs. APPIC maintains an online searchable directory of internship sites (with and without APA accreditation, but meeting APPIC guidelines). On this site students can also find a wealth of useful information including surveys from previous internship applicants that provide data on the number of sites applicants apply to, the cost, average number of direct contact hours, etc. The APPIC website is your best source of information about the internship process so you are advised to familiarize themselves with this website as soon as possible. Students are also advised to join, on this website, the free email list MATCH –NEWS that communicates news about the match.

Program Support

Students are strongly encouraged to use all available program resources to ensure they prepare a strong internship application. Although the website resources and internship meetings offer important information, individualized mentorship through the internship application process is vitally important. Students should have regular meetings with their research mentor (and program advisor as necessary) throughout the process to review their site lists, list of letter writers, essays,

and CV. Students should contact the DCT and the CTC if additional support is needed. Many of our students have also found their practicum supervisors to be excellent sources of support and know-how.

APA Accreditation Requirements

The program requires that students successfully complete a pre-doctoral internship at an APA- or CPA- accredited site. Sites that have been accredited by APA meet several standards designed to ensure that students are receiving an adequate training experience. **Please note that not all programs in the MATCH are APA or CPA accredited. Students may NOT apply to non-APA sites.** The Director of Clinical Training initiates contact with internship Training Directors at the beginning of each training year, and communication between the doctoral program and the internship site continues throughout the year, including receipt, review, and communication related to any issues in mid-year and final student evaluations.

PROGRESS THROUGH THE PROGRAM

Students are expected to make satisfactory progress across six specific domains:

1. Coursework

- B- or higher (and Pass in Pass/Fail courses) in all courses
- Overall GPA of 3.0 or higher
- No more than 1 incomplete per semester
- All incomplete contracts met on time
- Successful completion of 48 credits by the end of year 2
- Successful completion of 72 credits by end of year 3

2. Teaching Apprenticeship

- Successful completion of TA requirements (two semesters as a TA; Attendance at TA trainings)
- Overall rating of "3" or higher on item 7 on the Teaching Apprentice Evaluation by Instructor Form (See Appendix H) by the end of the TA experience

3. Clinical Experience

- Successful completion of practicum I by the end of year 2 with all overall ratings for each competency assessed on the final evaluation of "3" ("Meets Expectations") or higher
- Successful completion of practicum II by the end of year 3 with all overall ratings for each competency assessed on the final evaluation 3 or higher
- For students who opt to engage in Advanced Practicum, successful completion of the practicum with all overall ratings for each competency assessed on the final evaluation of "3" or higher
- All hours accounted for in the electronic tracking program and submission of the Verification of Hours form at the end of each placement. All evaluations submitted in a timely manner
- Completion of the Clinical Experiences Portfolio

4. Research

- Approval of an Early Research Project plan by February 1st of year 1
- Oral presentation of the ERP in the spring of year 2
- Final ERP manuscript approved prior to the start of fall semester of year 3
- Literature review submitted by the start of the spring semester of year 3
- A completed dissertation proposal by November of year 5
- Successful completion of the dissertation by the end of year 7

5. Demonstration of Additional Profession-Wide Competencies

- Across program activities, behave in accordance with the ethical and legal standards of the profession, the General Laws of Massachusetts with regard to the Registration and Licensing of Psychologists
- Demonstrate professional values, attitudes and behaviors, the ability to work effectively with diverse individuals and groups, and the interpersonal effectiveness and communication skills needed to enter professional practice

6. Successful completion of an APA or CPA approved internship by the end of year 7

STUDENT RECORDS

The department maintains a confidential file for every matriculated student. Files for graduated students remain permanently archived within the department in accordance with FERPA.

Most elements of the student file are maintained on a password protected network drive. Some documents are stored in a hard-copy binder housed in a locked filing cabinet in the Psychology Department.

Each student's file contains:

- OUTREACH fellowship applications materials (if the student applied). Note that other application materials are retained by the graduate admissions office
- Course information including change of grade forms and independent study approvals and transfer requests
- The ERP proposal approval form, ERP proposal (kept electronically), presentation evaluations (kept electronically), manuscript approval forms and manuscript (kept electronically)
- The literature review (kept electronically), dissertation proposal approval form, dissertation proposal (kept electronically), dissertation progress reports, dissertation completion form, and dissertation (kept electronically)
- Assignments and forms for the Clinical Experiences Portfolio
- Teaching Apprenticeship evaluations (kept electronically) and teacher certification (if relevant)
- Records of clinical practicum placements, evaluations, and hours
- Pre-doctoral internship application, evaluations, and completion
- Copies of all correspondence and materials concerning academic progress, compliance with program requirements, and communications about individualized training plans and remediation efforts.
- Certificate of Completion of Survey of Earned Doctorates, licensure application information, and any additional post- graduation information.

Student files are maintained electronically in a shared drive with access restricted to administrative staff and the DCT. Students may request to review their files at any time. A member of the department staff will supervise the student's review so as to maintain the integrity of the file. Students may request copies of materials in their files at any time, provided reasonable lead time is given for copying.

All student records are protected by FERPA, and no information from a students' file will be communicated to persons outside the faculty and administration of Suffolk University without the student's express written consent beyond the following exceptions. Information about a student required for practicum and internship applications and/or to facilitate successful progress on practicum and internship will be shared with the site Training Director and supervisors as appropriate and required by APPIC for the application process itself. Accrediting bodies, such as the American Psychological Association, have access to student files as part of their confidential site visit and review.

STUDENT PERFORMANCE REVIEW, EVALUATION, AND FEEDBACK

Informal Evaluations

Clinical faculty endeavor to give students with continuous feedback regarding their professional development. Students are frequently provided with direct and timely feedback across training contexts by instructors, mentors and supervisors.

Formal Evaluations

Several formal evaluations are also completed by instructors, mentors, and clinical supervisors on an ongoing basis. In addition to course grades,

- Instructors both grade students' work and rate their professional competencies at the end of each semester (See Appendix AE)
- During the Teaching Apprenticeship, students are formally evaluated at the end of both semesters by students in the course (see Appendix I) and the instructor (see Appendix H).
- Clinical supervisors complete a formal evaluation of each student's clinical competence at the end of each semester of practicum (see Appendix W)
- Research mentors rate the research and professional competencies of 1st year students after their first semester, and at the end of the 1st, 2nd, and 3rd, year (see Appendix J)
- Students are asked to complete a self-assessment of their professional competencies after their first semester in the program, and at the end of the 1st, 2nd, and 3rd, year (see Appendix AF)

Year-End Annual Student Reviews

The central goal of the annual review is to provide comprehensive feedback to students on their progress through program milestones and their attainment of profession-wide competencies. The full faculty convenes at the end of the academic year to review all course grades and evaluations described above, document and acknowledge positive student growth, as well as identify any difficulties that a student may be experiencing so that a remediation plan can be developed and implemented.

Students are rated on five domains: Academic, Teaching, Clinical, Research, and Additional Profession Wide Competencies needed to enter professional practice (i.e., ethical and legal standards, professional values, attitudes and behaviors, the ability to work effectively with diverse individuals and groups, and the interpersonal effectiveness and communication skills.

Each domain is rated on the following scale:

- Meeting Expectations (i.e. making satisfactory progress)
- Needing Improvement, or
- Demonstrating Unsatisfactory Progress

Needing Improvement

Students rated as "Needing Improvement" in a domain receive an individualized training plan designed to facilitate their acquisition of required skills/competencies.

- Student progress on any domain rated "Needing Improvement" is re-reviewed semi-annually.
    - If the student is able to complete the program-level training plan successfully, they will be considered to be making satisfactory progress
    - Students who do not successfully complete an individualized training plan within the required timeframe will be reviewed by the clinical program faculty and referred to the College of Arts and Sciences Graduate Academic Standing Committee (GASC).
    - See http://suffolk.smartcatalogiq.com/CURRENT/Catalog/Academic-Policies/Graduate-Academic-Policies for details
- Students rated as "Needing Improvement" in more than one domain will be referred to GASC.

Unsatisfactory Progress

Students rated as "Demonstrating Unsatisfactory Progress" in a domain by the clinical program faculty will be referred to GASC.

Events that May Warrant Referral to the Graduate Academic Standing Committee

- Every student is different and all student progress is evaluated in the context of individual factors. However, students are typically referred to and reviewed by the Graduate Academic Standing Committee if they demonstrate:
    - Serious difficulties in professional development and conduct as noted on research mentor, instructor, or teaching apprentice evaluation forms or behavioral observation
    - Academic difficulties
        - Receive one or more grades below B-
        - Fail to receive a passing grade when retaking a required course following initial failure
        - Earn an overall GPA below 3.0
        - Have more than one incomplete in any semester
    - Difficulties completing program milestones on time
        - Do not successfully complete the ERP by the start of the fall semester of the third year
        - Do not complete a dissertation proposal by the end of the spring semester of the 5th year
        - Fail to complete the program by the end of the 7th year
    - Difficulties with clinical training
        - Receive a rating of a "2" on 2 or more skills on a final practicum evaluation or demonstrate significant problems with clinical practice
        - Receive a second less than satisfactory practicum evaluation
    - Do not satisfactorily complete the requirements of a remediation plan

Events That May Warrant Dismissal from the Doctoral Programs

Every student is different and all student progress is evaluated in the context of individual factors. However, a student may be dismissed from the program if they:

- demonstrate serious and pervasive difficulties in professional development
- fall below a 3.0 for a second semester
- receive 2 grades below B- and has an overall GPA below a 3.0
- receive an F in one course and has an overall GPA below 3.0
- fail to complete required coursework
- engage in academic dishonesty
- do not complete the ERP by spring semester of the third year
- fail to conform to ethical and legal standards of the professional practice of psychology (Ethical Principles of Psychologists and Code of Conduct)
- For students enrolled in the Clinical Doctoral Program, receipt a rating of 1 on any item on the final practicum evaluation form or demonstration of significant problems with clinical practice
- do not satisfactorily complete the requirements of a remediation plan
- fail to complete the program by the end of the 8th year

Student probation and dismissal is administered through the College of Arts and Sciences Graduate Academic Standing Committee.

Official Documentation and Acknowledgement of Feedback

All students are provided with a letter describing the faculty's assessment of their academic progress for the year within six weeks of the meeting. Students must acknowledge receipt of the letter and verify that they have read the letter and are aware of any conditions that must be met for continued progress in the program.

Mid-Semester Student Reviews

The clinical doctoral program faculty also convene to complete a mid-semester student review

- ***First year students:*** In order to facilitate first-year students' transition into the program the clinical doctoral program faculty review all first-year students twice: mid-year after grades are officially recorded for the fall semester of the first year and again at the end of the academic year. Our goal is to give first year students the feedback and support they need to thrive in the program.
- ***Advanced students:*** Advanced students who had domains identified as "Needing Improvement" or "Unsatisfactory" from their end of year annual review are also reviewed mid-year.

ACADEMIC INTEGRITY

Suffolk University Statement on Academic Honesty
Academic honesty and integrity are fundamental to the University, the department and are consistent with the APA ethics code. All students are responsible for knowing and adhering to the Suffolk University policy for academic honesty and the consequences of being dishonest. Continued participation in the program constitutes an acceptance of the conditions described in the publication and, thus, a commitment to honest academic conduct. All students are expected to know the Suffolk University policy on academic honesty which can be found in the student handbook, https://www.suffolk.edu/student-life/student-services/student-handbook.

Suffolk University Policy on Academic Misconduct
The doctoral program in clinical psychology, and Suffolk University, expect all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions. Some cases of academic misconduct may be reviewed and resolved at the program or department level, other more egregious forms of academic misconduct necessitate a full review by the Academic Misconduct Committee (AMC). For more information, please see the academic misconduct policy: https://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-students-cas-sbs/academic-misconduct-policy.

STUDENT PROBLEMS, COMPLAINTS, GRIEVANCES, AND DUE PROCESS

Depending on the nature and severity of a student problem, complaint, or grievance, there are different options for resolution. The ombudsperson, described in the Student Support, Mentorship and Resources section of this manual, is an additional non-Clinical Program-affiliated, Psychology Department resource available to students.

Petitions for Exceptions to Program Requirements of Deadlines
A student may petition for an exception to any of the program requirements or deadlines. The petition must clearly state the details of the exception and a clear rationale for the request. Students are encouraged to discuss potential petitions with their research mentor, program advisor or appropriate administrator before submitting a petition.

In general, petitions must be submitted in writing to the DCT, who will consult with the Clinical Executive Committee (CEC). Depending upon the nature of the petition, the CEC may also consult with the full Clinical Program Doctoral Faculty. The CEC's response may be petition granted, petition denied, or request for more information. Before sharing this response with the student, the DCT may submit the CEC's response to the Chair for consultation. In the case that the CEC is unable to determine the outcome of a petition, or a petition outcome is appealed by a student or faculty member, the case will be referred to the Chair. The Chair maintains responsibility for making the final determination on all such student petitions.

A response to the petition will be provided to the student in a timely manner from the DCT, CEC, or Chair, as appropriate. Determinations typically are made within 2 weeks of the petition request. A student who disagrees with the outcome of the petition and believes that the petition was unfairly judged by the faculty may contact the CAS Dean and/or file a grievance using the mechanisms outlined below.

Student Feedback/Complaints About Program Policies and Offerings
Students are provided several formal and informal opportunities to provide feedback about the program or express concerns or complaints about program policies and offerings.

- Students are encouraged to bring concerns to their research mentor, program advisor, the DCT, ADCT, CTC, Chair, or any other trusted faculty member.
- Students may bring up concerns at Town Halls meetings, or through their Student Representatives who attend doctoral program meetings.
- Students may identify concerns through formal evaluations of their course instructors, clinical supervisors, teaching apprenticeship mentors and supervisors.
- Students may identify concerns through the completion of the annual student evaluation of the program.

Grade Grievances
The clinical doctoral program follows the university policy (which can be found at this link) for resolving grade grievances. Students who have complaints about a grade **on a single assignment or exam**, should first speak with or email the faculty member to try and resolve the dispute. If the complaint is not resolved, students may bring the matter to the attention of the DCT and, if required, the Department Chair.

Students who dispute their **final grade** should also first attempt a resolution with the faculty member, within two weeks of the grade being assigned. If a resolution is not reached, students may petition the DCT or Department Chair in writing. If the grievance is not addressed or resolved fairly at the department level students have 10 business days to file a formal grievance with the academic dean (or dean's designee) of the school in which the course is offered

Other Grievances about a Student or Faculty/Staff Member

In other situations (not described above) where a student believes that they have been treated inappropriately or unfairly on an academic or interpersonal matter by another student, faculty or staff member, or a clinical supervisor in the psychology department, students are encouraged to follow the following procedures.

1. The first action, in most cases, would be to address the problem with the other person(s) involved and attempt to reach a resolution of the concern.
2. If the student is not satisfied with the resolution of the concern, or feels that it would be inappropriate to address the matter directly, they may contact their research mentor or program advisor for assistance. Research mentors and program advisors may serve in an advisory role, provide direct intervention support on behalf of the student, or secure other departmental/College resources as needed.
3. If the issue is not satisfactorily resolved at this stage, the next step would be discussion with any of the following persons (depending on the nature of the problem): the Director of Clinical Training, the Associate Director of Clinical Training, the Clinical Training Coordinator, the ombudsperson, or the Chair of the Psychology Department. These individuals may also provide advice, support, and resources as needed.
4. A student who needs to pursue a grievance beyond this level, or a student who has a grievance cannot or should not be handled through Department channels should contact the CAS Dean's office at https://www.suffolk.edu/cas/about/administration.

Grievances Related to Discrimination or Harassment

Suffolk University has informal and formal grievance procedures for students who believe they have been the victim of discrimination or harassment. These are fully described in the Student Handbook. In addition to or in lieu of filing an internal complaint with Suffolk University, an individual who believes the University's response was inadequate or has otherwise been subjected to unlawful discrimination or harassment or retaliation may file a formal complaint with the government agencies that are identified at this link. Using the University complaint process does not prohibit a person from filing an external complaint.

Discrimination Due to a Disability

If a student believes any University employee has discriminated against them because of a disability, they have the right to seek a review of such concerns. For this type of grievance, the Program will use Suffolk University's process for filing grievances related to academic accommodations for students registered with disability services found at this link.

STUDENTS RIGHTS AND RESPONSIBILITIES

Consistent with Suffolk University's Statement on the Rights, Freedoms, and Responsibilities of students the Clinical Psychology PhD Program recognizes and abides to the rights and responsibilities of students. Our goal is to create an environment imbued with courtesy and respect. The program also recognizes and values cultural and individual diversity, and upholds the rights of individuals to be free of prejudice or discrimination with respect to program access and completion.

