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PURPOSE OF HANDBOOK

This program student handbook describes the components of the Illinois School of Professional Psychology (ISPP) Clinical Psychology doctoral (PsyD) program at National Louis University (NLU). This handbook includes the program aim, competencies, coursework requirements, general information about practicum and internship policies and practices, student evaluation, advising, and a number of degree and program procedural requirements and timelines. Please be advised that information, procedures, and rules described in this handbook can be subject to change by NLU or ISPP. Whenever possible, advance notice is provided of any changes. However, students are referred to the NLU Graduate Catalog and the Student Guidebook online for updates as well as to ISPP’s Clinical Training Manual and the Clinical Research Project (CRP) Manual for other updates.

ABOUT THE ILLINOIS SCHOOL OF PROFESSIONAL PSYCHOLOGY

The Illinois School of Professional Psychology at National Louis University is housed under the College of Professional Studies and Advancement (CPSA). The ISPP program offers the doctoral degree in clinical psychology (PsyD). Our program follows the practitioner-scholar model of clinical training, which prepares aspiring psychologists to develop the essential knowledge, skills and attitudes required for successful clinical practice. ISPP was founded in 1976 and was the first PsyD program in the Midwest. We graduated our first class of PsyD candidates in 1980. Since the inception of ISPP, the focus has been on providing a strong foundation in clinical theory, evidence-based practice, preparation for working with diverse populations, and service to the community and the profession in an environment of close mentoring and supervision. Now, as part of National Louis University, this tradition continues.

NLU is regionally accredited by the Higher Learning Commission (HLC), one of six regional institutional accreditors recognized by the United States Department of Education and the Council for Higher Education Accreditation. Currently, NLU is on the Standard Pathway to regional accreditation, which follows a 10-year cycle and is focused on quality assurance and institutional improvement. For more information about regional accreditation, visit the institutional accreditation website.

ISPP, currently under the name National Louis University, Chicago /Argosy Teach-Out is 'accredited, inactive' by the Commission on Accreditation of the APA. This status was granted
to accommodate teach-out students from Argosy University and this accreditation status designates an accredited program that is no longer admitting students. Persons who were not enrolled in accredited Argosy programs are not to be admitted to the National Louis University, Chicago /Argosy Teach-out 'accredited, inactive' program. New students may enroll at ISPP, with the understanding that the program to which they enroll is not currently an APA-accredited doctoral program. ISPP, however, is currently seeking active accreditation after relocating to NLU in April, 2019. ISPP had been fully accredited by the APA since 1985 until its relocation to NLU due to the closure of ISPP’s previous campus, Argosy University, in March, 2019.

**PSYD PROGRAM DESCRIPTION**

The primary purpose of the PsyD in *Clinical Psychology* degree program is to educate and train students in the major aspects of clinical practice. To help ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. The PsyD in *Clinical Psychology* degree program combines relevant research, applied theory, and field experience and is designed to prepare graduated students to apply psychological knowledge in a variety of settings and roles. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific foundational, clinical, conceptual, and professional skills.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association (APA). Completing the clinical psychology program indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.
PROGRAM LEARNING OUTCOMES

Specific Program Learning Outcomes of the PsyD program include the following:

1. Students will demonstrate the ability to select and deliver effective diagnostic and therapeutic interventions to diverse populations.
2. Students will understand and apply the biological, psychological and social bases and theories of human functioning.
3. Students will be able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology.
4. Students will be able to demonstrate effective group leadership skills in health care or any organizational setting.

ISPP Aim

The Illinois School of Professional Psychology at National Louis University’s clinical psychology doctoral program aims to prepare graduates to engage the world as health service psychologists. The program employs a practitioner-scholar model and offers a curriculum designed to prepare clinicians who provide scientifically grounded, theoretically informed, and culturally responsive psychological services. Combining a strong foundation in the science of psychology, close guidance in clinical practice, and encouragement of growth through experiential learning, ISPP aims to prepare ethical, competent clinical psychologists who respect the multidimensionality of human diversity.

ISPP Competencies

The Illinois School of Professional Psychology at National Louis University’s clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Research: Students will critically evaluate the current and evolving body of scholarly literature in psychology and demonstrate knowledge of research methods and the ability to apply this knowledge by completing a clinical research project, and disseminating their research findings.
2. **Ethics:** Students will demonstrate knowledge of ethical and legal standards, application of ethical decision making processes, and ethical conduct in professional activities.

3. **Diversity Application:** Students will apply the theoretical and empirical knowledge necessary to address the multidimensionality of human diversity and work effectively with issues of difference.

4. **Diversity Self-Awareness:** Students will demonstrate self-awareness of the impact of their own social and cultural identities and biases.

5. **Professionalism:** Students accept responsibility for their own actions, integrate feedback from peers, colleagues, and supervisors in a non-defensive manner, and behave in a professional manner across settings.

6. **Communication:** Students will demonstrate professionalism through clear and effective written and verbal communication.

7. **Interpersonal Effectiveness:** Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well, forming and maintaining productive and respectful relationships with clients, colleagues, supervisors, and other professionals.

8. **Assessment:** Students will demonstrate competency in assessment, including knowledge of psychometric theory, and the ability to select, administer, score, and interpret psychological tests. They will show an ability to make appropriate diagnoses and recommendations for treatment that take into account both personal and cultural client strengths and challenges.

9. **Intervention:** Students will demonstrate competency in intervention by developing, applying, and evaluating evidence-based treatment plans that are grounded in a coherent orientation.

10. **Supervision:** Students will demonstrate knowledge of supervision models and practices.

11. **Consultation:** Students will demonstrate knowledge of consultation models and practices, and exhibit respect for the roles and perspectives of other professions.

12. **Scientific Bases and History & Systems:** Students will know and apply the scientific bases of psychology, including affective, biological, cognitive, developmental, and social psychology; and they will demonstrate knowledge of the history and systems of psychology.
Standards of Professional Conduct

As noted above, students in the PsyD program are expected to learn appropriate standards of professional conduct for clinical psychologists – and to abide by these standards as they proceed through the program. The program competency statement denotes expectations for student professionalism as a trainee in the PsyD program (see 5. Professionalism, 6. Communications, 7. Interpersonal Effectiveness competencies above). Also, the Council of Chairs of Training Councils (CCTC; 2004) developed a framework that has been adopted by ISPP as a basic standard by which professional conduct will be evaluated. These general expectations of student professional conduct are outlined below as a nonacademic policy:

Interpersonal and professional competence, including:
- Respectful peer and faculty interactions
- Respect for the ideas and integrity of others
- Maturity in interactions with others
- Ability to respectfully interact with people of diverse backgrounds
- Ability to react with appropriate empathy and sensitivity

Self-awareness, self-reflection, and self-evaluation, including:
- Ability to formulate and express observations/impressions
- Interpersonal interactions which provide evidence that the student understands how his/her behavior affects relationships with others

Openness to process of supervision, including:
- Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
- Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner, including:
- Ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness
- Is able to acknowledge own role in creating problems, such as contributions to or exacerbation of a situation
- Offers appropriate responses, given a situation
− Ability to act constructively to prevent and resolve issues and openness to solutions proposed by others
− Tolerance for the shortcomings and mistakes of others

The Illinois School of Professional Psychology at National Louis University has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of the Illinois School of Professional Psychology at National Louis University that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the American Psychological Association 2010 Ethical principles of Psychologists and Code of Conduct. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that appear to violate the University’s principles of professional standards in the course of the student’s education or training will be referred to and reviewed carefully by the appropriate faculty committee.