Nondiscrimination Policies
Consistent with https://www.suffolk.edu/about/mission-history/diversity-inclusion/non-discrimination-policy the clinical program does not discriminate against any person on the basis of race, color, national or ethnic origin, religion, sex, age, disability, sexual orientation, gender identity, gender expression, genetic information, military or veteran status or any other characteristic protected under applicable federal or state law in admission to, access to, treatment in, or employment in its programs, activities, or employment.

Personal Challenges that Interfere with Satisfactory Student Progress
A student's inability to maintain satisfactory progress in the clinical program can sometimes be due to a disabling condition, medical problem, or mental health challenge of a personal nature. Although students may discuss these personal issues with program faculty in seeking guidance and mentoring, students are never under any obligation to disclose personal issues. However, in accordance with APA ethical guidelines, students are responsible for recognizing at an early stage when personal problems may be interfering with their effectiveness and obtaining the assistance they need in order to prevent significantly impaired performance.

In accordance with Suffolk University's Leave of Absence Policy students may contact the Student Affairs Office to discuss a potential leave of absence from the program.

As noted earlier in this manual in the section labeled Student Support Services, students may contact the CTC for a list of therapists who are interested in working with students dealing with transitional issues. Any student who, because of a disabling condition, requires special arrangements to meet course requirements or to participate in any other activities required by the program should contact the Office of Disability Services at (617) 994-6820 or disabilityservices@suffolk.edu. Once the student receives an accommodation letter from the Office of Disability Services they should provide this documentation to the DCT and any faculty members who will be asked to enact accommodations (depending on the nature of the accommodations, that could include instructors, research mentors and/or clinical supervisors).

Leaves of Absence
A leave of absence may be granted for up to one year to a student in good academic standing (not on academic probation or subject to dismissal). Requests for leaves of absence should be made directly to the DCT via the Administrative Services Manager, who will begin the proper paperwork sequence and ensure these are directed to the Dean's office. Students on official leave remain subject to the degree requirements under which they were admitted. Students away from the University and not meeting program requirements for longer than one year will be required to

withdraw formally from the program. They may then re-apply through the normal admissions process. Only one leave of absence will be granted during the course of completion of the doctoral program.

PERIODIC PROGRAM SELF-REFLECTION AND REVIEW

Self-study and reflection are critical to the success of our doctoral program and we have several mechanisms in place to facilitate this process. First, the DCT, ADCT, and CTC follow the CUDCP list serve and attend the annual meeting to stay abreast of best practices. This knowledge is distributed to faculty through email message updates and in program meetings.

The goals, curriculum, policies and procedures of the program are also subject to regular, ongoing review by the DCT, ADCT, CEC, and Clinical Doctoral Program Faculty Committee faculty during monthly meetings, through committee work, and during occasional retreats.

Student Feedback

Regular student feedback is one very important way that we evaluate our performance and identify areas in need of improvement.

- First, students actively participate in our review process by providing feedback to the DCT, ADCT, CTC, of Chair, bringing up concerns or suggestions at Town Halls meetings, or through their Student Representatives who attend doctoral program meetings.
- Second, students are asked to provide regular written feedback and evaluation of their course instructors, clinical supervisors, teaching apprenticeship mentors and supervisors.
- Third, we ask students to respond to a yearly survey on their broader experiences in the program and we continue to survey students as they transition into alumni status.
- Finally, alumni surveys that assess licensure status, employment, etc. allow us to track graduates in their career trajectory and identify any ways in which the program needs to change to support our graduates' success.

Communication of Program Changes

Any changes in curriculum or procedure will be communicated to all enrolled students and to all departmental faculty members in writing. Typically, changes are communicated via email and then the updates are made to the program manual. In addition, changes are also discussion during our yearly orientation and Town Hall meetings.

FINANCIAL ASSISTANCE

Effective Fall 2019, all students who are enrolled full-time in the Clinical Ph.D. program and are in good standing will receive 100% tuition remission until the end of their 6th year in the program. Students who wish to continue their studies past a 6th year will need to petition the program for continued tuition remission (not guaranteed after year 6).

In addition, students who begin the Clinical Ph.D. program in Fall 2019 or later will be eligible to receive an annual stipend for their first three years of full-time study in the Clinical Ph.D. program. The amount of the stipend is subject to final budgetary approval by University administration, and will be set each year at the time admissions offers are made. During each 15-week semester in the academic year, stipends are pro-rated to include approximately 10 hours per week of responsibilities, which may include research activities in mentor labs, teaching, or clinical-related work in later years. The Clinical Program faculty reserve the right to change the responsibilities associated with this stipend annually for the coming year. Any changes to stipend responsibilities from year-to-year will be communicated to students via email.

The Student Financial Services Office is your best resource for getting information about your financial aid award. The material below is provided as a helpful guide specifically for students in the doctoral program in clinical psychology. However, if there are inconsistencies between this information and that provided to you by the Student Financial Services Office, the Student Financial Services ruling stands.

Tuition and Program Costs – Academic Year 2025-2026

Tuition

Tuition rates change yearly. As stated above, all students enrolled full-time in the Clinical Ph.D. program who are in good standing are eligible to receive 100% tuition remission until the end of their 6th year in the program.

Registering for less than a full-time course load may affect tuition remission and have consequences outside of the doctoral program (please see the previous section *Residency Requirements* for further details).

Advanced students may enroll in elective courses beyond the required 72 credits. As long as students are full-time and stay under the 17-credit limit per semester, students who opt to take elective courses beyond the required 72 credits will not be charged tuition in years 1 through 6. Students may not receive tuition remission when enrolled in electives after the 6th year of the program.

For more detailed information on tuition, aid and expenses by aid package students should refer to the financial aid webpage (https://www.suffolk.edu/student-financial-services).

Additional Expenses

Other university and program related costs include books, professional liability insurance (required for students on practicum and internship), and health insurance (required by the State of Massachusetts; students without private insurance can purchase insurance through Suffolk University https://www.suffolk.edu/student- financial-services;

https://www.universityhealthplans.com/suffolk). These costs are paid for directly by students, and are not part of current financial aid packages.

Financial Aid

New students normally receive notification from the Office of Student Financial Services regarding their financial aid package by April of the preceding academic year. Award offers are extended on a "rolling basis" as students are admitted to the program and aid applications become complete. All students are strongly encouraged to submit their FAFSA (http://www.fafsa.ed.gov) as soon as it is available on the web (October 1st) whether it is a renewal or first-time application. The Psychology Department due date for FAFSA filing is April 1st

Students can expect their yearly aid levels to remain stable pending continued availability of funds, maintenance of enrollment status (i.e., full time, part time), satisfactory academic progress, and demonstration of the same level of need if the student is receiving need-based funds. For more information on financial aid deadlines, requirements, types of aid, and how to apply, please see the Office of Student Financial Services web page at https://www.suffolk.edu/student-financial-services.

Students must be enrolled at least half-time (6 or more credits) to maintain in-school deferment status for federal student loans (http://studentaid.ed.gov/repay-loans/deferment- forbearance). Advanced students who are registered for PSYCH 801 or 000 will be considered full-time and thus may continue to defer repayment. Students who receive repayment notices from loan lenders in error should immediately contact the Registrar for resolution on deferment. Students must be in good academic standing to receive financial aid. Students who are not in good standing or who are not on time for completing programmatic milestones or required coursework may not be eligible for financial aid.

OUTREACH Fellowships

The Outreach Fellowship in the Clinical Doctoral Program at Suffolk University aims to enhance the field of clinical psychology by supporting students from traditionally underrepresented minority groups in the psychological sciences and/or students committed to serving traditionally under-served populations in mental health throughout their career or who have demonstrated a sincere commitment to rectifying histories and systems of oppression and cultivating justice and equity. The Fellowship will support up to 1-2 students in each cohort during their first 3 years of in-residence study. The Fellowship includes a $10,000 stipend during the academic year, and an additional $6,000 in summer stipend funds. These monies are not tied to any particular activity or responsibility; they are intended to support the student's time toward their scholarship and clinical training. OUTREACH Fellows are offered an additional $500/year in program funding that may be applied to travel, school-related expenses, or research funding as needed throughout their time in the program. Again, these funds are not tied to any particular activity; they may be used for professional experiences or materials that will enhance the student's productivity and development as a Clinical Psychologist. This $500 is available *in addition to* the student research ($300 for the ERP, $1000 for the Dissertation) and travel funds ($800/year) currently offered to students who are not on the fellowship.

Basic Eligibility & Criteria
Applicants should be from traditionally underrepresented minority groups in the psychological sciences and/or students committed to serving traditionally under-served populations in mental health throughout their career or who have demonstrated a sincere commitment to rectifying histories and systems of oppression and cultivating justice and equity. Fellows must be admitted (and enrolled) as full-time Clinical Ph.D. students. They must meet the minimum requirements for satisfactory academic standing and make timely progress for all training milestones, as outlined by the Doctoral Program Manual. Fellows must be U.S. citizens.

Procedure
Up to two fellowships are available for incoming clinical students, pending University budgetary approval. Candidates can indicate their interest in the Outreach fellowship on their applications or at Interview Weekend. Candidates will be reviewed by members of the Psychology Department. If you have questions about applying for an Outreach fellowship, please contact the Program Administrator.

Employment Opportunities for Advanced Students Who Are Not Receiving a Graduate Stipend

Some students (e.g., students who are not on regular doctoral stipends during the academic year) may be eligible for work-study on the basis of financial need. Eligibility for work-study is determined by the Student Financial Services Office after students complete a financial aid application process. Regardless of the source of funding, no student employed by the university may work more than 20 hours per week during the academic year. All students may consult the Student Financial Services Office for summer funding opportunities.

Students may also pursue other university employment opportunities without applying for federal aid. Students may apply for Administrative Fellowships and Research Assistantship positions within the department and across the university, and Lab Instructor, Graduate Student Lecturer and Course Assistant positions within the Psychology Department. **These positions are available to advanced students who are not on graduate stipends**; see below for their descriptions.

Administrative Fellowships
Administrative fellowships are highly competitive positions within different departments and university offices across campus. Fellowship responsibilities vary from department to department but might include research, office tasks, data input, customer service initiatives, etc. In the past fellowships have been available in Student Activities, Admissions, Athletics, Enrollment Research, Office of Diversity Services, Student Financial Services, the Registrar, and Career Planning/Placement among others.

Applicants must be proactive and apply directly to each department/office that has a fellowship for which the student would like to be considered and hiring decisions are made by the department/office holding the fellowship. As a service to students, each April, the Student Financial Services Office compiles a listing of fellowship positions available for the following academic year. Unfortunately, this list is not updated as the positions are filled, but it is available here: https://www.suffolk.edu/student-financial-services/types-of-financial-aid/graduate-students/work-

awards. Students interested in pursuing these positions are urged to begin applying as soon as the list is available.

Research Assistantships
The College of Arts and Sciences has a Research Assistantship program that is aimed at supporting faculty research and integrating students into faculty research activities. Interested faculty members submit a competitively reviewed proposal to obtain an RA to work on a specific research project or projects. Students who are hired through the RA program cannot work on their own masters or dissertation research as part of their RA duties.

The department maintains a list of faculty members within the Psychology Department who have funding to hire an RA. Students can apply to be RAs within the department. A list of approved RA positions is posted to the financial aid section of the university website in late July.

Students should visit the Suffolk financial services website for RA information, including the updating guidelines and hourly rates.

Teaching Positions
[Updates in Progress]

External Sources of Funding

Grant Opportunities
There are several competitive funding opportunities that students are encouraged to pursue during their doctoral training. For a sampling of these programs, please see Appendix AG for Students are encouraged to pursue external sources of funding during their graduate training.

Loan Forgiveness/Repayment Programs
Depending on the nature and location of your post-graduation employment, you may be eligible to apply to a loan forgiveness/repayment program. For a sampling of these programs, please see Appendix AG.

TRAVEL FUNDING

Faculty members and clinical students delivering a paper, presenting a poster, or chairing a symposium at a conference for research conducted with Suffolk faculty or through Suffolk University may be eligible to receive reimbursement of travel expenses from the Department. Plans for travel should be indicated via the Departmental Funding Survey sent every August. Doctoral students in the 1st, 2nd, 3rd and 4th years may be reimbursed for their expenses to present at conferences up to $800 for national/international travel, and up to $300 for regional (within New England) travel, per fiscal year (July 1 – June 30). Extensions beyond these travel fund caps for students will be considered on a case-by-case, first-come-first served basis as funding allows. Doctoral students beyond year 4 should submit a petition to the chair and will be considered on a case-by-case basis pending availability of funds. For student travel, only the first author on a

presentation will be funded. Other types of travel can be considered on a case-by-case basis by petition to the Chair, and pending funding approval by the Dean's Office.

Pre-approval forms are required for both students and faculty members, available via the Administrative Services Manager. The student pre-approval from can be found on the Doctoral Program Resources Blackboard page and in Appendix O. ***At least 4 weeks before travel departure and prior to making any overnight travel arrangements, all pre-trip paperwork must be submitted to the Administrative Services Manager to be considered for departmental funding, regardless of whether or not an advance is requested. Only travelers who adhere to this guideline may be approved for travel funds.***

As of March 1, 2021, all expense processes are to be documented through Workday Financials, which unites University financial functions in a fully integrated environment, while improving reporting capabilities and enhance management tools. Please contact the Administrative Services Manager to help you through this process.

Employee Travel Expense Policy (Handbook)
This policy applies to any employee who incurs business and travel related expenses paid by Suffolk University regardless of the source of funds or if paid by University Credit Card.

Workday
If you have any questions about Workday Financials and new business processes, please contact your **Workday Engagement Network representative**. Alternatively, you can reference step-by step training guides and videos on all financial transaction tasks and reporting in our **LinkedIn Learning Library**.

- Workday Financials Knowledge Base/Training Materials
- **Workday Financials Process Crosswalk**
- **Workday Financials FAQ**
- **Service Portal**
- Contact: workdayatSU@suffolk.edu

Faculty and students are expected to use good judgment and to request reimbursement only for necessary business-related expenses. Each traveler should be conscious of an obligation to spend Suffolk funds prudently. All approval of travel expenses must be made by the Department Chair; final approval is given by the Dean of the College of Arts & Sciences. Expenses will be paid by the University if they are deemed to be reasonable, appropriately documented, properly authorized and within the guidelines of University Policy.

RESEARCH FUNDING

The department offers financial support for doctoral student research for both ERP and dissertation expenses. Students can be reimbursed for up to $300 for ERP expenses and $1000 for dissertation expenses. In order to be eligible for funding, students must have completed the appropriate proposal milestone (i.e., ERP proposal or dissertation proposal). Students may request additional funding for research, beyond the allotted cap. These requests should be submitted via email petition to the Chair and will be reviewed on a case by case basis. All requests are

dependent on the availability of funds. Appropriate research expenses for which reimbursement can be requested include equipment, assessment materials, postage, participant payments (see below for more details regarding participant payments), and software. Student research monies cannot be used for conference travel or membership fees. ***All requested items must be pre-approved by the department prior to purchase.*** Please note that software requests may require additional approval by Suffolk University ITS. All approved software purchases (whether reimbursed or purchased directly from the department) should be purchased through the Suffolk University Webstore (https://webstore.suffolk.edu/).

Research items funded by the department that are unique to your project or not usable by other departmental researchers or are non-consumable (consumable items include certain software, non-consumable includes certain equipment) will not need to be returned upon project completion. Items that are not unique to your project and may be of use to other department faculty or students conducting similar research will need to be returned to the department upon project completion or graduation. Students will be notified of these types of items upon pre- approval of purchase.

Students who have already indicated research needs via the yearly funding survey may submit a pre-approval request by completing the Psychology Department Student Research Reimbursement Request Form (found on the Doctoral Program Resources Blackboard page and in Appendix O). For purchases made within a current fiscal year (7/1 – 6/30) this form must be submitted no later than 6/1. Receipts from outside of the current fiscal year will not be reimbursed. ***The form must be submitted prior to making any purchases.***

At the time of submission, the department will review the requested items and if pre- approved, will notify the student of pre-approval. Once pre-approval is granted, students may forward with the purchase and re-submit the original form with the final costs and all original receipts. All receipts must indicate the form of payment (cash, credit card, check). If the payment type indicated is credit card, a portion of the credit card number must appear on the receipt (ex: xxxx xxxx x1234). Suffolk University is a tax-exempt institution therefore, Suffolk does not reimburse for tax.

Students may request that the department purchase approved research items directly. This can be requested using the same form. If the department is able to purchase directly, the student will be notified upon pre-approval. There may be some purchases that cannot be directly purchased. If this is the case, the student will be notified that they should purchase on their own and submit the receipt for reimbursement using the Expense Report function on WorkDay.

Students should contact the Chair or Administrative Services Manager with any questions regarding appropriate research expenses or the reimbursement policy.

Participant Payments

Students requesting reimbursement for participant payments must be sure to adhere to University guidelines as outlined below. Requests for participant reimbursement will need to include an addendum to the Psychology Department Student Research Reimbursement Request Form outlining the project. See the form for more details.

Suffolk University Research Gift Card Policy

For research involving human subjects, gift certificates may be given to subjects, not to those conducting the research. However, the following steps must be followed:

- The maximum value of the gift cards given to a single participant shall not exceed $50 without prior approval from the Department Chair, Dean, and Institutional Research Board.
- Due to private and sensitive information of the participants, records are to be kept by the principal investigator (in the case of a student, the faculty member supervising the student). The record must include the name of the recipient and dollar amount.
- If any one participant receives a total of $100 or more in gift cards in a calendar year, a completed W-9 must be obtained from that participant and provided to the Accounts Payable Office along with the total value of all gift cards given to the participant.
- An end date must be provided (the expected day the last gift card will be given to a participant). The end date should not be more than 3 months from the request date. If more gift cards are needed after 3 months, an additional request may be submitted.
- Once all gift cards have been distributed, an email should be sent to the Administrative Services Manager notifying the department.

PSYCHOLOGY DEPARTMENT ROOM RESERVATION POLICIES

The psychology department maintains a conference room and several lab spaces that can be signed out by students in the following members of the department community: adjuncts, faculty, graduate students, and teaching apprentices. Research supervisors, Psi Chi advisors and Psych Club advisors can request rooms on behalf of undergraduate research assistants, Psi Chi members, or Psych Club members. A list of available rooms and their descriptions can be found in Appendix AH. Rooms can be used for the following purposes:

Research: To run participants, collaborate with research team, and collect or analyze data.
Study Group: To meet with students for a review or study session
Meeting: committee meeting, dissertation proposal meeting, dissertation defense, research meeting and any general use that does not require the use of equipment.

Length of Reservation

Reservations for research, study groups, or meetings should be reserved for the specific day and time needed. If the room is needed more than one day, please indicate this in your room request.

Research lab spaces can be reserved for up to two week blocks at a time. If you have a space reserved and do not end up needing it, you must notify staff as soon as you are aware, so that the room can be released and used by others if needed. If you have a room booked and need to extend the reservation, you will be able to do so based on availability. If you would like to extend an already existing lab reservation, please contact the Administrative Coordinator directly.

Priority access for reservations will be given to students who require the use of equipment in the specific space (e.g., Physio Lab or Video Lab). All other requests will be reviewed in the order in which they are received.

How to Submit a Request

Prior to submitting a reservation, please check the table of Reservable Spaces, located in Appendix AH to determine which room will best fit your needs.

Submitting a request for a space through the online reservation system, does not guarantee you that space. You must receive an e-mail confirmation from the Administrative Coordinator before your reservation is confirmed. If the department is unable to grant your request, please see the following links for alternate room reservations in 73 Tremont St not requiring specific equipment or software (e.g., E-Prime or Physio Equipment):
https://www.suffolk.edu/about/directory/registrars-office/contact-us/room-request-form

All reservations should be submitted at least 2 business days prior to the date needed.
If an immediate need for a room comes up, please submit the room request form and then contact the Administrative Coordinator directly to notify them of your request. Room availability may be limited with late requests.

Please be advised that for weekend or evening use special building access may be required to access the elevators to the 8th floor. For those conducting research with participants after business hours please be advised that you must contact security to arrange for participant access to the 8th

floor. The Administrative Coordinator will work with the requester to ensure access to the reserved room.

Requesting Event Set Up and Media Services
To ensure availability of services, specific setup and media needs should be indicated in the room reservation form. If there are any changes to the requested set up or equipment, please notify the Administrative Coordinator as soon as possible via email. The Administrative Coordinator may not be able to accommodate requests for special equipment and setups if such requests are received less than 3-5 business days prior to an event.

Requester Responsibilities
The requester of each room is responsible for the actions of all persons using the reservable spaces. For example, the requester will be responsible for the actions of their undergraduate research assistants.

Requestors should not leave personal belonging in the lab rooms. (i.e. if you leave the space during your reservation for an extended time, please take all of your belongings with you). The Psychology Department is not liable for any lost/stolen items.

Each of the reservable lab spaces has an "Occupied/Vacant" sign on the door. These signs should be used to ensure that no one disturbs you when working in the lab rooms. Please be courteous and mindful of your noise level when you walk by an occupied room. When you are done using your room, please move the sign back to "vacant", and return seats and tables to original placement. Please keep spaces clean and professional looking.

Cancellations
All cancellations must be made as soon as the requester is aware they will no longer need the space. Department expectation is that faculty and students reserving a space are actually utilizing it during the times they have it reserved. Please contact the Administrative Services Coordinator immediately if you no longer need the space so that the room can be used by others if needed.

Physio Lab Reservations
The Physio Tech Lab and Physio Lab can only be reserved for psychophysiological studies (please confirm this use when submitting a room request). Only individuals who have been properly trained on the equipment will be able to use it. If you require equipment training or have questions about the use of equipment, please contact Dr. Gabrielle Liverant (gliverant@suffolk.edu)

APPENDICES

Please Note: Several forms are contained in the Appendix. However, we recommend using the versions of the forms on Blackboard since they are formatted for use.

Appendix A: APA PWC Outline/Goals

APA Profession-Wide Competency (PWC) Domain:	**Program Aim (Learning Goal)**	**Learning Objectives by PWC Domain**	**Required Training/Experiential Activities to Meet each Element**
Research	Aim 2	2a) Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. 2b) Conduct research or other scholarly activities. 2c) Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.	• Psych 718 *Research Methods and Ethics* • Psych 722 *Graduate Statistics in Psychology I* • Psych 723 *Graduate Statistics in Psychology II* • Early Research Project • First author presentation at national conference of publication of peer-reviewed paper • Development and presentation of dissertation proposal • Completion and presentation of dissertation project • Supervised research lab experience
Ethical & Legal Standards	Aim 4	4a) Be knowledgeable of, and act in accordance with, the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. 4b) Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.	• Psych 738: *Clinical Practicum & Ethics* IA • Psych 739: *Clinical Practicum & Ethics IB* • Psych 743: *Supervision and Consultation in Professional Psychology* • Psych 718: *Research Methods and Ethics* • Development and presentation of dissertation proposal • Completion and presentation of dissertation project • Completion of clinical practica

		4c) Conduct themselves in an ethical manner in all professional activities.	• Supervised research lab experience
Individual & Cultural Diversity	Aim 3	3a) Understand how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. 3b) Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. 3c) Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), including the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. 3d) Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with	• Psych 712: Multicultural Psychology or Psych 729: Social Justice in Psychology • Psych 738: Clinical Practicum & Ethics IA • Psych 739: Clinical Practicum & Ethics IB • Psych 743: Clinical Supervision and Consultation in Psychology • Psych 731: Clinical Psychology Lab II; • Psych 705: Assessment I • Psych 718: Research Methods and Ethics • Development and presentation of dissertation proposal • Completion and presentation of dissertation project • Completion of practica experiences • Supervised research lab experience

		diverse individuals and groups and apply this approach effectively in their professional work.	
Professional Values and Attitudes	Aim 5	5a) Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. 5b) Engage in self-reflection regarding one's personal and professional functioning and activities aimed at maintaining and improving performance, well-being, and professional effectiveness. 5c) Actively seek and demonstrate openness and responsiveness to feedback and supervision.	• Psych 730: Clinical Psychology Lab I; Psych 743: Clinical Supervision and Consultation in Psychology • Teaching apprenticeship experience • Interactions with peers and faculty members in class • Development and presentation of dissertation proposal • Completion and presentation of dissertation project • Completion of practica experiences • Supervised research lab experience
Communication and Interpersonal Skills	Aim 5	5d) Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. 5f) Produce and comprehend oral, nonverbal, and written communications that are informative and well- integrated; demonstrate a thorough grasp of professional language and concepts. 5g) Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	• Interactions with peers and faculty members in class • Presentation of Early Research Project • Development and presentation of dissertation proposal • Completion and presentation of dissertation project • Completion of practica experiences • Supervised research lab experience

Assessment	Aim 1	1a) Evaluate, select, administer, interpret, and communicate psychological assessments in a manner that is informed by knowledge of the psychometric and empirical underpinnings of different methods and relevant diversity characteristics of the service recipient. 1b) Establish and maintain effective relationships with the recipients of psychological services.	• Psych 716: Adult Psychopathology • Psych 705: Assessment I • Psych 706: Assessment II • Psych 713 Assessment III • Completion of practica experiences
Intervention	Aim 1	1b) Establish and maintain effective relationships with the recipients of psychological services. 1c) Develop, evaluate, and implement treatment plans that reflect both knowledge of empirically-based principles and an appreciation for individual client characteristics and contextual factors 1d) Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation	• Psych 721: Evidence-Based Practice in Psychology • Two of the following classes: (Psych 703: Etiology and Treatment of Anxiety and Related Disorders, Psych 714 Dialectical and Behavioral Therapy, Psych 779: Acceptance-based Behavioral Therapy; Psych 774 Child Therapy) • Psych 731: Clinical Psychology Lab II, • Psych 738: Clinical Practicum and Ethics 1A • Psych 739: *Clinical Practicum & Ethics* IB • Psych 740: Clinical Practicum IIA • Psych 741: Clinical Practicum IIB • Completion of practica experiences
Supervision	Aim 1	1e) Demonstrate knowledge of models and methods of clinical supervision and consultation	• Coursework in Psych 743: Supervision and Consultation in Professional Psychology • Completion of Peer Supervision Assignment

Consultation and Interprofessional /Interdisciplinary Skills	Aims 1 and Aim 5	1e) Demonstrate knowledge of models and methods of clinical supervision and consultation 5e) Demonstrate knowledge and respect for the roles and perspectives of other professions	• Coursework in Psych 743: Supervision and Consultation in Professional Psychology • Completion of practica experiences

Appendix B: DCT Evaluation Form

Suffolk Clinical Psychology Program DCT Evaluation

Please provide your confidential evaluation of the DCT in their capacity as Director of Clinical Training (not as a researcher or teacher).

Level of rater completing the form:

___ Current Doctoral Student ___Department Head/Administrative Assistant ____Faculty

To the extent possible, please evaluate the DCT independent from the program. Please rate their performance in each area for which you have sufficient knowledge. If you believe that your knowledge is insufficient to rate an area of the DCT's performance, please select N/A. Use the following scale:

Excellent	Good	Adequate	Less than Adequate	Poor
5	4	3	2	1

1. Day-to-day management of the doctoral program
2. Role in the growth and development of the doctoral program
3. Role in the graduate student recruitment process
4. Coordination of the admissions for the doctoral program
5. Manner in which Doctoral Training Committee meetings are conducted
6. Availability and responsiveness to questions and requests
7. Quality of academic advising and guidance
8. Role in fostering development of students in the doctoral program
9. Approach to handling your personal grievances
10. Approach to handling other faculty or student grievances
11. Coordination of internship applications
12. Role in maintaining APA accreditation of the doctoral program
13. Role in applying standards fairly and following handbook policies and procedures
14. Clarity and frequency of communication regarding program policies and procedures
15. Representation of the doctoral program within the University (but outside the department
16. Representation of the doctoral program outside the University
17. Role in supporting the diversity and social justice goals of the doctoral program
18. Contributions to program morale
19. Overall administrative leadership in the doctoral program
20. Overall performance as Director of Clinical Training

Positive comments:

Suggestions for improvement:

Appendix C: Change of Research Mentor Form

Change of Research Mentor Form

Student's Name:_____

Student Signature:_____Date:_____

New Mentor:_____

Signature of new Mentor:_____Date:_____

Please return a completed form to the Program Administrator.

Appendix D: How To Find a Therapist

Tips

1) Visit Psychology Today, enter your zip code, then use the filters on the left side to select insurance type, and therapy type to select a therapist.

2) You can also find therapists on Zencare. Every therapist on Zencare has pictures of their practice space, a video message so you can get to know them, and up-to-date information about their availability and if they have openings.

3) You can also go to your health insurance company's website and use their tools for how to find a provider

4) Ask friends, loved ones, fellow students, your advisor, the CTC or DCT and other faculty for additional recommendations

5) Call potential therapists and speak by phone to get a sense of what you want, asking questions about logistics (availability, scheduling, location, and insurance/fee) and their training, orientation, philosophy of treatment, and specialties.

    a. Consider the time and location carefully, given your busy schedule now and next semester/year
    b. If you have an HMO plan, you have to see someone who takes that insurance, i.e., a provider who is in network with that plan
    c. If you have a PPO plan with out-of-network benefits, you can see any provider you want, but you have to pay the therapist out of pocket and then submit a brief form to your insurance company in order to get reimbursed

Remember, research shows that:

- Psychologists are human too, vulnerable to daily stress, life issues, mental health problems, etc., like everybody else
- Psychologists may in fact be more vulnerable than other people given the emotional nature of our work and our tendency to focus on other people's needs
- Psychologists report using therapy quite frequently themselves (72-85% of respondents in large studies)

Other Self-care Resources

https://therapistrefresh.com/
https://www.teachmeselfcare.com/

Appendix E: Suggested Course Sequence

	Fall	Spring
Year 1*	PSYCH-792 Introduction to Neuropsychology and the Clinical Neurosciences	PSYCH-721 Evidence-Based Practice in Psychology
	PSYCH-716 Adult Psychopathology	PSYCH-718 Research Methods and Ethics
	PSYCH-704 - Social and Developmental Aspects of Behavior	PSYCH-705 Assessment I
	PSYCH-722 Graduate Statistics in Psychology I	PSYCH-723 Graduate Statistics in Psychology II
	PSYCH-730 Clinical Psychology Lab I	PSYCH-731 Clinical Psychology Lab II
Year 2	PSYCH-708 Cognition and Affect: An Integrated Approach	PSYCH-712 Multicultural Psychology or PSYCH-729 Social Justice in Psychology
	PSYCH-738 Clinical Practicum & Ethics IA	PSYCH-739 Clinical Practicum & Ethics IB
	PSYCH-706 Assessment II	PSYCH-713 Assessment III: Neuropsychological Assessment
	Clinical, Research or General Elective	***Clinical, Research or General Elective***
Year 3	PSYCH-740 Clinical Practicum IIA	PSYCH-741 Clinical Practicum IIB
	Clinical, Research or General Elective	PSYCH-743 Clinical Supervision and Consultation in Psychology
	Clinical, Research or General Elective	***Clinical, Research or General Elective***
	Clinical, Research or General Elective	***Clinical, Research or General Elective***

*PSYCH-707 - W Introduction to the History & Systems of Psychology (0 credit online course) by the end of first year

Clinical Electives (Must take 2)	PSYCH-727 Qualitative Research Methods
PSYCH-714 Dialectical Behavior Therapy	PSYCH-748 Developmental Psychopathology
PSYCH-774 Child Therapy	PSYCH-772 The Teaching of Psychology
PSYCH-703 Etiology and Treatment of Anxiety and Related Disorders	PSYCH-784 Seminar: The Development of Infants & Children in Poverty
PSYCH-779 Acceptance-Based Behavioral Psychotherapies	PSYCH-787 Human Sexuality and Gender Development
General Electives	PSYCH-788 Advanced Topics in Applied Developmental Psychology
PSYCH-724 Developmental Research Methods	PSYCH-789 Public Policy, Systems and Development Psychology
PSYCH-742 Advanced Statistics	PSYCH-910 Independent Study
PSYCH-771 Writing Seminar I	***Research Project Electives (limited to 9 credits total)***
PSYCH -773 Writing Seminar II	Psych 778 – Dissertation Proposal Preparation II PSYCH 780 - ERP Preparation

PSYCH-785 Migration, Acculturation and Development	PSYCH 782 - Dissertation Proposal Preparation I PSYCH 783 - Dissertation Research

Appendix F: Transfer Credit Form

REQUEST FOR TRANSFER OF GRADUATE CREDIT

I, _____, am formally requesting that the following course work completed at another institution be considered for credit toward my completion of the Clinical Psychology Ph.D. program at Suffolk University. I understand that courses taken elsewhere **cannot be used to meet Suffolk University Clinical Program requirements** and that a maximum of 6 credits of approved coursework can be transferred in as elective credits.