**PSYD ADMISSIONS CRITERIA**

**Foundation Course Requirements**

The Illinois School of Professional Psychology at National Louis University requires applicants to successfully complete, with a “B” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to ISPP courses. The following three courses are required:

- Introduction to psychology or general psychology*
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

*This course may be waived if the applicant has completed a Bachelors or Master’s degree in Psychology or related mental health field.*
**PsyD Admission Requirements**

- Completed application (available at www.nl.edu/applyonline)
- A bachelor’s degree from a regionally accredited institution
- Graduate applicants with a baccalaureate degree or college coursework from an institution outside the U.S. are required to have their undergraduate transcripts evaluated by an one of NLU's approved foreign credential evaluation agencies verifying degree equivalence to a U.S. regionally accredited baccalaureate degree
- A minimum score on a pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in the Admission Policies, English Language Proficiency
- Official transcripts from all post-secondary schools attended
- An undergraduate degree grade point average of at least 3.0 (on a scale of 4.0) or a conferred graduate degree grade point average of 3.25 (on a scale of 4.0).
- Current résumé (or career summary)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- A minimum of three professional letters of recommendation, addressing topics/questions as established and periodically revised by the faculty. Letters of recommendation must be written by individuals who know the candidate from an academic or professional perspective and are able to comment on the candidate’s capacity for undertaking graduate studies.
- Completion of an interview with members of the program faculty.

**Admissions Committee Decisions**

All applicants will receive written notification of the Admissions Committee’s decision. Admissions Committee decisions are final and not subject to appeal. Accepted applicants are required to pay a non-refundable deposit of $200.00 by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student’s first semester. An applicant, if rejected, can reapply by following the reapplication policy.
Transfer of Courses/Credit to the PsyD program

Students may seek transfer credit for graduate coursework taken at other institutions only after enrolling at the Illinois School of Professional Psychology at National Louis University and only during the first year of enrollment. Students must complete a Transfer Request Form and supply the syllabus, transcript, and any other relevant material for faculty review. Courses that overlap 80 percent with ISPP courses may be accepted for transfer credit. A maximum of 30 credit hours may be transferred and applied to the PsyD in Clinical Psychology degree program. Students are advised, however, that only under unusual circumstances would more than two or three courses be transferred. Transfer will be considered for graduate courses:

- Completed with a grade of “B” or higher
- Completed prior to admission to the Illinois School of Professional Psychology at National Louis University
- Earned within the five years of matriculation in the clinical psychology program. The program does not accept for transfer any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited institution.

Transfer of credit hours will not be considered for courses completed elsewhere after admission to the Illinois School of Professional Psychology at National Louis University.

Petition for Course Transfer Forms are available from, and should be submitted to, the Graduate Academic Advisor. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach the course syllabus, the graduate transcript that shows successful completion of the course, and any other documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the clinical program.

The following is a list of courses that are not considered eligible for transfer:
Non-Transferable Courses

- PSYD708 Personal and Professional Development (2)
- PSYD710 - Professional Issues: Ethics, Conduct, and Law (3)
- PSYD711 - Professionalization Group I (1)
- PSYD712 - Professionalization Group II (1)
- PSYD740 – Issues in the Assessment and Treatment of Diverse Populations (3)
- PSYD820 - Diagnostic Practicum and Seminar I (3)
- PSYD821 - Diagnostic Practicum and Seminar II (3)
- PSYD823 - Intervention Practicum and Seminar I (3)
- PSYD824 - Intervention Practicum and Seminar II (3)
- Diversity Elective (3)
- Advanced Intervention Elective (3)

Note: Students who transfer from another National Louis University campus may have non-practicum courses transferred at the discretion of the Directors of Training and the Program Director.

**PSYD PROGRAM REQUIREMENTS**

**PsyD Curriculum**

Below is the current curriculum for the PsyD in Clinical Psychology program effective immediately for current and prospective students in the program.

Required/core courses, elective courses, and credit hour breakdown are provided.

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 98 credit hours, including practicum and concentration hours (if student chooses to complete a concentration)
- Successful completion of the Capstone Sequence
  - Diagnostic Capstone I
  - Diagnostic Capstone II
  - Psychotherapy Capstone I
  - Psychotherapy Capstone II
  - Scientific Capstone Exam
- Successful completion of a one-year, 2000 hour, full-time pre-doctoral internship
● Successful completion and defense of the Clinical Research Project
● GPA of at least “B” (3.0 on a scale of 4.0) with no grades below “B” in core coursework
● Completion of these requirements within seven years of matriculation into the program
● A completed Degree Finalization form submitted to Registrar

**Core Course Requirements**

Students enrolled in the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at National Louis University are required to satisfactorily complete 98 credit hours distributed as follows: assessment requirements, 10 credit hours; clinical interventions/psychotherapy requirements, 16.5 credit hours; diversity requirement, 9 credit hours; general elective requirements, 4.5 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirement, 6 credit hours; psychopathology requirements, 6 credit hours; scientific foundations of psychology requirements, 15 credit hours; scientific inquiry requirements, 7 credit hours; supervision/consultation requirements, 3 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research project requirements, 4 credit hours. Matriculated students must complete all course requirements in an in-residence format. In addition, all core coursework must be completed with a final grade of “B” or better.

**Course Requirements**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYD708</td>
<td>Personal and Professional Development Group</td>
<td>2</td>
</tr>
<tr>
<td>PSYD711/712</td>
<td>Professionalization Group I &amp; II</td>
<td>0</td>
</tr>
<tr>
<td>PSYD732</td>
<td>Child and Adolescent Development</td>
<td>3</td>
</tr>
<tr>
<td>PSYD753</td>
<td>Survey of Diversity &amp; Multicultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYD719</td>
<td>Health and Human Dysfunction I</td>
<td>3</td>
</tr>
<tr>
<td>PSYD722</td>
<td>Health and Human Dysfunction II</td>
<td>3</td>
</tr>
<tr>
<td>PSYD737</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSYD752</td>
<td>Personality Assessment</td>
<td>4</td>
</tr>
<tr>
<td>PSYD847</td>
<td>Adult Development &amp; Aging</td>
<td>3</td>
</tr>
<tr>
<td>PSYD736</td>
<td>Clinical Interviewing</td>
<td>1.5</td>
</tr>
<tr>
<td></td>
<td>Integrated Assessment: choose 1 of 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- PSYD 769 Integrated Forensic Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
# Course Number | Course Title | Credits
--- | --- | ---
PSYD700 | History and Systems | 3
PSYD710B | Professional Issues: Ethics, Conduct, & Law | 3
PSYD705 | Biological Bases of Behavior | 3
PSYD704 | Cognition and Affective Processes | 3
PSYD760 | Clinical Psychopharmacology | 3
PSYD718 | Statistics | 3
PSYD723 | Research Methods | 3
- Research Elective: choose 1 of 2
  - PSYD 721 Advanced Quantitative Methods
  - PSYD 724 Advanced Qualitative Methods
PSYD706 | Social Psychology | 3
PSYD740 | Issues in the Assessment of Diverse Populations | 3
PSYD802 | Person Centered Theory and Therapy | 3
PSYD806 | Psychoanalytic Theory and Therapy | 3
PSYD809 | Cognitive Behavioral Theory and Therapy | 3
PSYD805 | Family and Couples Therapy | 3
PSYD735 | Clinical Supervision | 1.5
PSYD755 | Consultation in Diverse Settings | 1.5
- Diversity Elective* | 3
- General Elective* | 3
- Advanced Intervention elective* | 3
- General Elective* | 1.5
TOTAL | | 82

* See the “elective requirements” section below for more information.

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## Practicum and Seminar Requirements

| Course Number | Course Title | Credits |
--- | --- | ---|
PSYD820 | Diagnostic Practicum and Seminar I | 3
PSYD821 | Diagnostic Practicum and Seminar II | 3
PSYD823 | Intervention Practicum and Seminar I | 3
PSYD824 | Intervention Practicum and Seminar II | 3
TOTAL | | 12

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Clinical Research Project Requirements

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYD850</td>
<td>Clinical Research Project Seminar</td>
<td>2</td>
</tr>
<tr>
<td>PSYD851</td>
<td>Clinical Research Project – 1 credit per term; taken for a minimum of 2 terms</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

Professionalization Group Requirement

The Professionalization Group courses (PSYD711 – Professionalization Group I and PSYD712 - Professionalization Group II), which meet on a weekly basis during each of the two regular terms, provide first-year students with important direction and assistance as they begin their education and training. These groups are designed to provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete both Professionalization Group I and II during their first year in the program.

Elective Requirements

Students are required to complete a total of 10.5 credit hours of elective coursework, 3 of which may be used for additional practicum experience. Students may take any non-core course, including any concentration course (specified below), as an elective. Students pursuing a concentration may not be able to use practicum experience to fulfill elective credit, depending on the particular concentration.

Awarding of the Master of Arts Degree

Students enrolled in the Doctor of Psychology (PsyD) in Clinical Psychology degree program who wish to earn the Master of Arts (M.A.) in Clinical Psychology degree while working toward the doctoral degree must petition for the degree, and successfully complete a minimum of 50 credit hours of doctoral level coursework, including successful completion of the doctoral therapy practicum. In addition, students must submit, to the University Registrar, a degree finalization form to graduate. The master’s degree earned as a student enrolled in the PsyD in Clinical Psychology degree program is not a license-eligible degree within the State of Illinois.
**Residency Requirement**

PsyD in Clinical Psychology degree program students are required to complete a minimum of four full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the degree. At least two of the three academic training years (or the equivalent thereof) must be completed at the campus from which the degree is granted, and at least one year of which must be in full-time residence (or the equivalent thereof) at that same campus.

**Academic Progress Requirements**

- Students must maintain a grade point average (GPA) of 3.0 or higher (on a scale of 4.0)
- Students who earn a grade below a “B” in a core course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student’s GPA until a new grade has been received for the course.
- Students who earn two grades below a “B” during the course of one semester will be dismissed from the program.
- Students who earn three grades below a “B” during the entirety of the program will be dismissed.

Students who have temporarily withdrawn from the program will have the maximum time frame for completion of the program extended for the length of the withdrawn period, up to a period of one year. The withdrawn period will not be counted in the determination of the student’s year in the program. Students are required to complete 98 credit hours within the incremental maximum time frame.

**Retaking Courses**

Students who receive a grade below “B” in a core course must retake this course no later than the end of the next calendar year. Core courses in the PsyD in Clinical Psychology degree program include all courses except electives. Students who receive a grade below “B” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to re-take the same
course, since the original grade of a retaken course is not used to calculate the cumulative grade point average.

**Performance Evaluations**

All students receive ongoing evaluative feedback throughout the program. Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development. The process of evaluation for PsyD clinical psychology students involves continuous feedback, end of course evaluations, end of year evaluations, and practicum supervisor evaluations (See section on *Student Performance Evaluations*).

The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students may additionally be referred to the Student Professional Development Committee when necessary based on the magnitude or nature of the concerns raised (See section on *Student Performance Evaluations*).

**Writing Support**

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. All students have access to writing support through the NLU Learning Support services for in-person, drop-off, and online tutoring/essay support. Students who recognize a need to strengthen their writing ability are encouraged to seek writing support through the Learning Support services at NLU. In addition, students who receive written referrals for more than one term or by more than one faculty member as needing assistance with writing will be required to meet with a Learning Support services tutor and use the drop off essay services for tutor feedback until the student’s writing has improved to expected levels. Typically, these referrals will occur through notification on the student’s mid- or end-of-course evaluation. The student must meet with their faculty advisor and demonstrate participation in the writing support programs or they may be prohibited from registering for additional coursework and/or referred to SPDC.
Program Concentrations

The Illinois School of Professional Psychology does not require the selection of a particular concentration within PsyD in Clinical Psychology degree program. The basic curriculum contains a thorough grounding in the knowledge and skills required by a fully-functioning clinical psychologist. However, students may choose to fulfill their elective credit hour requirements by completing one optional area of concentrated study in one of the following areas:

1. Health Psychology
2. Client Centered Psychology and Experiential Psychotherapies
3. Forensic Psychology (currently only available for teach-out students)
4. Neuropsychology (currently only available for teach-out students)
5. Trauma Psychology (starting fall 2020)

For students who choose a concentration, they are encouraged to supplement this education by completing one of their practica in their area of interest as well as focusing their Clinical Research Project on a related topic. Students are not required to choose an area of concentration, and may choose to complete a generalized plan of study. Course requirements for each concentration are described below in the Concentration Descriptions (Appendix A).

Practicum and Practicum Seminars

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the Clinical Training Manual. This manual is provided to students during their first term and is located on the “Resources” tab of the program webpage (Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the Director of Clinical Training for more information.

General Information

Students enrolled in the PsyD program have the opportunity to gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students can apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and
personal attitudes important to the identity of a professional psychologist. By the end of clinical training, ISPP students will have been provided the opportunity to obtain the competencies necessary to become competent clinicians, possessing effective assessment and intervention skills, and practicing in an ethical manner. During their clinical training, students advance through progressively more challenging levels of clinical training. At each level, a student’s progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

All students enrolled in the PsyD program must complete a Diagnostic Practicum (PSYD820, PSYD821) and a Therapy Practicum (PSYD823, PSYD824) (minimum 625 hours per practicum, across the different courses—usually 16-20 hours per week for 40 weeks). Advanced Practicum (PSYD826) experiences are also available. All practicum students are also enrolled in a weekly practicum seminar led by a faculty member, which meets throughout the training experience. ISPP places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected, which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional.

Each practicum takes place in a single agency. A practicum may not be done in a student’s place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. All PsyD students are encouraged to seek a Therapy Practicum site that provides a different type of experience than their Diagnostic Practicum site in order to enhance the diversity of their training. Students are evaluated, in writing, once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills.

Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student’s clinical strengths and areas needing strengthening.
**Diagnostic Practicum**

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist.

Prior to practicum placement, students complete courses dealing with the principles of testing and can learn to administer, score, and interpret measures of personality and major intelligence tests. During practicum, students have the opportunity to put to use what they have learned in the classroom. Students can learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment. Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

**Therapy Practicum**

The therapy practicum teaches intervention skills. ISPP does not favor a particular theoretical orientation. The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and have the opportunity to develop the personal style that best suits them as individuals. The therapy practicum presents an opportunity for this kind of learning. Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their therapy practicum. The therapy practicum is designed to provide an opportunity for the student to work in an established program in a way that is mutually beneficial to the training site and to the student’s professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice. Required prerequisites for therapy practicum
placement and additional policies and procedures related to practicum training are described in the Clinical Training Manual.

**Advanced Practicum**

Doctoral students accumulate a minimum of 1,250 hours of supervised clinical experience before starting the internship. However, to be competitive for internship sites, students are strongly encouraged to accumulate as many hours as possible. Students are encouraged to pursue additional training through an advanced practicum experience in order meet the student’s specific interests in specialized settings. The practicum site is obtained through the Clinical Training Department and students must attend a concurrent seminar during the training. Required prerequisites and additional policies and procedures related to Advanced practicum training are described in the Clinical Training Manual.