Incoming students must submit transfer requests by August 1st before their first semester of study at Suffolk so that their academic plan can be adjusted accordingly.

_____ _____
Original course title Course number

_____
Institution

_____
Grade received

_____ _____
Original course title Course number

_____
Institution

_____
Grade received

Please submit materials in support of your equivalency claims. Minimally, a course description and syllabus are required. Please submit all materials directly to the Psychology Department c/o Program Coordinator.

You will need to request that an official transcript from the original institution be sent directly to:

Program Administrator
Dept. of Psychology
73 Tremont St.
Boston, MA 02128

Appendix G: Guidelines for Mentors of Teaching Apprentices

Orienting you as a Mentor

Thank you so much for volunteering to mentor a student in your course. As you know, the Apprenticeship program is designed to promote students' skill development as future educators, build strong presentation skills, and work on interpersonal/professional skill development. Our undergraduate students are diverse in many ways, with varied learning needs – this student body presents a wonderful opportunity for our doctoral students to learn how to connect with others of varying backgrounds and needs, while supporting undergraduates in their learning.

The Apprenticeship program is different from a traditional Teaching Assistantship program in several important ways. First, it is a key instructional component of the teaching domain of our doctoral training program. The Teaching Apprenticeship is the first step in a much larger teaching-training and certification program that includes workshops conducted by the Center for Teaching Excellence, coursework on the Teaching of Psychology, and opportunities to engage in several types of paid teaching positions in the department. Another way the Apprenticeship differs from a traditional TA is that our Apprentices are not paid for their "work" in their role, and they are closely supervised by faculty. Another way, then, that it varies from an Assistantship is that the experience is focused on educating our doctoral students, and not about providing administrative support for the faculty member. Light administrative work (making photocopies, securing a room for a special event, helping with technology) is fine as this is representative of faculty life and workload. An Apprentice should be involved in all aspects of the course – from grading, to light administrative/organizational work, to lecturing, to tutoring, and even designing assignments if appropriate. Apprentices should get a wholesome experience of what it means to teach a course. Apprentices should give an average of no more than 8 hours/week – including class time – to their TA role.

This document presents some "required" elements for your role as a mentor, as well as some "recommended" elements. Please take the time to review this document, even if you are a seasoned mentor. There is also a checklist appended to this document you can use to track whether the required elements have been met throughout the semester. I suggest using the checklist throughout the semester with your TA to make sure you are meeting the mentoring standards we have put forth here. Student TAs will also receive a copy of this document and the checklist and will be encouraged to bring the checklist to you early and often in the semester. Students are given these types of tips and other information during Orientation, but they often forget. So, reinforcing these points will make for a smoother ride!

<u>Required elements for Mentors</u>

- Meet regularly with your TA outside of class time. Regularly can be once a week, for even just 15-20 minutes, or 30 min every-other-week. Whatever the two of you decide. But please do set aside a regular check-in time with your TA at the start of the semester. Use this to time to listen to their teaching goals, discuss classroom challenges, and to teach them about teaching (more on that below)!
- Provide your TA with a "lecture" opportunity at least once, with structured feedback. All TAs must do some independent teaching, at least once, during the semester. More frequently is fine and often beneficial, depending on the students' desires, levels, and the mentor's assessment of the student's readiness. The "lecture" can be part of a class, or a whole class. It might also be an exercise, some other form of public speaking, or leading a small group

discussion. But it must be observed by you, and you need to provide feedback either during one of your regular meetings verbally or in writing. Ideally, the student will present more than once in a semester and you will be able to see how the student incorporates feedback.

- Teach your TA about teaching. Do NOT simply assign a grading task, review session, or other activity and assume the TA will just do it. You are training them to teach and provide feedback to students. Review their grading and offer suggestions. If grading takes too long, talk to them about tricks and techniques you have developed over time to be more efficient. Offer to provide past review session materials and talk about what works and what doesn't. And invite your TA to ask questions. Help them ask "why" you do things a certain way. Show them why the syllabus is the way it is… you get the idea!
- Prepare your TA for the unexpected. We simply can't know what a class or life has in store for us, but we can help teach our TAs that they should expect the unexpected. Let them know that things can get dynamic in the classroom if you're teaching sensitive material and be willing to talk with them about their experiences. If you think there may be a chance you are in a pinch at some point (e.g., you need to stay home for child care), and you will need coverage for your class, ask the TA at the beginning of the semester if they would be comfortable jumping in by showing a video or some other already-prepped activity. Some TAs may be thrown off by last-minute requests from you, so prepare them in advance for that possibility or make other arrangements for your class to be covered based on your understanding of their readiness level.
- Prepare your TA to understand the time demands of your particular course. If some weeks will be "heavier" than others (e.g., exam time), speak with your TA early in the semester so they are able to plan accordingly. Don't assume they will know just by looking at the syllabus (many students get caught off-guard in this way).

Recommended elements for Mentors

- Consider writing your TA a formal teaching observation if they do a full lecture. Several of our Mentors already do this, and it is a WONDERFUL thing for our students to have in their files and to orient them to how educators are "reviewed" in their careers.
- Offer to process the end-of-semester ratings from students. Again, most Mentors do this anyway, but it is a very helpful exercise to socialize TAs to understand student ratings. Help them understand that there really is no pleasing everyone, but that looking for themes in the comments can help them think through the ways they were effective and areas for growth or change in the future.

Final Thoughts on Challenges

Although most of our TAs thrive, some find the role of TA to be a challenge. Connecting with students is one domain that may be hard for some students. If there are student complaints about your TA please let the Director of Graduate and Undergraduate Studies (Matt Jerram) know.

Oftentimes, conflicts and challenges can be managed in a way that helps our graduate students learn from them if they are addressed well, and early-on. Ignoring student complaints is rarely a good idea (even if it is just one student or seems to be an isolated incident).

Many graduate students report that they are uncomfortable with public speaking, but that their TA experiences helped push their boundaries in positive ways. Please seek help from a fellow faculty

member or me if your TA seems extremely reticent to take on the main elements of the TA role. Again, early intervention is usually the best!

Teaching Apprentice & Mentor Checklist

- We have discussed the TAs hopes and goals for the semester.
- We have revisited the TAs hopes and goals for the semester to see how they are progressing.
- We are meeting regularly outside of class time.
- We are regularly discussing various elements of teaching as they arise – from assignment and exam preparation, to grading, to classroom dynamics.
- We have conducted at least 1 independent TA "lecture" (see item 2 above) with feedback from the mentor.

Appendix H: Instructor Evaluation of TAP Form

Teaching Apprentice Instructor Evaluation Form

Name Course Number

Course Title Instructor Last Name

Please rate the teaching apprentice's performance on the following criteria. Feel free to include specific comments in the space following each question as well as general comments at the end.

1. How regularly did the TA attend class?

Rarely					Never missed a class
0	1	2	3	4	5

2. Rate the TA's effectiveness in serving as a resource of students (e.g., office hours, exam review, etc.)

Unsatisfactory					Excellent
0	1	2	3	4	5

Comments:

3. Rate the TA's willingness to take on assigned tasks

Unsatisfactory			Average		Excellent
0	1	2	3	4	5

Comments:

4. Rate the TA's assertiveness in gaining exposure to, and experience in, teaching.

Avoided new experience					Actively sought new experience
0	1	2	3	4	5

Comments:

5. Did you receive any valid complaints about your TA from students in the class.

Yes, I received several complaints	Yes, I received a few complaints	No, I did not receive any complaints
1	2	3

Comments:

6. Please check off the teaching activities that your TA engaged in:

- o Taking lecture notes
- o Office hours
- o Special review sessions
- o Preparing supplemental study materials
- o Conducting a lab exercise
- o Individual tutoring
- o Exam preparation
- o Grading of homework assignments
- o Grading of objective exams
- o Grading of papers or projects
- o Lecturing
- o Other (please specify):

7. Please give an overall rating of your TA's performance (*In order to successfully complete the TA training experience, students must be rated as adequate (3). TAs who receive a rating of 0, 1, or 2 require the development of a remediation plan)*

Unsatisfactory			Adequate		Excellent
0	1	2	3	4	5

Comments:

Please provide comments below that can be used to

1) qualitatively describe your TA's performance and

2) help develop teaching training goals for this student in the coming semester(s):

Appendix I: Student Evaluation of TAP Form

Student Evaluation of Teaching Apprentice Form

IMPORTANT: PLEASE READ INSTRUCTIONS BEFORE COMPLETING THIS SURVEY
Student evaluations of teaching play an important role in the review of faculty. Your opinions influence the review of instructors that takes place every year. The Psychology Department recognizes that student evaluations of teaching are often influenced by students' unconscious and unintentional biases about the race and gender of the instructor. Women and instructors of color are systematically rated lower in their teaching evaluations than white men, even when there are no actual differences in the instruction or in what students have learned. As you fill out the course evaluation please keep this in mind and make an effort to resist stereotypes about teaching apprentices. Focus on your opinions about the quality of the teaching and not unrelated matters (e.g., the teaching apprentice's appearance).

1. Course Name & Number:

2. Course Instructor:

3. Teaching Apprentice:

4. Rate the teaching apprentice's overall teaching skills (e.g., in lectures, workshops, in-class exercises

Extremely Ineffective	Ineffective	Somewhat Ineffective	Neither Effective nor Ineffective	Somewhat Effective	Effective	Extremely Effective

5. Rate the teaching apprentice's ability and willingness to help you

Extremely Unwilling	Unwilling	Somewhat Unwilling	Neither Willing nor Unwilling	Somewhat Willing	Willing	Extremely Willing

6. What did you like most about your TA's teaching?

7. What suggestions do you have for improving your TA's teaching?

8. Other comments:

Appendix J: PWC Research Mentor Evaluation Form

PWC Research Mentor Evaluation Form

****

MENTOR VERSION INSTRUCTIONS: This rating form provides a list of competencies and elements to be rated based on the student's performance in research lab. ***Not all of the competencies or elements listed are expected to be demonstrated each year (although students must demonstrate competence in each area before applying for internship).*** Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. ***Make your selection based on the student's performance expected for their <u>current level of training</u>.*** *Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section*

****

Mentor Research Mentor Name_____
Mentee Research Mentee Name _____

Research A - *Demonstrate the substantially independent ability to* ***formulate research or other scholarly activities*** *(e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section at the end this block.*

A1. Knowledge of how clinical psychologists use research in their different professional roles.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

A2. Ability to search the literature for scholarly papers relevant to a particular research topic (databases, library resources, online journals, etc.).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

A3. Ability to use the existing scholarly literature to identify a knowledge gap and generate research questions and hypotheses.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

A4. Knowledge of how culture impacts the process by which research questions are generated, the types of questions considered, the methods (including measures) used to design research, the research process, and the interpretation of findings.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

A5 Ability to consider different methods of conducting a research study and design a project aimed at asking specific research questions/testing hypotheses.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

A6 (Optional for Year One Students) Ability to substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Research B. *Demonstrate the ability to* ***conduct research or other scholarly activities***

B1. Ability to conduct research (e.g., recruit and screen participants, collect data, etc.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

B2. Ability to communicate, collaborative and work cooperatively with a research team.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

B3. Ability to engage in problem-solving, critical thinking, organized reasoning, intellectual curiosity, and flexibility related to research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

B4. Seeks and demonstrates openness and responsiveness to feedback regarding research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

B5. Ability to make satisfactory progress on research projects, goals, and milestones.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

B6. Responds professionally in increasingly complex situations with a greater degree of independence related to research

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Research C - ***Critically evaluate and disseminate research*** *or other scholarly activity via professional publication and presentation at the local (including Suffolk), regional, or national level*

C1. Ability to critique individual studies and areas of the research, including the ability to compare/contrast methodological approaches and evaluate research in terms of design, methodological rigor, interpretation, and study implications.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

C2. Ability to create an effective research presentation (e.g., oral presentation, poster).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

C3. Ability to disseminate research or other scholarly activity via professional publication and presentation at the local (at Suffolk event or local conference), regional or national level

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

C4 Ability to engage in scholarly writing that is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Research Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding overall development of research competencies:

Ethics *Ethical and legal standards related to research. Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section at the end this block.*

E1. Demonstrates knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

E2. Demonstrates knowledge of relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

E3. Demonstrates knowledge of relevant professional standards and guidelines.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

E4. Recognizes ethical dilemmas as they arise in a research context and apply ethical decision-making processes in order to resolve the dilemma.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

E5 Conducts self in ethical manner in all professional activities.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Rating of Ethical and Legal Competencies

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of ethical and legal competencies:

Professional Values and Attitudes *Professional values and attitudes as evidenced in behavior and comportment that reflects the values and attitudes of psychology. Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section at the end this each block.*

V1 Ability to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V2 Ability to engage in self-reflection regarding one's personal and professional functioning

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V3 Ability to actively seek and demonstrate openness and responsiveness to feedback and supervision

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V4 Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V5 Ability to be collegial with peers

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V6 Ability to maintain appropriate professional boundaries

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V7 Ability to manage conflict/disagreement with faculty, peers, and staff.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V8 Ability to engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall rating of professional values and attitudes

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of professional values and attitudes

I. Communication and Interpersonal Skills *Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section at the end this each block.*

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

I1. Ability to develop and maintain effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, and supervisees

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

I2. Ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

I3. Ability to demonstrate effective interpersonal skills and the ability to manage difficult communication well

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall communication and interpersonal rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding communication and interpersonal skills:

If you would like to provide additional feedback regarding this trainee, please enter it below.

Appendix K: Early Research Project Proposal Review Checklist

Early Research Project Proposal Review Checklist

Name of Principal Investigator:

ERP Research Advisor:

Title of Proposed Research:

Submission Date:

	YES	NO
1. Presence of a clearly defined statement of the research question/problem.	☐	☐
2. Presence of clearly articulated research hypotheses.	☐	☐
3. Description of data being utilized and/or collected.	☐	☐
4. Description of measures or measurement strategy being employed.	☐	☐
5. Presence of a timeline (for data collection, data analysis, manuscript writing, etc.).	☐	☐
6. Inclusion of an IRB/RAR plan, if new data are being collected	☐	☐
7. Presence of research advisor signature.	☐	☐

Please provide elaboration/comments/explanation for any gray-shaded boxes checked:

Any Additional Comments, Feedback, or Required Revisions? (If referring the student to revisions made within the document itself, please attach a copy to this evaluation sheet)

I have read this students' written product. At present the document does not satisfy the requirements of their Early Research Project proposal. My requested revisions are noted above.

2nd Reader: **Date:**

Signature of 2nd Reader:

OR

I have read and approved this students' written product which satisfies the requirements of their Early Research Project proposal.

2nd Reader: **Date:**

Signature of 2nd Reader:

Appendix L: Early Research Project Proposal Signoff

Early Research Project Proposal Signoff

Student's Name: _____

ERP Title: _____

Date Submitted: _____

I have read and approved my students' written product which satisfies the requirements of their Early Research Project proposal.

Research Mentor: _____

Signature of mentor: _____

I have read and approved this students' written product which satisfies the requirements of their Early Research Project proposal.

2nd Reader: _____

Signature of 2nd Reader: _____

Appendix M: ERP Oral Presentation Student Feedback Form

ERP Oral Presentation Student Feedback Form

Student Presenter: _____ Faculty Evaluator: _____

The goal of this assessment is to provide feedback to students on the skills they demonstrate during their oral presentation of their ERP.

Part A: Please select the most appropriate rating for each item. Make your selection based on the student's performance **expected for their current level of training.** You are required to provide an explanation for **any item rated as 1 or 2** and encouraged to provide comments contextualizing all ratings.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation
1	2	3	4	5

____ 1. The student developed and presented a research presentation that was informative, well-integrated, and engaging.
Comments:

____ 2. The student communicated knowledgeably about their research topic, citing recent theory and research relevant to the project topic.
Comments:

____ 3. The student used time effectively; presentation was well-paced.
Comments:

____ 4. The student demonstrated good public speaking skills, by making eye contact with the audience, maintaining appropriate volume, articulating clearly, and varying voice and facial expression. Comments:

____ 5. The student demonstrated a thorough grasp of professional language and concepts.
Comments:

____ 6. The student invited, considered, and responded to questions thoroughly and professionally.
Comments:

Part B: Our assumption is that students in training (and professional psychologists) have both areas of strength and opportunities for improvement. In Part B below, please provide **at least one strength** evidenced by the student presenter and **at least one specific suggestion** for how the student can continue to grow and improve on their research presentation skill set.