**Doctoral Capstone Sequence**

The doctoral capstone tasks are a series of five clinical and scholarly competency evaluations composed of four clinical tasks which are embedded in the practicum seminars and one multiple choice exam on the science of psychology. These evaluations take place at designated intervals in the years prior to becoming eligible for the pre-doctoral internship. The purpose of the Capstones is to monitor students’ growth and development toward ISPP at National Louis University’s standards of clinical competency to ensure acquisition of appropriate skills for clinical practice.

The Capstones draw upon students’ conceptual abilities, theoretical and scholarly knowledge, and applied clinical skills. Success requires the integration of theory and practice as learned in coursework, clinical field training, professional supervision, and seminar consultation. While components of the Capstones occur within the practicum seminars, they are graded separately. Thus, successful completion of other required seminar work does not guarantee passage of Capstone tasks.

**Clinical Capstone Components**

Diagnosis Capstone I - Diagnostic Interpretation and Case Formulation Competency: Students satisfy this requirement by submitting a diagnostic report, recommendations and self-evaluation based on shared clinical data provided by the diagnostic seminar leaders. Students
submit their case reports to the department administrator. These are then distributed, without students’ names, to the Diagnostic Seminar leader/s. Students must earn a passing grade on their Diagnostic Capstone I in addition to fulfilling seminar requirements in order to receive credit for their practicum.

**Diagnostic Capstone II - Diagnostic Interview and Case Formulation Competency:** Students satisfy this requirement by submitting a diagnostic interview recording conducted with a client, a verbatim transcript, an integrated diagnostic case formulation report, and a self-critique to their Diagnostic Seminar leader during the Spring semester. Students must earn a passing grade on their Diagnostic Capstone II in addition to fulfilling seminar requirements in order to receive credit for their practicum.

**Psychotherapy Capstone I - Case Formulation Competency:** Students satisfy this requirement by submitting a case conceptualization, treatment recommendations and responses to ethical questions based on shared clinical data provided by the therapy seminar leaders. Students submit their case formulation to the department administrator. These are then distributed, without students’ names, to the Therapy Seminar leader/s. Students must earn a passing grade on their Psychotherapy Capstone I in addition to fulfilling seminar requirements in order to receive credit for their practicum.

**Psychotherapy Capstone II - Psychotherapy and Case Analysis Competency:** Students meet this requirement by submitting a psychotherapy recording conducted with a client, a verbatim transcript, an integrated case analysis report, and a self-critique to their Therapy Seminar leader during the Spring term. Students must earn a passing grade on their Psychotherapy Capstone II in addition to fulfilling seminar requirements in order to receive credit for their practicum.

**Science Capstone Exam**

All PsyD program students are required to successfully complete the Science Capstone Examination. The examination will be offered at the end of the Summer term of the third year in the program. The Science Capstone Exam is a multiple-choice exam modeled in format and content after the EPPP national licensing exam for psychologists and is graded on a “Pass/Fail”
basis; with passage set at 70% or higher. The Comprehensive Examination includes the following content areas: Professional Ethics, Abnormal Psychology/Psychopathology, Biological Bases of Behavior, Developmental, Social Psychology, Cognition and Affect, Statistics and Research Methods, Psychopharmacology, Psychometric Theory and Test Construction, Evidence Based Practice, and Diversity. The following courses must be completed prior to sitting for the exam:

- PSYD704 - Cognition and Affective Processes
- PSYD705 – Biological Bases of Behavior
- PSYD706 - Social Psychology
- PSYD710B - Professional Issues: Ethics, Conduct, and Law
- PSYD718 - Statistics
- PSYD719 – Health and Human Dysfunction I
- PSYD722 - Health and Human Dysfunction II
- PSYD723 – Research Methods
- PSYD732 – Child and Adolescent Development
- PSYD737 - Cognitive Assessment
- PSYD736 – Clinical Interviewing
- PSYD752 - Personality Assessment
- PSYD753 - Survey of Diversity and Multicultural Psychology
- PSYD760 - Clinical Psychopharmacology
- PSYD802 – Person Centered and Experiential Theory and Therapy
- PSYD805 – Family and Couples Therapy
- PSYD806 - Psychoanalytic Theory and Therapy
- PSYD809 - Cognitive Behavioral Theory and Therapy
- PSYD847 – Adult Development and Aging
- Integrated Assessment elective
- Research Elective

Students are responsible for all content areas of the Science Capstone Examination. Students must submit a Science Capstone Examination Request Form to the Department Administrator during the spring term at a date designated by the Program Director. Students
must successfully complete the exam before applying for internship.

Students will be given two opportunities to pass the examination. Students who fail to achieve a “Pass” after the second attempt must wait until the following year and retake the exam. The student will not be able to apply for internship and will need to meet with the Student Professional Development Committee to develop a remediation plan to support the student in preparing to retake the exam. A student who fails the exam two years in a row may be dismissed from the program. A score of 70% is required to pass the Comprehensive Examination.

Clinical Research Project Requirements

General Information

All students in the PsyD program are required to develop a Clinical Research Project (CRP) as a requirement for graduation. The Clinical Research Project (PSYD851) is a scholarly work that is designed to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Students are expected to apply theoretical and scientific knowledge to the examination of meaningful research questions related to the clinical practice of psychology. Specific policies and procedures for all components of the Clinical Research Project process can be found in the Clinical Research Project Manual. This manual is posted on the program webpage, under the “Resources” tab. Students are responsible for accessing the most recent CRP manual and integrating revisions and updates as they occur.

Registration

Students begin the CRP process by taking the Clinical Research Project Proposal Development Seminar (PSYD849). Students are then required to complete a minimum of 2 credit hours of CRP over a minimum of two terms at 1 credit hour each. Students may not take more than 1 credit hour of CRP per term.
**Internship Requirements**

Successful completion of a pre-doctoral internship, approved by the ISPP, is a requirement for graduation with the PsyD in Clinical Psychology. The internship is a year-long, organized training experience that is completed at a site within the United States or Canada. ISPP requires all of its students to obtain internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and, where possible, American Psychological Association (APA) or Canadian Psychological Association (CPA) approved internships. ISPP does not permit students to complete internships outside of the United States or Canada.

Before applying for internship, the Clinical Training Department reviews the student’s academic performance and training file. The review focuses on an intern applicant’s strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The Clinical Training Department, in conjunction with the program faculty, assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes needed to proceed with the internship process.

The student initiates and follows through with all internship application procedures. The Clinical Training Department assists in the process in a number of ways, such as supplying internship information and resource materials, providing documentation of eligibility, and ensuring adherence to APPIC internship selection procedures. Once a student is placed in an internship site, ISPP monitors the student’s progress through midyear and final evaluation forms completed by the internship supervisor. In addition, interns evaluate their internship across a number of criteria in order to assess the quality of the training experience they received. Specific policies and procedures for internship training are described in the *Clinical Training Manual*.

**ISPP PROGRAM INFORMATION, POLICIES, AND PROCEDURES**

**Professional Conduct**

All students at ISPP are expected to adhere to professional standards outlined by the *American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct*. Students who fail to demonstrate professional behavior may be subject to a variety of program remediation plans and/or University interventions such as the University Process of Appeal. Outcomes may include advisement, remediation, or dismissal from the program.
Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

**Faculty Advising**

The success of the students at ISPP is of utmost importance to the program faculty. Therefore, each student is assigned a faculty advisor during their first year in the program; students will have input into this advisor assignment. ISPP utilizes a mentoring model for advising. Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues. Faculty advisors also assist students with academic and professional decision-making, provide regular and annual feedback from faculty, and serve as a liaison to the program, the university, and the professional community.