1. Please provide **at least one strength** evidenced by the student presenter.

2. Please provide **at least one suggested way** in which the student can continue to grow and improve on their research presentation skill set.

Appendix N: ERP Manuscript Evaluation Form

ERP Manuscript Evaluation Form

Student Name: Research Mentor Name:

Manuscript Title: Date:

Please use the rating scale below to assess the research competencies evidenced in the Early Research Manuscript. *Note: All competencies must be rated as 3 or higher for the student to pass the ERP*

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation
1	2	3	4	5

Research Mentor Rating

___ 1. Student demonstrated the ability to critically evaluate research or other scholarly activity in the development of this manuscript.

___ 2. Student demonstrated awareness, knowledge, and skill in considering issues of individual and cultural-diversity with regard to this project

___ 3. All of the relevant ethical, legal, and/or professional standards or guidelines were appropriately anticipated, identified, addressed, and discussed with regard to this project.

___ 4. This project is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Second Reader Rating

___ Student demonstrated the ability to critically evaluate research or other scholarly activity in the development of this manuscript.

___ Student demonstrated awareness, knowledge, and skill in considering issues of individual and cultural-diversity with regard to this project

___ All of the relevant ethical, legal, and/or professional standards or guidelines were appropriately anticipated, identified, addressed, and discussed with regard to this project.

___ This project is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Signature of Research Mentor: _____

Signature of Second Reader: _____

Appendix O: Research Reimbursement Request Form

(This form is included here for information only, please submit excel spreadsheet form on Blackboard)

For purchases requested within the current fiscal year (7/1 - 6/30), this form must be submitted no later than **6/1**. Pre-approval must be obtained for all student research requests prior to purchase. Submit the completed form to the Program Administrator.

Upon submission, requests will be reviewed by the department. If pre-approved, you will be notified and may move forward with the purchase. Post purchase, re-submit the original form with the final cost and attach all original receipts.

Please note: items that are unique to your project and are funded will not need to be returned to the department. Items that are not unique to your project may need to be returned to the department. You will be notified of this upon pre-approval.

PARTICIPANT REIMBURSEMENT: If requesting approval for participant reimbursement (gift cards or cash payments) please submit an addendum to this form which includes the following information: (1) Title of Study (2) Does this study have Suffolk IRB approval? (3) How many participants are expected? (4) Will any participant be given a total value of more than $100? (5) Will any participant be Suffolk University faculty or staff members - Yes, No, or to the best of my knowledge, no (6) Approximate date all give cards will be distributed.

Name: _____

Address: _____

City/State/Zip: _____

Student ID number: _____

Check One: ☐ ERP ☐ Dissertation

Proposal Approval Date: _____

Itemized list of Purchases (do not include tax)

Product	Use	Estimate Cost	Dept. Direct Purchase (Y/N) Indicate if you would like to request the department purchase directly	Pre-Approve (to be filled out by dept.)	Final Cost
		$0.00			$0.00
		$0.00			$0.00
		$0.00			$0.00
		$0.00			$0.00
			Total:	$0.00	$0.00

Signature of Requestor: **Date:**_____

Department Pre-Approval (Initials/Date):_____. **Department Final Approval (Initials/Date):**_____

Appendix P: Literature Review Example

Literature Review Outline: Adolescent Obesity and the Immigrant Paradox
Mary Beth McCullough, MA Suffolk University

Statement of Purpose:
Childhood and adolescent obesity is a major public health concern, such that it is associated with myriad adverse health sequelae such as Cardiovascular Disease, bone and joint problems, sleep apnea, and Type 2 Diabetes. This is particularly concerning given that the rate of obesity in children and adolescents has nearly tripled over the last 30 years. Recent research has detailed that certain groups, such as 2nd and 3rd generation immigrant children, are at-risk for developing obesity. Notably, studies have documented a pattern of results indicating that as generation increases in immigrant families, adolescent obesity seems to increase as well. This "immigrant paradox" in obesity, however, is not observed across and within all immigrant groups. Although some studies have identified mechanisms (e.g., acculturation) to explain the association between generation status and increased obesity rate, they do not sufficiently address these conflicting findings. Additionally, limitations exist in the measurement of these proposed mechanisms in extant studies. Therefore, a new theory, the operant theory of acculturation, will be proposed as a framework for understanding the conflicting findings within and across cultural groups.

Outline (total proposed length of paper: 65 pages):
Introduction and Statement of Purpose
Childhood and Adolescent Obesity is a major public health problem
Defining Obesity
Childhood/adolescent obesity is typically defined by measuring Body Mass Index: Height/Weight stratified by adolescent's sex and age
85th percentile and higher = overweight; 95th percentile and over = obese
Important to consider early Sexual Maturation when defining and measuring obesity in adolescents [2,14,15]
Prevalence
The prevalence of obesity among adolescents has more than tripled over the last 30 years. In adolescents aged 12 to 19 years, obesity rates increased from 5.0% in 1980 to 18.1% in 2008.[1] Some studies have indicated obesity rates as high as 25 – 26.5%.[7,8]
Why are we so concerned? Childhood and Adolescent Obesity has both acute and long-term health sequelae:
Obese youth are more likely to have risk factors for cardiovascular disease, such as high cholesterol or high blood pressure. In a population-based sample of 5- to 17-year-olds, 70% of obese youth had at least one risk factor for cardiovascular disease.[5]
Children and adolescents who are obese are at greater risk for bone and joint problems, sleep apnea, and social and psychological problems such as stigmatization and poor self-esteem.[3,6]
Obese youth are more likely than youth of normal weight to become overweight or obese adults, and therefore more at risk for associated adult health problems, including heart disease, type 2 diabetes, stroke, several types of cancer, and osteoarthritis.[6]

Risk Factors for Adolescent Obesity
Research has shown that certain ethnic groups are affected more than others (obesity prevalence highest for black non-Hispanics, followed by Hispanics, white non-Hispanics, and Asian-Americans. [7,8]), thus suggesting that identifying with a certain minority group is a risk factor for

obesity. The problem here is that we don't know the variables accounting for these differences. RACE should not be used as an explanatory variable. [11] Some variables that could account for the differences:

Lifestyle Factors (e.g., diet, physical activity)

Family Influences, including parent modeling[16]

Community Factors (e.g., access to healthy foods, opportunities for physical activities)[17]

Increased generation status among immigrant families has been identified as a risk factor in some minority groups. As generation status increases, rates of overweight and obesity seem to increase as well.[7,8,9,10]

There has been a marked increase in the immigrant child population, with the proportion of US children living with at least one foreign born parent increasing from 12% in 1990 to 21% in 2006.[9] Given such a rapid increase in the immigrant child population, it is important to know how they are faring in terms of their health, and how this compares to native children.

Explaining the Immigrant Paradox and Health Behavior:

Immigrant Paradox Defined

Defining generation status: 1st generation (foreign-born children with both immigrant parents); 2nd generation (U.S. born children with one or both immigrant parents); 3rd generation (US born children with both US born parents).[7,8,9,10]

More recent immigrants who have many risk factors for poor outcomes (lower SES, less income, less education, less acculturation) have outcomes better than what we would predict. Thus, it is inconsistent or a paradox for what we would predict for these individuals. Where this paradox is shown, the relative advantage declines with length of residence in the U.S.[8]

Immigrant Paradox has been documented in several areas: health, psychosocial, academic areas.[18,19]

What could be accounting for these differences among groups?

Operant Theory of Acculturation:

The operant model of metacontingencies argues that population-level behaviors that are prevalent are maintained by their cultural metacontingencies and so decrease in prevalence when those are removed by changing cultures. Population- level behaviors that have a low prevalence are being inhibited by their culturally- specific consequences and so increase in prevalence when those are removed by changing cultures.[17]

Immigrant Paradox and Adolescent Obesity

Literature review documenting adolescent obesity increasing as generation increases for many immigrant groups[8,9,10,11]

Limitations:

Studies don't explain the discrepancies between and within minority groups. For example, Gordon-Larson et al. (2003) found a relationship between generation status and Hispanic immigrant adolescents' obesity rate; however, no relationship between generation status and Mexican-origin adolescents. No explanation was given as to why this discrepancy emerged.

Most studies don't use direct measures of acculturation (e.g., they use proxies such as language use)[9] or examine the role of acculturation at all[7]

Many studies do not measure other important factors such as physical activity or nutrition[10]

Most importantly, these studies have not examined the role that metacontigencies play in explaining increasing obesity rates in immigrant groups[17]

Conclusions: Where Do We Go From Here?

Summaries of findings

Addressing gaps in the literature

Extant literature does not examine the operant theory of acculturation

Direct measures of acculturation and other proposed mechanisms accounting for increased obesity rates in immigrant groups are often not used.

Current research proposed

Direct measures of acculturation and other proposed mechanisms will be examined in depth in a group of immigrant and native adolescents. Results will be presented within the operant theory of acculturation framework.

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18. Portes, A., & Rumbaut, R. G. (2001). *Legacies: The story of the second generation.* Berkeley: University of California Press.

Advisor Signature: _____

Appendix Q: Committee Member Evaluation of Dissertation Proposal Form

Committee Member Evaluation of the Dissertation Proposal Form

Student's Name:	
Dissertation Title:	
Date of Proposal Meeting:	
Committee Member Name:	
Committee Member Role: *(please check one)*	___ Primary Advisor/Chair ____ Committee Member
Proposal being rated: *(please check one)*	___ Original Proposal ____ Revised Proposal

On the next page you will find a list of competencies that students should demonstrate in the development and presentation of their proposed dissertation project. You are asked to reflect on and rate items related to:

1) the process of collaborating with the student during the development of the proposal,
2) the written product, and
3) the oral presentation.

Although you will make your final ratings at the end of the dissertation proposal meeting, you are highly encouraged to read through and consider your ratings on the relevant items as you review the written proposal and prepare for the proposal meeting.

The student must receive ratings of "3" or higher on all items by all committee members for the dissertation proposal to be considered a "pass". An item may be rated as "3" if the demonstrated competency will be met pending a minor revision.

If a student receives a "2" rating by any committee member on any item, revisions to the document approved by the member or members making the "2" ratings are required for the student to "pass". If several elements are rated a "2" by one or more committee member, the committee may decide that a substantially revised proposal and new proposal meeting are required to assess whether all competencies are adequately demonstrated.

Note that a rating of "1" on any item will require a substantially revised proposal and a new proposal meeting.

Did Not Pass	Requires revisions to meet expectations	Pass, may require minor revisions		High pass
1	2	3	4	5
Significantly below expectations	Slightly below expectations	Meets expectations	Slightly above expectations	Significantly above expectations

___ **1.** Proposal demonstrates in-depth and sophisticated knowledge of the literature on dissertation topic and related areas. The proposal goes beyond simply listing and reviewing studies and combines and integrates theories and/or empirical findings to generate new integrative ideas and directions.

___ **2.** Literature review is balanced and without bias. Accurately identifies and articulates the strength of research for relevant theories, acknowledges alternative theories and incongruent findings, and adequately addresses inconsistencies in the literature.

___ **3.** Ideas are attributed to appropriate sources and references used effectively to make specific points or arguments

___ **4.** Research questions or hypotheses are closely informed by the review of the literature and the identification of a gap in knowledge to be addressed

___ **5.** Study design is appropriate to test the hypotheses or answer the research questions.

6. Student demonstrates awareness, knowledge, and skill in considering issues of individual and cultural-diversity with regard to study design.

___ **7.** Proposed analyses proposed are appropriate to the data that will be collected and will sufficiently address the hypotheses or answer the research questions

___ **8.** All of the relevant ethical, legal, and/or professional standards or guidelines are appropriately anticipated, identified, addressed, and discussed

___ **9.** Student maintained strong, effective, consistent, and appropriate interpersonal relationships with committee members during the preparation and presentation of the dissertation proposal.

___ **10.** Student demonstrated appropriate and effective professional communication skills during oral exam (e.g., clear and articulate verbal and non-verbal conveyance of information; professional and effective responses to questions/criticisms/concerns).

___ **11.** Writing is clear, concise, and scientific.

Committee Member Name *(Printed)*	**Committee Member Name** *(Signed)*	**Date**

Appendix R: Dissertation Proposal Certification of Meeting Form

Dissertation Proposal Certification of Meeting Form

Student's Name:	
Dissertation Title:	
Date:	

Primary Advisor Name:

_____

My signature below confirms the student has adhered to all of the policies and procedures related to the dissertation proposal process and that the consensus of the committee is that this dissertation proposal

___Meets expectations in current form (*pass*; *no competency items rated below 3*)

___Meets expectations, pending minor revisions to by reviewed by the primary advisor only (*pass, pending minor revisions, no competency items rated below 3*)

___Meets expectations, pending revisions to be reviewed and approved by committee *(pass, pending revisions; no competency items rated 1*)

___Does not meet expectations. Substantial revisions and a new proposal meeting are required (*fail)*

_____

Signature Date

Committee Member Name:

_____

My signature below confirms that we have reached the consensus decision marked above.

Signature Date

Committee Member Name:

My signature below confirms that we have reached the consensus decision marked above.

Signature Date

Optional

Committee Member Name:

My signature below confirms that we have reached the consensus decision marked above.

Signature Date

Dissertation Proposal Approval Form

Student's Name:	
Dissertation Title:	
Date:	

Our signatures below indicate that this student has given a successful oral defense of their proposal and demonstrated the ability to formulate a dissertation research project that is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Primary Advisor
Name:_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Proposal** form if any ratings were below *3* on the form completed by the primary advisor at the conclusion of the defense)

Signature Date

Committee Member Name:
_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Proposal** form if any ratings were below *3* on the form completed by this committee member at the conclusion of the defense)

Signature Date

Committee Member Name:
_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Proposal** form if any ratings were below *3* on the form completed by this committee member at the conclusion of the defense)

Signature Date

Optional

Committee Member Name:

_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Proposal** form if any ratings were below *3* on the form completed by this committee member at the conclusion of the defense)

Signature Date

Appendix T: Committee Member Evaluation of Dissertation Defense Form

Committee Member Evaluation of the Dissertation Defense Form

Student's Name:	
Dissertation Title:	
Date of Dissertation Defense:	
Committee Member Name:	
Committee Member Role: *(please check one)*	___ Primary Advisor/Chair ___Committee Member
Dissertation being rated: *(please check one)*	___ Original Dissertation ___ Revised Dissertation

On the next page you will find a list of competencies that students should demonstrate in the implementation and presentation/defense of their dissertation project. You are asked to reflect on and rate items related to:

1) the process of collaborating with the student during the implementation of their project,
2) the written product, and
3) the oral presentation.

Although you will make your final ratings at the end of the dissertation defense, you are highly encouraged to read through and consider your ratings on the relevant items as you review the written document and prepare for the defense.

The student must receive ratings of "3" or higher on all items by all committee members for the dissertation defense to be considered a "pass". An item may be rated as "3" if the demonstrated competency will be met pending a minor revision.

If a student receives a "2" rating by any committee member on any item, revisions to the document approved by the member or members making the "2" ratings are required for the student to "pass". If several elements are rated a "2" by one or more committee member, the committee may decide that a substantially revised dissertation and new defense are required to assess whether all competencies are adequately demonstrated.

Note that a rating of "1" on any item will require a substantially revised dissertation and a new dissertation meeting.

Did Not Pass	Requires revisions to meet expectations	Pass, may require minor revisions		High pass
1	2	3	4	5
Significantly below expectations	Slightly below expectations	Meets expectations	Slightly above expectations	Significantly above expectations

___ **1.** Dissertation document and oral defense demonstrate in-depth and sophisticated knowledge of literature on dissertation topic and related areas. The document and defense go beyond simply and reviewing studies. Theories and/or empirical findings and integrated to generate new inte ideas and directions.

___ **2.** Literature review is balanced and without bias. Accurately identifies and articulates the strength of research for relevant theories, acknowledges alternative theories and incongruent findings, and adequately addresses inconsistencies in the literature.

___ **3.** Ideas are attributed to appropriate sources and references used effectively to make specific points or arguments

___ **4.** The analyses conducted are appropriate to the collected data and are best for addressing the hypotheses or answering the research questions

___ **5.** Student demonstrates awareness, knowledge, and skill in considering issues of individual and cultural-diversity with regard to study findings, implications, and future directions.

___ **6.** The conclusions drawn from the study are justified given the study design and results.

___ **7.** The study findings are appropriately placed in the context of the existing scientific literature.

___ **8.** Limitations to the design and the generalizability of the results are appropriately acknowledged

___ **9.** All of the relevant ethical, legal, and/or professional standards or guidelines were appropriately anticipated, identified, addressed, and discussed

___ **10.** Through the dissertation document, the student demonstrates the ability to disseminate information in written form

___ **11.** Through the oral defense, the student demonstrates the ability to disseminate information in oral form

___ **12.** Behavior throughout the implementation of the study and the oral defense was consistent with the professional values and codes of conduct of psychology

___ **13.** Dissertation is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

_____ _____

Committee Member Name *(Printed)* **Committee Member Name** *(Signed)* **Date:**

Appendix U: Dissertation Defense Certification of Meeting Form

Dissertation Defense Certification of Meeting Form

Student's Name:	
Dissertation Title:	
Date:	

Primary Advisor Name: _____

My signature below confirms the student has adhered to all of the policies and procedures related to the dissertation defense process and that the consensus of the committee is that this dissertation l

___Meets expectations in current form (*pass*; *no competency items rated below 3*)

___Meets expectations, pending minor revisions to by reviewed by the primary advisor only (*pass, pending minor revisions, no competency items rated below 3*)

___Meets expectations, pending revisions to be reviewed and approved by committee *(pass, pending revisions; no competency items rated 1*)

___Does not meet expectations. Substantial revisions and a new proposal meeting are required (*fail)*

_____

Signature Date

Committee Member Name: _____

My signature below confirms that we have reached the consensus decision marked above.

Signature Date

Committee Member Name:

My signature below confirms that we have reached the consensus decision marked above.

Signature Date

Optional

Committee Member Name:

My signature below confirms that we have reached the consensus decision marked above.

Signature Date

Appendix V: Dissertation Defense Approval Form

Dissertation Defense Approval Form

Student's Name:	
Dissertation Title:	
Date:	

Our signatures below indicate that this student has given a successful oral defense of their dissertation and demonstrated the ability to formulate and conduct a dissertation research project that is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Primary Advisor
Name:_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed and (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Defense** form if any ratings were below *3* on the form completed by the primary advisor at the conclusion of the defense)

Signature Date

Committee Member Name:
_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Defense** form if any ratings were below *3* on the form completed by this committee member at the conclusion of the defense)

Signature Date

Committee Member Name:
_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Defense** form if any ratings were below *3* on the form completed by this committee member at the conclusion of the defense)

Signature	Date

Optional

Committee Member Name:

_____

_____ Approved without revisions

_____ Approved, revisions have been satisfactorily completed (and I am attaching a new copy of my **Committee Member Evaluation of Dissertation Defense** form if any ratings were below *3* on the form completed by this committee member at the conclusion of the defense)

Signature	Date

Appendix W: Clinical Training Agreement

CLINICAL TRAINING AGREEMENT

Student Name	Date

TYPE OF EXPERIENCE

☐Practicum I ☐Practicum II

☐1st year of Advanced Practicum ☐2nd or beyond year of Advanced Practicum

☐Summer Practicum ☐Program Sanctioned Work Experience

SITE INFORMATION

Name of Site	
Address	
Licensed Psychologist overseeing experience	
License State and License Number	
Phone Number	
Email Address	

Suffolk University does not require an institutional clinical affiliation agreement (CAA) between the university and the practicum training site. Does the practicum training site require a CAA?

☐Yes ☐No

If yes, the student should notify the Program Administrator right away to begin the CAA process

Suffolk University does not require doctoral students to submit a CORI.

Does the practicum training site require a CORI? ☐Yes ☐No

If yes, who obtains the CORI? ☐Student ☐Prac Site

Will the student be paid for this clinical training experience? ☐Yes ☐No

What will the student's official title be?

SCHEDULE AND POLICIES

Start Date (mm/dd/yy):	**End Date (mm/dd/yy):**

Are the start and end dates flexible? ☐Yes ☐No

Do you require any sort of orientation before the practicum begins? ☐Yes ☐No

If yes, please provide date and time:

Please note that students in years 1 through 3 must attend our yearly orientation at Suffolk University in late August or early September 2021.

Will students be expected to complete any readings, manuals, training videos, observations of experienced clinicians, test administration practice, etc. before starting? ☐Yes ☐No
If yes, when and how will this training occur?

Sick Days Policy:	**Vacation Days Policy:**

Please consider time off related to Thanksgiving, Christmas and other holidays in December and January, Spring Break, Monday holidays, and student-specific plans for religious holidays, vacations, conferences, and advanced practicum or internship application interviews.

Weekly Schedule

Day	**Times (e.g., 8AM – 5PM)**	**Hours**
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
	Total Hours per Week	

Estimated Number of Hours Per Week

Type of Activity	**Hours/Week**
Therapy/Intervention (face to face client contact)	
Assessment (face to face client contact)	
Supervision (individual and group supervision)	
Support (didactics, meetings, prep, notes, report-writing, etc.)	
Total Hours per Week	
Estimated percentage of direct face-to-face client contact	**%**

Does the practicum meet the doctoral program's supervision ratio requirement of at least 1 hour individual and 1 hour group supervision (or 1.5 hours individual supervision) per 8 hours of direct face to face client contact? ☐Yes ☐No

TRAINING PLAN

Client Population (age, gender, race/ethnicity, SES, diagnostic presentations, unique characteristics):

Training Goals and Objectives (check all that apply):

☐Goal: Student will develop and refine his/her skills in the area of assessment
Objectives: Student will develop and refine his/her skills in the areas of:
☐Conducting intake interviews
☐Conducting structured diagnostic clinical interviews (SCID, etc.)
☐Administering and scoring self-report measures
☐ Conducting cognitive assessments
☐Conducting neuropsychological assessments
☐Conducting social, emotional, or personality assessments
☐Writing reports
☐Giving feedback to clients

☐Goal: Student will develop and refine his/her skills in the area of psychotherapy
Objectives: Student will develop and refine his/her skills in the areas of:
☐Providing individual psychotherapy
☐Providing couples or family psychotherapy
☐Providing group psychotherapy
☐Providing outreach and other types of interventions

☐Goal: Student will develop and refine his/her skills in working with other professionals
Objectives: Student will develop and refine his/her skills in the areas of:
☐Being part of an interdisciplinary team
☐Providing consultation to other professionals (teachers, psychiatrists, etc.)
☐Providing supervision to a junior student

☐Any additional duties, activities, learning goals or objectives (phone screens, crisis evals, etc)?
Please describe:

☐Any didactics, seminars, or staff meetings?
If yes, please specify type and frequency:

SUPERVISION

Has/have the specific direct supervisor(s) already been assigned? ☐Yes ☐No

If yes, please provide the name, email and license information for each supervisor below. As an APA-accredited doctoral program, we are required to collect information annually about each person who directly supervises our students. We will be contacting all supervisors for this information via email.

Supervisor Name	Degree	Licensed?	License State	License #	Individual or Group Supervision?	Email Address

METHOD OF EVALUATION

All practicum supervisors will evaluate students in December and May (and in August/September for summer placements). Supervisors will use the doctoral program's standard practicum evaluation form, assessing the student on the following 8 competency areas: 1) Assessment; 2) Intervention; 3) Ethical and Legal Standards; 4) Individual and Cultural Diversity; 5) Professional Values and Attitudes; 6) Communication and Interpersonal Skills; 7) Supervision; and 8) Consultation and Interprofessional/Interdisciplinary Skills.

Across these 8 domains, the supervisor will rate the student using a scale where 1 = significantly below expectations, 2 = slightly below expectations, 3 = meets expectations, 4 = slightly above expectations, and 5 = significantly above expectations. Any overall rating of 1 or 2 should be addressed in the narrative section along with a plan for intervention or remediation where appropriate. Students who receive a 1 on any overall rating at the end of the placement may not receive a passing grade and may be required to repeat the clinical training. The doctoral program's Clinical Training Coordinator will review the supervisor's evaluation and arrange for a face to face meeting (for Prac I and II placements) or a phone call (for Advanced Practicum, Program Sanctioned Work Experience and Summer Practicum) to discuss the evaluation.

DOCTORAL PROGRAM REQUIREMENTS:

Please review and sign to indicate that the training experience meets Suffolk program requirements

The primary supervisor is on site at least part of the time the student is on site; when not on site, the primary supervisor designates a back-up supervisor or is available immediately by phone for clinical emergencies ☐Yes ☐No

The primary supervisor is a licensed psychologist (or an advanced graduate student, intern, or postdoc who is supervised by a licensed psychologist) ☐Yes ☐No

The training involves at least 1 hour individual and 1 hour group supervision (or 1.5 hours individual supervision) per 8 hours of direct client contact ☐Yes ☐No

The training involves direct observation by supervisor, e.g., conducting a joint intake, a joint therapy session, ongoing co-therapy, or co-leading a group, or using a one-way mirror, audio/video livestreaming, video recording, or audio recording (direct observation must be done at least once per evaluation period, i.e., once in the fall and once in the spring for academic year placements and once for summer placements) ☐Yes ☐No

For neuropsychology placements only:
The supervisor meets the NAN definition of a neuropsychologist ☐Yes ☐No

At least 1 hour of individual supervision is provided for every 8 hours of neuropsychology-related clinical work ☐Yes ☐No

X

Student Signature and Date Signed

X

Practicum Site Supervisor Signature & Date ...

Will the training experience, as planned, meet doctoral program criteria? ☐Yes ☐No

X

CTC (Mary Beth McCullough) Signature & D...

Massachusetts Licensure Requirements for Advanced Practicum

Note: The Suffolk University doctoral program does not require our students to complete practicum placements that will yield practicum hours for licensure in Massachusetts.

The training experience will last at least four months	☐Yes	☐No
The training experience will be at least 16 hours per week	☐Yes	☐No
At least 25% of the student's time will involve direct client contact	☐Yes	☐No
At least 50% of the student's time will be spent in "service-related activities" (treatment, intervention, assessment, interviews, report writing, case presentations, and consultations)	☐Yes	☐No
The training will occur after at least two full-time years of graduate education (including at least one year in the degree-granting doctoral program)	☐Yes	☐No
The student will provide services that are within the scope of the doctoral education	☐Yes	☐No
The student will be designated as a psychologist in training (intern, trainee, etc.)	☐Yes	☐No
A qualifying supervisor (licensed psychologist, board-certified psychiatrist, or LICSW) will be on the premises at all times when the student will be delivering health services (note that cell phone availability does not meet this requirement)	☐Yes	☐No
The training will involve at least 1 hour of individual or group supervision (group size no larger than 3 trainees) for each 16 hours of work	☐Yes	☐No
The training will involve <u>at least 2 hours of individual face to face supervision</u> with a qualifying licensed supervisor <u>per week</u>	☐Yes	☐No
At least half of all supervision (individual and group) will be provided by a licensed psychologist	☐Yes	☐No
All supervision will be provided face to face	☐Yes	☐No
The supervisor(s) will have full legal, professional and ethical responsibility for the trainee's work	☐Yes	☐No
The Training Plan specifies goals and objectives	☐Yes	☐No
The Training Plan specifies the nature of supervision	☐Yes	☐No
The Training Plan includes the identities of all supervisors	☐Yes	☐No

The training site is a "Health Service Setting" per the licensing regulations definition (if needed, refer to the "Is This A Health Service Setting?" form which you can access from the websites listed below) ☐Yes ☐No

For more information, you may visit the Licensing Board website at http://www.mass.gov/ocabr/licensee/dpl-boards/py. You may review the current licensing regulations at http://www.mass.gov/ocabr/licensee/dpl-boards/py/regulations/ You may review the current licensing application at http://www.mass.gov/ocabr/docs/dpl/boards/py/99pyap.pdf. Refer to the Advanced Practicum Supervised Experience Form on p. 16; "Is This A Health Service Setting" on page 23; and Supervised Experience Form on p. 25

TRAINING RATIONALE (COMPLETED BY THE CLINICAL TRAINING COORDINATOR)

For an Advanced Practicum to meet criteria for licensure, "the advanced practicum training plan shall provide a rationale for the experience in light of previous academic preparation and previous practicum training, to ensure that the overall advanced practicum experience is organized, sequential, and meets the training needs of the trainee and the protection of the public" (per Regulations 3.04 section 7e):

Please sign below only if the training will meet all Massachusetts licensure criteria

X _____

Student Signature and Date Signed

X _____

Practicum Site Supervisor Signature & Date ...

Will the training experience, as planned, meet Massachusetts licensure criteria? ☐Yes ☐No

X _____

CTC (Mary Beth McCullough) Signature & D...

Appendix X: PWC Practicum Supervisor Evaluation Form

PWC Practicum Supervisor Evaluation Form

****

SURVEY INSTRUCTIONS:

Thank you for partnering with us to provide Suffolk students a high-quality clinical training experience. This rating form provides a list of competencies and elements to be rated based on the student's performance in practicum. Not all of the competencies or elements listed are expected to be demonstrated in every practicum. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select N/A. Please make your selection based on the student's performance expected for their CURRENT LEVEL of training (e.g., Prac I, Prac II, Advanced Prac) A rating of "Significantly Below Expectation" or "Slightly Below Expectation" on any of the items should be addressed in the narrative section along with a plan for remediation where appropriate. Students must receive a rating of "Meets Expectation" or higher on all "overall ratings" for each competency at their END OF TRAINING YEAR evaluation in order to receive a passing grade for the practicum.

****

First Name of Student: _____

Last Name of Student: _____

Clinical Training Site: _____

Name of Supervisor: _____

Supervisor Email Address_____

Domain I. Assessment

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Demonstrates understanding of human behavior within its context (e.g., family, social, societal and cultural).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; administers and scores psychological measures in accordance with test protocols; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective, and taking into account factors that affect or invalidate administration and scoring.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

6. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences, including limitations of assessment instruments and potential bias in use with diverse groups as well as appropriately identifies impairments and potential diagnoses.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

7. Conducts effective clinical interviews that demonstrates knowledge of psychopathology, involves an accurate diagnosis based on assessment information, and incorporates a comprehensive understanding of the presenting issues.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

8. Assesses and effectively manages risk of harm; identifies and assesses the nature of risk; consults with supervisor when risk is assessed as moderate or high; implements effective and appropriate risk management measures; and engages and/or transfers care to appropriate services to maximize safety.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Assessment Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of assessment competencies

Domain II. Intervention

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Establishes and maintains effective relationships with the recipients of psychological services.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Knowledgeable of interventions including the scientific, theoretical, empirical, and contextual bases of interventions.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Develops evidence-based intervention plans specific to the case conceptualization and service delivery goals.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

5. Demonstrates the ability to apply the relevant research literature to clinical decision making.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

6. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

7. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Intervention Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of intervention competencies

Domain III. Ethical and Legal Standards

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Knowledgeable of and acts in accordance with the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels including mandatory reporting; and relevant professional standards and guidelines.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Seeks appropriate information and consultation when faced with ethical issues.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Conducts self in an ethical manner in all professional activities and consistent with work involving diverse service recipients.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

5. Institutes procedures to protect privacy and confidentiality, explains limits of confidentiality, and identifies own professional limitations and refers to another professional when appropriate.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

6. Overall Ethical and Legal Standards Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of ethical and legal standards competencies

Domain IV. Individual and Cultural Diversity

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Demonstrates understanding of how own personal/cultural history, attitudes, and biases may affect understanding and interactions with people different from the student.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Knowledgeable of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Able to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services and other professional activities).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Able to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of student's career.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

5. Able to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with student's own group membership, demographic characteristics, or worldviews.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

6. Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and applies this approach effectively in professional work.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Individual and Cultural Diversity Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of individual and cultural diversity competencies

Domain V. Professional Values and Attitudes

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Respectful of support staff; collegial with peers; maintains appropriate professional boundaries; and manages conflict/disagreement with supervisors, peers, and staff

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Completes professional tasks on time and is responsible and dependable (e.g., timely paperwork, keeps appointments, arrives to supervision on time and prepared etc.).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Works collaboratively with supervisor.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

5. Able and willing to accept supervisory input and show evidence of incorporating feedback and new ideas.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

6. Engages in self-reflection regarding own personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

7. Actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

8. Responds professionally in increasingly complex situations with a greater degree of independence.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Professional Values and Attitudes Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of professional values and attitudes competencies

Domain VI. Communication and Interpersonal Skills

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Communicates effectively with service recipients from diverse backgrounds.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Communication and Interpersonal Skills Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of communication and interpersonal skills competencies

Domain VII. Supervision

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Values guidance, learning, and reflection through the professional supervision process including regularly participates in supervision, engages in reflection of limitations, and recognizes and accepts supervisor's input and authority.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Has an awareness of factors affecting quality including the impact of diversity on all professional settings and supervision participants including self as defined by APA policy.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Seeks assistance for high risk situations or when challenged by complex or difficult circumstances including work with diverse individuals.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Supervision Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of supervision competencies

Domain VIII. Consultation and Interprofessional/Interdisciplinary Skills

Please make your selection based on the student's performance expected for their CURRENT LEVEL of training

1. Demonstrates knowledge and respect for the roles and perspectives of other professions.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

2. Demonstrates knowledge of consultation models and practices.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

3. Functions effectively in multidisciplinary and interdisciplinary contexts.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

4. Collaborates with other professionals for the benefit of service recipients including analyzing relevant opinions and integrating them into assessment and intervention where appropriate and incorporating information related to diversity.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

5. Engages in respectful and productive relationships with individuals from other professions.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall Consultation and Interprofessional/Interdisciplinary Skills Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding Consultation and Interprofessional/Interdisciplinary Skills

Please summarize the student's main strengths and assets

Please describe areas of continued focus/improvement and training recommendations.