Students are required to meet with their faculty advisor at least once each term, for purposes of registration. The process of becoming a psychologist requires more than just class attendance and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and goals. Add/Drop requests for courses must be discussed with the faculty advisor, or if unavailable, with the Program Director, and then forwarded to the Program Director for signature. Students must also discuss add/drop requests with course instructors whenever possible.

As students advance in the program, they may find that other faculty members best match their academic and clinical interests, philosophy, and/or professional goals. If a student wishes to change advisors, he/she should discuss this with the current advisor and the prospective new advisor. If all parties agree to the change, the student must complete and return to the Graduate Academic Advisor a Change of Advisor Form. This form requires the signatures of the student, the current advisor, and the new advisor. This procedure facilitates a professional approach and precludes miscommunication between all involved parties. First year students are expected to remain with their assigned advisors during their first year in the program.

Some students may be asked to meet with his/her advisor regarding academic progress or difficulties, risk of failing a course, interpersonal and/or clinical difficulties or feedback, or other areas of professional development. In some cases, a student who was
referred to the Student Professional Development Committee (SPDC) may be asked to work with his or her advisor to develop a remediation plan and then submit this plan to the SPDC.

**Student Performance Evaluations**

Faculty and administration at ISPP and NLU take the preparation of future psychologists very seriously. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with the faculty members, staff, practicum and internship supervisors and peers. Faculty members are strongly encouraged to immediately discuss any concerns about academic, professional, or interpersonal performance directly with students. Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development. All students in the program receive ongoing formative and summative evaluations. They should expect to receive end of course evaluations, practicum supervisors’ evaluations, seminar leaders’ evaluations, and annual evaluations. Students should be familiar with the nonacademic policy and standards of conduct describe above.

**End of Course Evaluations**

At the completion of each course, students are given an end-of-course evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

**Annual Review**

At the end of each academic year, faculty present students with an annual review evaluation. During the annual review, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. All students receive written feedback from their academic advisor in the summer term. The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students for whom concerns have been raised about their academic performance, clinical skills, professional development, and/or manner of conducting themselves in the program are provided feedback about the nature of these concerns. Depending on the magnitude or nature of the concerns, the student may be asked to meet with her/his academic advisor.
advisor or be referred to the Student Professional Development Committee.

**Course Registration, Attendance, and Leave of Absence**

Each semester, students are required to meet with their faculty advisor for purposes of registration. Students should complete the program registration form (see Appendix C) and obtain their advisor’s signature for approval to register in courses selected. Incoming students will receive their first semester’s schedule and will be registered in advance by the program. Students who wish to make any changes to their schedule or need to drop or add a course should complete an ADD/DROP course form (see Appendix C) and obtain the signature of their advisor. Changes to the schedule should be discussed with the student’s faculty advisor. Students should also verify the impact on their financial aid status when making schedule changes by contacting NLU’s financial aid office. It is the student’s responsibility to be aware of drop/add deadlines established in the NLU academic calendar.

Regular attendance to classes is required and expected. Students should communicate with their instructors directly regarding any missed classes or course work. Course syllabus provide students with additional information about attendance and participation requirements for each course.

Students who experience an unforeseen need to be absent from the program for an extended period of time should discuss this with their instructors and faculty advisor.

Students seeking a temporary or permanent leave from the program should also meet with the program director as well as with financial aid. Any leave from the program must be approved. Students should familiarize with NLU’s Leave of Absence Policy for graduate students and/or policies regarding ADA accommodations as appropriate.

**Student Liability Insurance**

All students are required to have student liability insurance. Students are covered under the University’s liability insurance policy while they are on site for practicum and internship when they begin practicum typically during the second year in the program. Sites may request a copy of the policy from the training director.
**NLU Student Portal and Email Account**

The NLU Portal and Student E-mail accounts are our official channels of communication with students, where students obtain important information such as grades and account balances. In addition, instructors, NLU student services, and academic program staff contact students through their NLU e-mail with upcoming events, deadlines, and vital information for their success. It is important that students make checking their NLU e-mail part of their routine as a student. Students are responsible for all information that is sent via this account.

**Persons Requiring Accommodations**

National Louis University seeks to ensure that its programs are accessible to all persons with documented disabilities. Students in need of special assistance or accommodations should complete the following steps regarding any needs for accommodations:

1. Complete the online Accommodation Request Form
2. One-on-one meeting with ADA coordinator to discuss request
3. Approved accommodations documented in a formal letter

All documentation must be presented in writing to the Office of Learning Support. Once the student receives a letter for accommodations, he or she should meet privately with their instructors to discuss the accommodations.

**Textbooks**

The NLU Virtual Bookstore offers textbook rentals, new and used textbooks, eTextbooks, and textbook buybacks. For more information, contact Customer Service at 877.284.6744 or via email at bookstore@ecampus.com

**Change of Name and/or Address**

Students should promptly notify the program and the NLU Office of Admissions and Records (OAR) of any changes in their name and/or current address.
Student Governance and Professional Organizations

The ISPP Student Psychological Association (SPA) is the program’s student-led organization that helps promote the professional development of ISPP students, provides social events to promote networking opportunities and emotional wellbeing, provides mentoring as well as serves as the liaison between students and faculty. SPA’s organizational structure includes a president, president-elect, and past-president positions as a way to maintain continuity in the leadership of the organization. SPA serves as an umbrella student organization with smaller student interest groups underneath. The interest groups are driven by student interest and leadership, thus may change depending on the make-up of interests within a given cohort. Student interest groups that are or have been represented include: Child and Adolescent Interest Group, Association of Neuropsychological Students and Trainees, Division 52 Interest Group, and Forensic Forum. The program also has the following diversity themed groups, depending on student interest and leadership: Latinx Student Interest Group, Black Student Interest Group, International & Cross-Cultural Support and Awareness Group, and Pride Group: a gay, intersex, bisexual, lesbian, transgender, straight support group. Each of the interest groups is chaired by a student. All clinical students in the program are automatically members of SPA; however, the leadership is elected by the student body. Elections for SPA and the student interest groups are held every year.

Another important aspect of trainees’ professional development is involvement in professional organizations at the graduate student level. Attaining a student membership in these organizations can benefit clinical psychology trainees in a number of ways. Such involvement provides students with a means of learning more about professional aspects of becoming a psychologist, current issues and trends in the field, career opportunities, and contributions that psychologists make to the broader community. Student memberships often provide direct benefits, such as receiving the organization’s publications, reduced costs for conferences, workshops, and purchasing professional books or other publications. Involvement in professional organizations can assist students in learning about areas of interest or specialty areas in the profession, and also be a means for networking with other established psychologists in areas of interest. Students can join the American Psychological Association (APA) as a Student Affiliate. For graduate students, Student Affiliate status in APA also includes membership in the American Psychological Association of Graduate Students.
(APAGS). This organization provides networking opportunities and a number of publications that provide practical resources for graduate students in psychology. Students can review information regarding membership in APA and APAGS at via the APA website.

Students should also consider joining the state’s psychological association, the Illinois Psychological Association (IPA) as student members. This provides students with opportunities to participate in state and local workshops, trainings, and conferences at a reduced cost. It also allows students to network with other psychologists in the community.

**ISPP POLICIES AND PROCEDURES**

**Clinical Practice Policy**

The ISPP faculty recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the PsyD in Clinical Psychology degree program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, program director and the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the doctoral program.

Students should report their external work to the training department and obtain approval for external mental health-related work. Students should complete the form for outside work activities (see Appendix C) and submit it for approval every academic year or when changes in the work position occur. Failure to comply with these policies will result in referral to the
Policy Regarding Use of Volunteer Subjects for Practice Assessment

All volunteers used for psychological assessment must sign the appropriate consent form (see Appendix C) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, National Louis University Employees, or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the APA Code of Ethics
- That no feedback regarding the assessment results are provided to any subjects or their parents.

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms
- Copies of interview, interpretation, raw data or notes related to client or volunteer assessments

Equipment and Assessment Measures Check-Out

Students are able to check-out a variety of assessment measures, test manuals, test kits, scoring templates from the program. Students are responsible for maintaining confidentiality of...
materials and protecting the integrity of psychological assessments as well as for ensuring the proper care of equipment and/or materials checked out.

**Diverse Student Recruitment and Retention Plan**

ISPP values diversity in student identity, perspective, and experience. Just as the program is intentional with integrating aspects of diversity in its competencies and curriculum, the program strives to build an intentionally diverse student body. Appendix B presents information about the program's efforts to recruit and retain diverse students.

**Student Professional Development Committee (SPDC)**

The program faculty and the program’s Student Professional Development Committee (SPDC) share the role of student academic performance and professional development evaluation. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with the faculty members, staff, practicum and internship supervisors and student peers. Faculty members are strongly encouraged to discuss concerns about academic, professional, or interpersonal performance directly with students. Through these discussions faculty assess how a student accepts supervision and feedback. If concerns remain, the faculty member may first seek out the student’s advisor for further discussion. The faculty member and/or advisor may then refer the student to the SPDC if the problems are not resolved or are serious enough to raise ongoing concerns about professional competence.

The primary function of the program’s Student Professional Development Committee (SPDC) is to evaluate, guide, and support students in improving their academic performance and developing the professional competencies required by our profession.

**Referral process**

Any member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the program director or the chair of the SPDC. The letter should include specific descriptions of academic professional development insufficiencies and subsequent attempts at remediation by faculty, and/or
descriptions of behaviors that raise concerns about clinical competence and/or professional conduct.

If a student serving an internship, practicum, or clinical placement is dismissed by the internship site or asked not to return, the student will typically be referred to the committee for an investigation of the circumstances by the practicum or internship training director or the program director. The focus of the investigation will be to determine what happened at the site and whether any remediation may be needed, both with the site and with the student.

The committee will evaluate any written referral and respond in one of the following ways:

a. Request additional information
b. Reject the referral
c. Refer the student back to the student’s advisor or faculty member with instructions
d. Refer the complaint to the appropriate university committee or
e. Accept the referral. Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

The Student Professional Development Committee can hold hearings on student issues specific to respective professional or academic requirements and can recommend remediation actions to students where warranted. If remediation actions are not satisfied by the student, the SPDC may impose probationary conditions with explicit requirements and a timeline for removal from probation. The Committee will also determine any consequences that will result in the event of noncompliance with such probation requirements. If remedial actions are not sufficiently achieved by the student, or if it appears that further opportunity to remediate the presenting concerns is not appropriate, the SPDC may recommend that a student be dismissed from the program through referrals to other appropriate university committees.

A student can be referred to the Student Professional Development Committee in the following situations:

a. Any student who is placed on academic probation
b. Any student who is dismissed by a practicum or internship site
c. Any student who receives a No Credit in a practicum seminar
d. Any student who fails a Capstone Exam
Any student who presents significant concerns in professional conduct or development; including, but not limited to:

- Unethical conduct
- Serious violations of program policy
- Problems with fitness to practice or engage in training
- Unprofessional demeanor or behavior
- Serious difficulties with professional judgment

The Chair of the SPDC formally documents the Committee’s proceedings, the review process, evaluation of the student’s presenting concerns, and decisions regarding remediation or other subsequent actions with the student. This written summary of the Committee’s work is forwarded to the Program Director and is maintained in the student’s program record. Students are notified of the outcome of their meeting with the SPDC via a formal letter from the Committee Chair.

**SPDC Committee Procedures**

The following procedures govern the actions of the SPDC:

- The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.

- In advance of the hearing date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the hearing.

- The student may submit written information relevant to the situation to the Chair within 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available for review by the student in advance of the hearing.

- If a student does not attend a duly noticed meeting, the SPDC may continue its action and render a decision.

- The student is permitted to have a support person/advocate for example, another student, faculty, staff member, friend or family member present during the hearing. The support person must not act as an attorney. Students are expected to speak on their own behalf.
• If the support person/advocate is an attorney, they are not allowed to represent or act as legal counsel.

• Verbatim transcription or electronic or video recording of the meeting is not normally permitted, and never without the consent of all parties in the room.

• The committee should assure itself that the student has had a fair opportunity to understand the concerns raised and that the student has had an opportunity to respond.

• After the meeting the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to the following:

  ▪ No action required
  ▪ Letter of concern for student file
  ▪ Individual consultation with faculty member recommended by the committee
  ▪ Tutorial or learning assistance
  ▪ Referral to advisor, training director, or Training Committee for remediation
  ▪ Recommendation for referral to outside resources
  ▪ Academic or behavioral remediation plan; note that any remediation should include specified desired outcomes and consequences and a process for monitoring
  ▪ Structured monitoring of progress with specific and structured remediation actions required
  ▪ Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
  ▪ Referral to program faculty and/or other NLU appropriate committees with recommendations for program dismissal

• The committee should also consider whether any follow up action is required with an internship or practicum site (to the Internship or Practicum Coordinator) or with an instructor (to the program director or dean) or with another student (to the Office of Student Services)

• The committee shall respond to the student and appropriate faculty of the status
of its decision and any remediation requirements in writing within 10 business
days of the date of the meeting. In all cases, the faculty should describe the
problems before it and the recommended solutions in specific detail.

- If the student wishes to appeal the committee's decision, they must follow the
  University's Academic Policies and Procedures for Academic Appeals which can
  be found in the University's catalog.

**SPDC Committee Membership**

The SPDC consists of at least three (3) faculty voting members, which may include other
faculty from the College (outside the ISPP programs) and/or faculty from NLU’s Florida School
of Professional Psychology. In the event that a faculty member of the committee has made the
referral under review or has other potential conflicts of interest, that member will be excused and
another faculty member will be selected as replacement. In addition, a student appearing before
the SPDC may request that another student from the program, selected by faculty, be added as a
student representative of the program and as a fourth committee member. The committee will
determine whether or not student members are voting members. If requesting a student member,
the student before the committee should also sign a form giving the school permission to share
educational and other records with the student committee member. The student committee
member should sign acknowledging that the student will not further disclose educational and other
student records beyond any disclosures required by the student’s committee duties or otherwise
necessary to investigate issues before the committee.

**Student Dismissal**

In instances where appropriate remediation procedures coupled with the annual program
evaluation processes do not result in the student making satisfactory progress, then the student
may be dismissed from the program. Dismissal or termination decisions are made jointly by the
program faculty, after a careful examination of student progress and efforts to address concerns
that have been noted by the faculty. In such instances, the student will be notified of the decision
of the faculty through a formal letter that includes a description of how the student may access
university and college due process procedures.
**Academic Decision Appeal**

Students may appeal decisions or actions pertaining to programs, evaluation of performance, and program retention and completion. No student shall be penalized or discriminated against for utilizing this procedure. A grievance must be filed during the term in which the circumstances occurred, or before the end of the next term in which the student is registered as a student at ISPP. The procedure is outlined in the National Louis University Student Guidebook. The procedure is designed for use by an individual student, or a group of students who join together to submit a collective or class grievance.

**Graduate Teaching Assistantships**

Graduate teaching assistantships are available to students beginning the second year of program attendance. Teaching assistants (TAs) help faculty with grading, lab instruction, and other student assistance. Teaching assistants’ hours and duties vary according to the course assigned.