APA Accredited programs must have at least a portion of the doctoral student's evaluation of their clinical training be based on the supervisor's direct observation of the student's work (i.e., in person observation, live or video-audio recording of the student providing direct services) during EACH practicum evaluation period. Please describe how you directly observed the student, how often, and types of sessions you observed

Appendix Y: Supervisor Verification of Practicum Hours

Supervisor Verification of Practicum Hours

Please use this form to document practicum hours from any Prac I, Prac II, Advanced Prac, Summer Prac, or Program Sanctioned Work Experience (PSWE) accrued during the current academic year (i.e., September 1st – August 31st). The form should be completed and submitted to the Program Administrator as soon as you complete your clinical training experience (*no later than within two weeks of your end date*).

This form must be submitted, *on time*, for hours to be certified for internship.

Student Name:

Practicum Site:

Hours Start Date:

Hours End Date:

Intervention Hours:

Assessment Hours:

Supervision Hours:

Support Hours:

Please check the box and sign below:

☐I certify that the information above is complete and accurate to the best of my knowledge

_____

Student Name Student Signature Date

☐I certify that the information above is complete and accurate to the best of my knowledge

_____

Supervisor Name Supervisor Signature Date

You can return this form three different ways:

1. Scan the form and email it to the Program Administrator at dept_phd@suffolk.edu
2. Fax the form to the Program Administrator at (617) 305-1921
3. Give or mail the form to the Program Administrator, Dept of Psychology, Suffolk University, 73 Tremont Street 8th floor, Boston, MA 02108

Appendix Z: Intention to Apply for Summer Practicum, Advanced Clinical Training or PSWE

Intention to Apply for Summer Practicum, Advanced Clinical Training or PSWE

My intention is to apply for clinical training as noted below:

Check all that apply:

☐Summer Practicum

☐Advanced Practicum

☐Program Sanctioned Work Experience

Anticipated number of hours per week of clinical work:

Will you be engaging in more than 24 hours/week of clinical work? ☐Yes ☐No

Students who wish to engage in more than 24 hours per week of clinical work, either at a single site or across multiple sites, must have approval from their research mentor and the DCT as indicated by their signatures on this page.

Please initial: (If you are applying to summer practicum or PSWE, you only need to initial the last three lines. If you are applying for Advanced Practicum, you can initial all of these lines)

_____ **For Advanced Practicum Only**: I understand that I must provide a list of all advanced prac sites that I am applying to for the Clinical Training Coordinator to review.

_____ **For Advanced Practicum Only**: I understand that I must turn in a Clinical Training Agreement (CTA) for approval (due April 1) before the placement can be finalized.

_____ **For All Placements**: I understand that I must have current liability insurance during summer prac, advanced practicum, and PSWE

_____ **For All Placements**: I understand that I must complete all evaluations, enter my hours into Time2Track, and submit the Supervisor Hours Verification form for all clinical experiences

_____ **For All Placements**: I agree to let the Department know if my plans change

_____

Student Name Signature Date

_____

Research Mentor Name Signature Date

_____

DCT Name Signature

Appendix AA: Timeline of Activities Involved in the Clinical Experiences Curriculum

Year	Courses	Fall	Spring	Submitted to the Portfolio	Evaluation
1	Clinical Lab		• Mock intake interview • Mock mental status examination and behavioral observation write-up	N/A	Passing grade on assignments in course
	Evidence-Based Practice		• Mock case conceptualization	N/A	Passing grade on assignment in course
2	Psych 738 and 739	• Oral case presentation	• Oral case presentation • Therapy write-up • Peer Consultation Experience as consultee	Therapy Write-Up	Passing grade on assignments in course
2 or 3	Elective Treatment Course	• Mock case conceptualization		N/A	Passing grade on assignment in course
3	Psych 740 and 741	• Oral case presentation • Assessment report • Therapy Write-Up	• Oral case presentation • Therapy write-up • Theoretical Orientation Essay	Assessment report Therapy write-up (from Prac IB, IIA or IIB)	Passing grade on assignments in course
	Psych 743		• Peer Consultation Experience	N/A	Passing grade on assignments in course
3-5	By May 1st of the spring before Intern app			Theoretical orientation essay	Approved by Research Mentor
3-5	Between Nov 1 and Dec 1st of the year applying for internship	Mock internship interview		Mock internship interview Sign Off Form	Completed

Appendix AB: Intent to Apply to For Internship

Intent to Apply to For Internship

There are a number of critical and time intensive tasks that need to be completed primarily during the summer before the fall you apply for internship. This sheet provides an overview; please refer to the Doctoral Program Manual for more detail. It is your responsibility to confirm that all curricular and other requirements are completed before beginning the application process. Please submit this form, along with your theoretical orientation essay and a copy of a first author publication or presentation, to the Program Administrator by May 1st if you intend to apply for internship in the fall.

Please check off completion and awareness of the following program requirements:

1. ☐ Completed the Early Research Project
2. ☐ Satisfactorily completed all required coursework and accrued a minimum of 72 credits
3. ☐ Mentor-approved *Theoretical Orientation Essay* is attached
4. ☐ All practicum evaluations and hours verification forms are on file with the department
5. ☐ Presented at least one first-author poster presentation at a national or international scientific conference or published at least one first-authored peer-reviewed manuscript by May 1st of the year of internship application
   Provide the citation for one first authored publication or presentation in APA style below:

   _____

   _____
6. ☐ I am aware that I must submit a petition for review and approval by the Clinical Executive Committee to add any external committee members for my dissertation
7. ☐ I am aware that the dissertation proposal meeting must occur by October 1st of the year of internship application
8. ☐ I am aware that all dissertation proposal revisions must be complete, an abstract on file with the department, and the approval form signed and submitted no later than November 1st of the year of internship application (see additional information below)

Dissertation Proposal

- Students should have a confirmed dissertation committee in place by **June 30th**
- Students should have a full draft of the dissertation proposal completed before the end of the summer (recommended by June 30th)
  - Expect the preparation of the proposal to take approximately **4-6 months** (assuming you have significant time to devote to the process)
  - Expect your proposal to go through a number of revisions with your advisor before it is ready to be read by the committee
- Dissertation proposal meeting must occur no later than October 1ST in order to apply for pre-doctoral internship.
  - Committee members should be provided with the document 3 weeks before the scheduled proposal date
- Dissertation proposals must be fully completed (defended, revised, and approved with all paperwork on file with the department) in order to apply for pre-doctoral internship, no later than **November 1.**

Internship Applications

- One of the most important (and controllable) variables that contributes to a student's ability to match with an internship is the amount of time and preparation that goes into the application process. One rule of thumb is that the work required is roughly equivalent to a rigorous graduate course
- Two components of the application that Training Directors rate as more important than hours are the letters of recommendation and the essays.
- Over the summer you should plan to:
    - Search for and select sites with input from your advisor and other mentors
    - Be aware of due dates. Typically, applications are **due in October/November**
    - Contact potential letter writers early about their availability and willingness to write you a strong letter for internship
    - Begin creating drafts of your essays so that you have sufficient time to ask your mentor (and/or others as needed) to read them over and give you feedback
    - Join the APPIC listserv to stay up to date with important internship updates and tips
    - Consider registering for the match (however, recognize that the fee is non-refundable and cannot be rolled over to the next year)
    - Leave sufficient time to get your transcripts ordered and sent (see application for details)
    - Leave sufficient time (**10 business days**) to get DCT verification on practicum hours and readiness for internship (see application for details)
        - The hours you submit must match the hours we have on file from prac evals
- Any anticipated hours accrued in the Fall of your application year (up to Nov 1st) should be submitted to the program coordinator via email prior to submitting your application for DCT verification. Please ask you supervisor to send a quick email confirming the accuracy of the hours.

My intention is to apply for internship in the fall. I have read all pertinent parts of the Doctoral Program Manual as well as this overview and understand the tasks that need to be completed and the timeline I need to follow this summer and fall. I agree to let the Department know if my plans change.

_____

Applicant Name Date

_____

Applicant Signature Date

_____

Research Mentor Name Date

_____

Research Mentor Signature Date

_____

Director of Clinical Training Signature Date

Appendix AC: Mock Internship Interview Sign-Off

Mock Internship Interview Signoff

Student's Name: _____

Date: _____

I have conducted a mock internship interview with this student, which satisfies this requirement of the Clinical Competencies Portfolio.

Faculty Interviewer: _____

Signature: _____

Below please include any comments or suggestions you would like to offer for the student's consideration:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Appendix AD: TQCVL Verification Process & Required Attestation Verification Form

TQCVL Verification Process for the Clinical Psychology Doctoral Program in the Department of Psychology at Suffolk University

The *Trainee Qualifications and Credentials Verification Letter* (TQCVL) is a letter that DCTs are required to sign and submit to the VA on behalf of each trainee that will be working at the VA. The letter contains personal and medical information (e.g., vaccination status) to which the DCT is customarily not privy.

The following is a set of guidelines for handling this VA requirement to protect the privacy and respect the self-determination of clinical psychology students as they decide if they wish to pursue VA training opportunities. This process is also in place to ensure that the DCT feels comfortable signing a document that attests to information not appropriate for a DCT to review or evaluate (e.g., vaccination records). For this documented policy, the term *DCT* refers to the current Program Director of the Clinical Psychology Ph.D. Program at **Suffolk University** or an acting DCT who has been appointed the role of acting Program Director in the absence or unavailability of the current DCT.

1. The TQCVL VA requirement will be made transparent to all program students, including the option not to pursue VA training if students wish not to disclose information required by the TQCVL letter; this information, including this written policy, will be included in detail in the
    a. clinical psychology program's student handbook
    b. clinical internship training orientation and materials.

2. Students pursuing VA training and for whom the VA has requested a DCT-endorsed TQCVL must, per the VA, completed the following steps:
    a. obtain a tuberculosis screening (with a formal physician note and signature attesting to this screening)
    b. provide self-certification (and, if requested by the DCT or an authorized delegate, evidence) of satisfactory physical condition based on a physical examination in the past 12 months.
    c. provide evidence, self-certification, or signed declination waivers of the receipt of up-to-date vaccinations for healthcare workers as recommended by Centers for Disease Control (CDC) and VA (https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html) such that students meet all of the below criteria:
        i. satisfy one of the following: i) obtain a hepatitis B vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.
        ii. satisfy one of the following: i) obtain a Varicella vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.
        iii. satisfy one of the following: i) obtain a Tetanus, Diphtheria, & Pertussis vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.

iv. satisfy one of the following: i) obtain a Meningococcal vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.
v. satisfy one of the following: i) obtain a Measles, Mumps, & Rubella vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver.

d. satisfy one of the following: by November 30th of the preceding year i) obtain an influenza vaccine, ii) show formal documentation of having already received such a vaccine (with a formal physician note and signature attesting to this vaccination), or iii) a signed declination waiver and a written acknowledgement that declining this waiver requires wearing a face mask at VA facilities during the entirety of the influenza season.
e. sign a program-specific statement that
    i. permits the DCT to screen your name against the Health and Human Services' list of Excluded Individuals
    ii. acknowledges that should your name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse your TQCVL
    iii. sign a program-specific statement that, if assigned to male[1] at birth, a US citizen or immigrant, and between 18 and 25 years old (inclusive of 18 and 25), you have registered with Selective Service or will provided a Status Information Letter.

f. For non-US citizen trainees,
    i. provide the DCT with documented proof of current immigrant or non-immigrant status. This may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process
    ii. sign a statement that permits the DCT to provide this documented proof of current immigrant or non-immigrant status along with the TQCVL to the VA.

The foregoing are mandatory requirements set by the VA. The DCT has no ability to waive or modify them. Of course, the decision to pursue training at the VA is at the sole option of the student, and a student who does not wish to comply with these requirements may seek training at a non-VA facility.

[1]Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are **barred from any position in any Executive Agency**.

3. To protect the privacy and security of the information required to be collected for the TQCVL, the following protocols will be followed:
    a. Any information collected by the DCT for the purposes of completing your TQCVL will be reviewed only by the DCT for purposes of completing the TQCVL or verifying information on the TQCVL. No other faculty will have access to this information.
    b. The information for completing the TQCVL will be stored in the student hardcopy file in a locked filing cabinet. Other than the DCT, no other faculty or students will have access to the TQCVL information at **Suffolk University**.
    c. Information for the TQCVL will be stored for 1 year past the date of earning the Ph.D. or otherwise discontinuing from the program. At this time, the TQCVL will be destroyed by the DCT.

TQCVL Attestation Verification for the Clinical Psychology Doctoral Program in the Department of Psychology at Suffolk University

I, _____ ("I," "me," or "my"), am enrolled in the Clinical Psychology Doctoral Program of the Department of Psychology at **Suffolk University** (the "Academic Program"). I have freely sought, and knowingly made the decision, to participate in a practical training program at _____ _____ (the "Training Program"), a facility operated by the Department of Veteran Affairs (the "VA"). In connection therewith, I acknowledge the VA mandates, as a condition of my participation in the Training Program, that I satisfy certain health requirements and confirm certain personal information. I further acknowledge that I have received information regarding these requirements and that I have read and understand them. I am aware that the VA mandates that my program director (hereinafter referred to as the "DCT") endorse and submit a *Trainee Qualifications and Credentials Verification Letter* regarding these matters (the "TQCVL"), and I understand that the information needed for the DCT to do so is not information that the DCT or my Academic Program possesses or would otherwise request of me. Accordingly, in order to enable the DCT to endorse and submit the TQCVL, I knowingly and freely am providing the information below. I represent and warrant that all of the information below is true and accurate, and I acknowledge and agree that it may be relied upon by the DCT in connection with the endorsement and submission of the TQCVL.

Tuberculosis Screening

I agree to supply a copy of tuberculosis screening results and a formal physician note and signature endorsing these results to the DCT for verification and storage to comply with the TQCVL process.

Physical Condition

I attest that I have received a physical examination in the past 12 months and the results of that physical examination indicate that I am in satisfactory physical condition for a VA position. If requested, I agree to provide the DCT with documentation that I have received a physical examination within the past 12 months and that the results of that physical examination indicated that I am in satisfactory physical condition for a VA position.

Hepatitis B Vaccination

I agree to supply evidence of one of the following regarding the Hepatitis B vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Hepatitis B vaccine or having already obtained a Hepatitis B vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Hepatitis B vaccine.

Measles, Mumps, & Rubella Vaccination

I agree to supply evidence of one of the following regarding the Measles, Mumps, & Rubella vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Measles, Mumps, & Rubella vaccine or having already obtained a Measles, Mumps, & Rubella vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Measles, Mumps, & Rubella vaccine.

Varicella Vaccination

I agree to supply evidence of one of the following regarding the Varicella vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Varicella vaccine or having already obtained a Varicella vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Varicella vaccine.

Tetanus, Diphtheria, & Pertussis Vaccination

I agree to supply evidence of one of the following regarding the Tetanus, Diphtheria, & Pertussis vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Tetanus, Diphtheria, & Pertussis vaccine or having already obtained a Tetanus, Diphtheria, & Pertussis vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Tetanus, Diphtheria, & Pertussis vaccine.

Meningococcal Vaccination

I agree to supply evidence of one of the following regarding the Meningococcal vaccination to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ Evidence of obtaining a Meningococcal vaccine or having already obtained a Meningococcal vaccine in the past (with a formal physician note and signature attesting to this vaccination); or

_____ A signed formal declination of the Meningococcal vaccine.

Influenza Vaccination

I agree to supply evidence of one of the following to the DCT for verification and storage to comply with the TQCVL process (initial one only):

_____ I will obtain an influenza vaccine before November 30th of the current year;

_____ I will supply evidence of having already obtained an influenza vaccine for the upcoming influenza season to the DCT for verification and storage to comply with the TQCVL process; or

_____ I will decline an influenza vaccine for the upcoming influenza season, and I will wear a facemask at VA facilities during the entirety of the influenza season.