Students are notified of possible assistantships each term and they are required to submit an application form to the program as well as follow other NLU policies and procedures once selected for assistantships.

**NLU SUPPORTS FOR LEARNING**

ISPP students at NLU have a variety of resources to support their success. Students are encouraged to become familiar with NLU’s standards of conduct, policies, procedures, resources, and services described in the NLU Academic Catalog and the NLU Student Guidebook. Additional student service information can be accessed at via this website and student experience information here.

**Academic Honesty and Plagiarism**

Students are expected to be honest and ethical in pursuit of their academic goals in accordance with National Louis University’s Academic Honesty policy, found in the Student Guidebook, page 38. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University. Faculty has the right to
analyze and evaluate students' course work. For resources on how to cite properly and avoid plagiarism, please visit the NLU Library & Learning Support’s guide at http://libguides.nl.edu/plagiarism.

**Financial Aid**

NLU is committed to providing a career-building, life-changing education that is accessible to all students. The Office of Student Finance works with students to build a customized financial aid package. At ISPP, students can also contact the campus financial aid officer for assistance with questions.

**Help Desk & Technical User Support**

Help Desk staff are available 24 hours a day, 7 days a week through a toll-free number. To reach the Help Desk, call 866.813.1177, dial x4357 on campus or e-mail at helpdesk@nl.edu.

**D2L as a Learning Management System**

All ISPP students have access to Desire 2 Learn (D2L) software, a learning management system that facilitates access to course materials. An online tutorial is also available. Students have access to view the course syllabus and content, upload completed assignments, e-mail faculty and other students, and receive other feedback.

**Learning Support**

The learning support faculty provide both in-person and online video conference tutoring. Students may receive tutoring in the areas of writing, research, and math. In addition, library and learning support faculty will review an essay and provide individualized feedback to students.

Tutor.com is an online tutoring service which provides live chat with a tutor in the areas of writing, research, APA formatting, math, and science. Students may elect to use either of the tutoring options to ensure course success. An online tutoring tutorial is available here.
**Equal Opportunity and Persons with Disabilities**

National Louis University affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status, and unfavorable military discharge other than dishonorable. Any student with questions, complaints or concerns about discrimination or harassment based on gender is encouraged to contact the Title IX Coordinator at dlaban@nl.edu. Any student with questions, complaints or concerns about discrimination or harassment on the basis of any classification other than gender is encouraged to contact the Ombudsman at ombudsman@nl.edu.

In accordance with the Americans with Disabilities Act, Section 504 and University policy, we work hard to ensure that all facilities and programs are accessible to all students. For information about accessibility or to request services, contact the **Student Access Accommodations Coordinator** at 312-261-3329 or **ADA@nl.edu**.

**ISPP Program Core Faculty**

One of the keys to our students’ growth and success lies in the expert support and guidance of ISPP’s faculty. Through these relationships, students apply their theoretical knowledge, implement clinical techniques, and integrate research findings to enhance their abilities as clinicians. These close mentoring relationships extend beyond the classroom to professional collaborations on presentations and publications. Additionally, many of our students have opportunities to work with faculty as teaching assistants. These roles can enhance professional collaborations. As a result, ISPP students gain experiences that will better prepare them to acquire professional licensure, maintain ethical relationships with patients and colleagues, and develop a professional network.

Our faculty specialize in a diverse range of clinical areas, including health psychology, trauma, client-centered therapy, and assessment of children, adolescents, couples and families. Many serve as peer editors of professional journals, present their clinical and research expertise at conferences and workshops, are engaged in clinical work, and actively participate in state, regional and national psychological associations.
**CORE FACULTY**

**Dr. Leah Horvath, Program Director and Associate Professor**

Dr. Leah Horvath earned her PhD in Clinical Psychology from the University of Kentucky with an emphasis on clinical administration, treatment of people with eating disorders, and Dialectical Behavior Therapy. Dr. Horvath joined the Argosy program as an Assistant Professor and Associate Program Chair in January 2006. She moved into the role of Associate Program Dean in 2013, and was promoted to Associate Professor in July 2015. Dr. Horvath began serving as the Program Director of NLU ISPP in September 2019.

Dr. Horvath has expertise and teaches in the areas of cognitive-behavioral interventions with particular interest and focus on mindfulness and acceptance-based CBT interventions. She is trained in Dialectical Behavior Therapy and has worked with clients in DBT programs in inpatient, PHP/IOP, and outpatient settings. She has co-led introductory and advanced DBT groups and worked with individual DBT clients.

She is professionally affiliated with the National Council of Schools and Programs in Professional Psychology (NSCPP), the American Psychological Association (APA), the Illinois Psychological Association (IPA), the Association for Psychological Science (APS), and the Association for Behavioral and Cognitive Therapies (ABCT). Dr. Horvath maintains a small private practice, providing individual psychotherapy for adults with anxiety, depression, trauma self-harming behaviors, addictive behaviors, or eating disorders. Her work is informed by Cognitive Behavioral and Acceptance-based CBT interventions, rooted in evidence-based practice.

**Dr. Kristen Newberry, Director of Internship Training, Associate Professor**

Dr. Kristen Newberry received her PsyD in clinical psychology from Wheaton College in Illinois and is a licensed clinical psychologist in the state of Illinois. Dr. Newberry has over ten years of experience in clinical training and higher education administration.

She currently serves as the director of internship training for the Illinois School of Professional Psychology at NLU. Her areas of specialty include the treatment and diagnosis of co-morbid chronic medical conditions, particularly auto-immune, thyroid, and inflammatory
conditions and mental health, as well as psychological testing for medically related concerns such as bariatric surgery, pre-surgical screenings, and egg donor evaluation.

She conducts research related to graduate student self-care, wellness, and coping, and has presented on this topic with her students across the country. Before her time at NLU, Dr. Newberry served as the program dean at Argosy University in Schaumburg, as well as their associate and director of clinical training. She has taught courses in psychodynamic theory and therapy, integrative assessment, self-care for mental health professionals, and a diagnostic practicum seminar.

Currently, Dr. Newberry owns a psychology practice with her husband in the Chicago suburbs which provides therapy and testing for a variety of presenting concerns. Dr. Newberry was raised in Florida, later moving to Illinois for graduate school. She enjoys spending time with her husband, teenage son, and their pets. She is an avid cross-fitter, enjoys photography, and loves to cook.

**Dr. Christopher Rector, Director of Practicum Training, Assistant Professor**

Dr. Christopher Rector is the director of practicum training for the Illinois School of Professional Psychology, as well as teaching faculty. He has over 13 years of graduate level counseling and clinical psychology teaching experience as well as administrative faculty experience, including Argosy Chicago and Loyola University Chicago. Additionally, he has nearly 19 years of clinical experience at the Advocate Illinois Masonic Medical Center in Chicago, specializing in medical integrated health care clinical practice and clinical education of masters and doctoral students. Dr. Rector is a published group researcher, with his most recent publication credit in the Journal of Palliative Medicine (2017) on statistical validation of the preparatory grief inventory.

Dr. Rector’s area of teaching and clinical specializations include trauma, crisis assessment and intervention, grief/loss counseling, cognitive behavioral therapies, solution focus brief treatment, integrated health care practice, and military veteran populations.

Additionally, Dr. Rector is currently the past president of ACEPT (Association of Chicagoland Extern and Practicum Training), an association of graduate program and clinical site training directors dedicated to graduate student clinical training experiences. He has been an active
presenter to professional clinical and academic audiences for professional continuing education credits.