HHS List of Excluded Individuals

I permit the DCT to screen my name against the Health and Human Services' list of Excluded Individuals and acknowledge that should my name show up on the Health and Human Services' list of Excluded Individuals, the DCT will be unable to endorse my TQCVL.

Selective Service

Federal law requires that most males living in the US between the ages of 18 and 25 (inclusive of 18 and 25) register with the Selective Service System. This includes individuals who are US citizens, non-US citizens and dual nationals, regardless of their immigration status. *Male* for this purpose is defined as those individuals born male on their birth certificate regardless of current gender. Only male, non-US citizens on a student or visitor visa are exempt from registration. Males required to register, but who fail to do so by their 26th birthday, are barred from any position in any Executive Agency.

I state that I (initial one only):

_____ Am not a male assigned at birth, am not a US citizen or immigrant, or am not between 18 and 25 years old (inclusive of 18 and 25);

_____ Have registered with the Selective Service;

_____ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); however, I can provide the DCT with a Status Information Letter; or

_____ Have not registered with the Selective Service despite being a US citizen or immigrant, assigned as a male at birth, and between the ages of 18 and 25 years old (inclusive of 18 and 25); I cannot show proof of a Status Information Letter.

Citizenship and Immigrant Status

I state that I (initial one only):

_____ Am a US Citizen

_____ Am not a US Citizen but can provide the DCT with documented proof of current immigrant or non-immigrant status that may include visa status documents, permanent resident card, Deferred Action for Childhood Arrivals (DACA) trainee Employment Authorization Document (Form I-766), and other forms as requested by the VA during this process; and I permit the DCT to provide this documented proof of my current immigrant or non-immigrant status along with the TQCVL to the VA.

TQCVL Process for the Academic Program

I acknowledge that the TQCVL and the subject matters thereof are mandatory requirements set by the VA. Neither the Academic Program nor DCT has the ability to waive or modify these requirements. I also acknowledge that the decision to pursue training at the VA is my option, and if I do not wish to comply with these requirements, I may seek training at a non-VA facility. With respect to my Academic Program, whatever decision I make will have no consequential impact. I understand that this information provided herein and to be provided pursuant hereto will be used, stored, safeguarded and destroyed consistent with the Department of Psychology's *TCQVL Verification Process for the Clinical Psychology Doctoral Program*. Finally, I acknowledge and agree that the DCT will not, and cannot, endorse and submit a TQCVL for me so that I may participate in the Training Program until I have provided all information required herein.

I confirm that I am knowingly and freely agreeing to assume and take on all of the risks and responsibilities in any way associated with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. In consideration of and return for the Academic Program permitting the DCT to do so, I, as and to the full extent allowed by law, hereby release **Suffolk University**, its academic units, and/or its governing boards, employees and agents from any and all liability, claims and actions, excluding those arising from willful and wanton misconduct, that may arise from any

injury or harm to me or from damage to property in connection with my participation in the Training Program, including, without limitation, providing the information necessary for the DCT to endorse and submit the TCQVL. I understand that this release covers liability, claims and actions caused entirely or in part by any acts or failure to act of **Suffolk University**, its academic units, and/or its governing boards, employees or agents, including, but not limited to, negligence, mistake or failure to supervise, but excludes willful and wanton conduct.

I understand and agree that should any of the information that I provide or submit pursuant hereto be untrue, false, forged or inaccurate that my Academic Program will promptly inform the Training Program and that the Academic Program will pursue disciplinary action against me under applicable policies and procedures, which could ultimately result in my dismissal or expulsion from the Academic Program.

I HAVE CAREFULLY READ THIS AGREEMENT AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT, AMONG OTHER THINGS, THIS IS A RELEASE OF LIABILITY. I HEREBY SIGN THIS AGREEMENT OF MY OWN FREE WILL, ACKNOWLEDGING THAT, PRIOR TO DOING SO, I HAD THE RIGHT TO CONSULT WITH AN ADVISOR, COUNSELOR OR ATTORNEY OF MY CHOOSING.

By my signature below, I represent and warrant that any and all of the information provided or submitted pursuant hereto is or will be true, complete and accurate, and I am freely and knowingly agreeing to the terms and provisions hereof.

_____ _____

Signature Date

Appendix AE: PWC Instructor Evaluation Form

PWC Instructor Evaluation Form

****

INSTRUCTOR VERSION INSTRUCTIONS: This rating form provides a list of competencies and elements to be rated based on the student's performance in the classroom. ***Not all of the competencies or elements listed are expected to be demonstrated each year (although students must demonstrate competence in each area before applying for internship).*** Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. ***Make your selection based on the student's performance expected for their current level of training.***

Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section at the end of each block.

****

Instructor Name_____

Student: _____

Course in which you had this student: _____

Professional Values and Attitudes *Professional values as evidenced in behavior and comportment that reflects the values and attitudes of psychology. Any domain rated slightly below or significantly below expectations will require an explanation and a remediation plan in the comment section at the end this each block.*

V1. Ability to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V2. Ability to engage in self-reflection regarding one's personal and professional functioning

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V3. Ability to actively seek and demonstrate openness and responsiveness to feedback and supervision

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V5. Ability to maintain appropriate professional boundaries

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V6. Ability to manage conflict/disagreement with faculty, peers, and staff.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

V7. Ability to engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall rating of professional values and attitudes

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding development of professional values and attitudes

I. **Communication and Interpersonal Skills**: Trainees are expected to develop and maintain effective relationships with a wide range of individuals, produce and comprehend oral, nonverbal, and written communications, and demonstrate effective interpersonal skills.

I1. Ability to develop and maintain effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, and supervisee.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

I2. Ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

I3. Ability to demonstrate effective interpersonal skills and the ability to manage difficult communication
well

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Overall communication and interpersonal
rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	N/A
1	2	3	4	5	

Comments regarding communication and Interpersonal Skills

Please briefly describe any notable strengths this student has displayed in class:

Any additional comments

Appendix AF: PWC Student Self-Evaluation

Clinical Competency & Research Progress Self-Evaluation

Student name _____
Please provide the name of your research mentor _____

Which research activities did you work on in your research lab this year? Please check all that apply:

- o Completed CITI training
- o Engaged in a literature search using databases, library resources, online journals, etc.
- o Proposed a research question or hypothesis that was informed by the literature
- o Ran participants through a study
- o Prepared and submitted an IRB proposal
- o Assisted in a manuscript review in collaboration with a faculty member who is on or an ad hoc member of an editorial board
- o Designed a research project
- o Wrote a literature review (as a stand-alone paper or as part of ERP, dissertation, or grant)
- o Presented a poster or paper at a conference
- o Submitted manuscript for publication
- o Worked on a grant application
- o Other (please specify):

Please select the program-related research milestones you are currently working on and write in your anticipated completion date?

- o ERP Proposal (Anticipated completion date):
- o ERP Research (Anticipated completion date):
- o ERP Manuscript (Anticipated completion date):
- o Literature Review Outline (Anticipated completion date):
- o Dissertation Proposal (Anticipated completion date):
- o Dissertation Research (Anticipated completion date):
- o Dissertation Document for Defense (Anticipated completion date):

Please list any publications or presentations you have completed during the current academic year (formatted in accordance with APA style)

_____

_____

****

This rating form provides a list of profession wide competencies that clinical psychology students studying in APA accredited programs are expected to achieve before they move to the next level of training (e.g., internship). We would like you to reflect on your experiences and skill development this past year, and to provide your self-assessment regarding your strengths and areas for growth in the domain areas of research, professional values and attitudes, and communication and interpersonal skills. This information will be shared with your research mentor so that you can develop a plan together that best meets your training needs. We may also review this information during our annual review of your progress in our program, along with your academic performance, teaching evaluations (if relevant) mentor's feedback and evaluation, your practicum supervisor's feedback (if relevant) and with input from the rest of the faculty.

We do not expect students to master all of these skills and competencies during their formative training. However, all students must have demonstrated competency in all domains before applying for internship

Please rate yourself on the following competencies

****

RESEARCH

Research A - Demonstrate the substantially independent ability to ***formulate research or other scholarly activities (***e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. You will have the option to write in any comments at the end of this block.

A1. Knowledge of how clinical psychologists use research in their different professional roles.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

A2. Ability to search the literature for scholarly papers relevant to a particular research topic (databases, library resources, online journals, etc.).

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

A3. Ability to use the existing scholarly literature to identify a knowledge gap and generate research questions and hypotheses.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

A4. Knowledge of how culture impacts the process by which research questions are generated, the types of questions considered, the methods (including measures) used to design research, the research process, and the interpretation of findings.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

A5. Ability to consider different methods of conducting a research study and design a project aimed at asking specific research questions/testing hypotheses.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

A6. Ability to substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Research B - Demonstrate the ability to ***conduct research or other scholarly activities***

B1. Ability to conduct research (e.g., recruit and screen participants, collect data, etc.).

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

B2. Ability to communicate, collaborative and work cooperatively with a research team.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

B3. Ability to engage in problem-solving, critical thinking, organized reasoning, intellectual curiosity, and flexibility related to research.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

B4. Seek and demonstrate openness and responsiveness to feedback regarding research.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

B5. Ability to make satisfactory progress on research projects, goals, and milestones.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

B6. Respond professionally in increasingly complex situations with a greater degree of independence related to research.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Research C - ***Critically evaluate and disseminate research*** or other scholarly activity via professional publication and presentation at the local (including Suffolk), regional, or national level

C1. Ability to critique individual studies and areas of the research, including the ability to compare/contrast methodological approaches and evaluate research in terms of design, methodological rigor, interpretation, and study implications.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

C2. Ability to create and deliver an effective research presentation (e.g., oral presentation, poster).

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

C3. Ability to disseminate research or other scholarly activity via professional publication and presentation at the local (at Suffolk event or local conference), regional or national level

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

C4. Ability to engage in scholarly writing that is of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Overall Research Rating

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Comments regarding overall development of research competencies

_____

_____

Ethics

Ethical and legal standards related to research. You will have the option to write in any comments at the end of this block.

E1. Demonstrate knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

E2. Demonstrate knowledge of relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

E3. Demonstrate knowledge of relevant professional standards and guidelines.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

E4. Recognize ethical dilemmas as they arise in a research context and apply ethical decision-making processes in order to resolve the dilemma.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

E5. Conduct self in ethical manner in all professional activities.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Overall Rating of Ethical and Legal Competencies

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Comments regarding development of ethical and legal competencies

_____

_____

Values

Professional Values and Attitudes Professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility. You will have the option to write in any comments at the end of this block.

V1. Ability to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V2. Ability to engage in self-reflection regarding one's personal and professional functioning

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V3. Ability to actively seek and demonstrate openness and responsiveness to feedback and supervision

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V4. Responds professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V5. Ability to be collegial with peers

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V6. Ability to maintain appropriate professional boundaries

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V7. Ability to manage conflict/disagreement with faculty, peers, and staff.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

V8. Ability to engage in activities to maintain and improve performance, well-being, and professional effectiveness.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Overall rating of professional values and attitudes

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Comments regarding development of professional values and attitudes

_____

_____

Comm and Inter Communication and Interpersonal Skills

Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. You will have the option to write in any comments at the end of this block.

I1. Ability to develop and maintain effective relationships with a wide range of individuals including colleagues, communities, organizations, supervisors, and supervisees.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

I2. Ability to produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

I3. Ability to demonstrate effective interpersonal skills and the ability to manage difficult communication well

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Overall communication and interpersonal rating

This area is a challenge for me	I am developing this competency, but still need to improve	I am competent in this area	This is a strength of mine	I excel in this area	N/A

Comments regarding communication and Interpersonal Skills

_____

_____

If you would like to provide additional feedback regarding this self-survey, please enter it below.

_____

_____

Activities & Annual Updates

These next set of questions are required by APA to assist us in our annual reporting. We thank you in advance for your cooperation!

Please list any publications or presentations that occurred during the 2018-2019 academic year (9/1/2018 to 8/31/2019).

Total number of presentations that you have been an author or co-author of (includes workshops, oral presentations, and/or poster presentations at professional meetings):

_____

Please provide citations of workshops, oral presentations, and/or poster presentations:

_____

_____

Total number of edited or peer-reviewed articles, book chapters, or books you were an author or co-author of (publications "in press," under review," or "submitted" should not be counted here):

_____

Please provide citations of edited or peer-reviewed articles, book chapters or books:

_____

_____

Are you a member of a professional or research society?

- Yes (please specify):
- No

During the 2018-2019 academic year, did you present on a psychological topic to a lay/community audience?

- Yes (Please specify where and when you presented on a psychological topic to a lay/community audience):
- No

Were you involved in leadership roles/activities in professional organizations (includes roles in State/Provincial, Regional, or National organizations)?

- Yes (Please specify what organization you were involved in):
- No

Appendix AG: External Funding Opportunities and Loan Repayment

NSF Graduate Research Fellowship
http://www.nsfgrfp.org
NIMH Ruth L. Kirschstein Predoctoral Individual National Research Service Award/ Ruth L. Kirschstein National Research Service Award Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research
https://researchtraining.nih.gov/programs/fellowships/F31
Minority Fellowship Program: Predoctoral Fellowship in Mental Health and Substance Abuse Services
https://www.apa.org/pi/mfp/psychology/predoctoral
Indian Health Service (IHS) Scholarship Program
https://www.apa.org/about/awards/ihs-scholar
Ford Foundation Fellowships
https://sites.nationalacademies.org/PGA/FordFellowships/PGA_171962
Paul & Daisy Soros Fellowships for New Americans
https://www.pdsoros.org/news-events/2019/07/30/q-a-mfa-graduate-estefania-puerta-looks-back-at-the-fellowship
Minority Fellowship Program: Psychology Summer Institute
https://www.apa.org/pi/mfp/psychology/institute
American Indian Graduate Center Loan for Service
https://www.aigcs.org/scholarships-fellowships/graduate-students/
American Indian Graduate Center Special Higher Ed Program
https://aigc.academicworks.com/opportunities/32259
Point Foundation LGBTQ Scholarship Award
https://pointfoundation.org/point-apply/application-faqs/
Zeta Phi Beta Sorority General Graduate Fellowships
https://www.apa.org/about/awards/zetaphibeta-fellow?tab=1
Filipino-American Psychology Scholarship
https://www.apa.org/about/awards/filipino-american-scholarship?tab=2

Loan Repayment Programs

National Institute of Health Loan Repayment Program
https://www.lrp.nih.gov/eligibility-programs
National Health Service Corps Loan Repayment Programs (General Program, Substance Use Disorder Workforce Program, Rural Community Program)
https://nhsc.hrsa.gov/loan-repayment/nhsc-all-loan-repayment-programs-comparison
Public Service Loan Forgiveness (PSLF)
https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service

Appendix AH: Available Departmental Rooms & Descriptions

Conference Room

Room	Capacity	Description
8028: Psychology Conference Room	10 Seats	This conference room is solely for the use of the Psychology Department. There is a white board, table, and seats available. The space is media enabled.

Lab Spaces

Room	Capacity	Description
8013: Flex Lab Space	5 seats	This space has 1 computer and moveable tables and chairs.
8015: Flex Lab Space	3 seats	This space has 1 computer and moveable tables and chairs.
8021: Flex Lab Space	4 seats	This space has 1 computer and moveable tables and chairs.
8025: Big Data Lab	3 seats	This space has 3 computers for analysis with unique specifications (e.g. security and huge data sets).
8017: Video Tech Lab Space	4 seats	This room has moveable tables and chairs. Large screen monitor for live viewing of activity in 8027A. Activity can also be recorded and playback to monitor. Microphone to communicate with subjects in video lab.
8027A: Video Lab	8 seats	This space has a moveable tables and chairs. There is a camera and speakers in the ceiling that can record activity to be viewed in video tech room.
8033/8035: PhysioLab Spaces	2 seats	These two rooms house specialty Mindware Technology equipment and software for running physio psych studies. There is a subject room (8035) and a tech room (8033).
8029A: Grad Lab	4 seats	This space has 4 computers for graduate student use, in addition to a dedicated printer.
9025: Grad Lounge		This space has computers for graduate student use and is also where many graduate students hold their office hours to meet with students. The space is where graduate student mailboxes are located.