Dr. Rector has a B.S. journalism, M.S. journalism and M.A. counseling degrees from Northwestern University, and his Ph.D. degree from Loyola University Chicago. A native of the borough of Manhattan, NYC, he has been living in the Chicago area (for the most part) since 1972. His outside interests include exercise, history, and music.

**Dr. Emese Vitalis, Assistant Professor**

Dr. Vitalis is an assistant professor at the Illinois School of Professional Psychology. She obtained her Ph.D. in Psychology from Radboud University, Nijmegen, Netherlands, and has more than fifteen years of experience teaching face to face and online courses to college and graduate students from many different countries, social backgrounds, interests, and ages. Dr. Vitalis has taught a wide variety of courses; most recently Cognitive and Affective Processes, Biological Bases of Behavior, Child and Adolescent Psychology, Research Methods, History and Systems, and Health Psychology. She has done research in learning and text understanding, trained middle and high school students in learning and exam-taking strategies, and teachers in student learning processes. Dr. Vitalis has managed research groups, volunteers, and committees. Dr. Vitalis currently serves as a member of the Advisory Board of the Psychology Program at St. Augustine College in Chicago. Her clinical experience includes assessment, testing, and therapy. Dr. Vitalis also has an MBA and a Certificate of Entrepreneurship from the University of Montana and has experience in coaching start-up companies and writing business plans.

Dr. Vitalis was born and raised in Hungary and has lived in four different countries. She enjoys traveling, writing, and movies.

**Dr. Margaret Warner, Professor**

Margaret S. Warner, Ph.D. is a distinguished professor at the Illinois School of Professional Psychology at NLU, having taught classes relating to client-centered therapy, group therapy, family therapy, diversity and severe psychology since 1983. Her doctorate is in behavioral sciences from the committee on human development of the University of Chicago.

She is a client-centered therapist who has practiced for over 35 years, with a particular emphasis on work with clients experiencing “difficult process,” those typically diagnosed as
borderline, narcissistic, dissociative identity disorders or schizophrenia. Her clinical training was undertaken at the Chicago Counseling and Psychotherapy Center, an offshoot of the original Counseling Center founded by Carl Rogers at the University of Chicago. She was a co-founder of the Concentration in Client-Centered and Experiential Psychology at the Chicago campus of the Illinois School of Professional Psychology.

Dr. Warner also has a particular interest in a person-centered approach to diversity issues. She co-founded a group called “Face to Face with Diversity” that conducted a day-long, person-centered diversity group at the Chicago 2000 conference. Following this, the Face to Face with Diversity group designed a group class called “Exploring Diversity” in which students explore diversity issues in an open person-centered group which has a “critical mass” of students of color. She co-founded Nia Services, a diversity-oriented, person-centered training site on the South Side of Chicago.

Dr. Warner has published widely and has offered many presentations to international groups on “difficult process,” diversity, and the person-centered theory of meaning. Dr. Warner, with a group of volunteers, convened Chicago 2000: The Fifth International Conference in Client-Centered and Experiential Psychotherapies, the first time that this conference had been held in the United States. She is a founding member of the World Association for Person-Centered and Experiential Psychotherapy and Counseling.

**Dr. Sandra Zakowski, Professor**

Dr. Sandra G. Zakowski is a professor in clinical psychology and a licensed clinical psychologist in Illinois. She obtained her Ph.D. in medical psychology at the Uniformed Services University of the Health Sciences and subsequently completed a clinical respecialization at the Illinois Institute of Technology.

She has been teaching for over 20 years, and prior to joining the Illinois School of Professional Psychology was a faculty member at Rosalind Franklin University of Medicine and Science. In addition, she worked as mental health program director for Heartland Alliance in Northern Iraq and helped develop a master’s program in clinical psychology at Koya University where she also taught.
Dr. Zakowski’s clinical and academic interests focus on trauma, refugee psychology and international psychology. She is particularly interested in cross-cultural applications of trauma treatment and in the psychological consequences of human rights abuses. She worked as a therapist at the Heartland Alliance Marjorie Kovler Center for the Treatment of Survivors of Torture for about seven years. She also serves as pro bono consultant for international organizations including Physicians for Human Rights, Advocates Abroad (Greece), and the SEED Foundation (Iraq). She provides pro bono forensic psychological evaluations for asylum cases and conducts clinical consultations and training workshops internationally on topics related to trauma, the psychological consequences of forced migration, and health psychology.

Her current research investigates psychological trauma related to genocide, political persecution, and gender-based violence, and she has an interest in the ethics of international psychological research. She is a member of the Scientists on Call program of the American Association for the Advancement of Science (AAAS) and has contributed scientific consultations for international organizations documenting human rights abuses. Prior to completing her clinical re-specialization, her work was primarily focused on health psychology research, and she published studies in the areas of psychoneuroimmunology, psycho-oncology, and the psychobiological effects of chronic and acute stress.
Appendix A:
Concentration Descriptions
ISPP Concentration Descriptions

Clinical Health Psychology Concentration

The concentration in Clinical Health Psychology provides specialized training in the study of clinical health psychology to doctoral clinical psychology students at the Illinois School of Professional Psychology.

Considerations:

The concentration related credits will total 10.5 credit hours, which will count as elective credits within the context of the typical program requirements. These 10.5 credits are distributed between three primary competency areas including:

a. Healthcare systems,
b. Disease Prevention
c. Management, and Assessment and Intervention in Clinical Health Psychology.

d. Additional requirements include:
   a. Research in the area of Clinical Health Psychology (for PsyD students this could be demonstrated in their Clinical Research Project (CRP) or at least one research presentation on a Health Psychology topic at a known conference).
   b. Applied experience in a Clinical Health setting (for PsyD students, this could be any practicum or internship placement that allows for training within the Health Psychology population. The student must attain a total of 500 hours).

Application and Admission Process:

Student must be in good standing within the ISPP program. Students who wish to be considered for the Clinical Health Psychology Concentration, must submit a form of intent and have the approval of the Clinical Health Psychology faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Clinical Health Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. The concentration in Clinical Health Psychology requires the satisfactory completion of 10.5 semester credits distributed as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Core Course Requirements- Students are required to take the following (total 1.5 credit hours):

Required:
PSYD762 Integrated Healthcare Psychology (1.5)
**Elective Requirements:** Students must complete 9 credit hours of Health Psychology elective courses. These courses are subject to change. New courses might be added and not all courses are offered every year. The student may choose any combination that equals the required 9 credit total:

PSYD858: Clinical Hypnosis (1.5)
PSYD895H Special Topics: The Effects of Sleep Wake Factors on Psychopathology (1.5)
PSYD812: Foundations of Mindfulness (1.5-3)
PSYD766: Self Care for Mental Health Professionals (1.5)
PSYD842: Pain Assessment and Treatment (1.5)
PSYD864: Treatment of Anxiety Disorders (1.5)
PSYD867: Psychology, Stress, and the Human Body (3)
PSYD895H: Special Topics: Assessments in Health Psychology (1.5)
*Other relevant special topics courses as added or approved by the concentration chair*

**Practicum and Practicum Seminar Requirements**

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at National Louis University engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in the Health concentration are encouraged to seek out sites that allows for training within the Health Psychology population. The student must attain a total of 500 hours working with a health psychology population.

**Internship Requirements**

Students in the concentration are encouraged to complete internships at sites that allows for training within the Health Psychology population. While this is not required, it is recommended if students hope to pursue future careers in Health Psychology.

**Clinical Research Project Requirements**

Students in this concentration are required to complete their CRP in the area of Clinical Health or conduct at least one research presentation on a Health Psychology topic at a known conference.
Client-Centered and Experiential Psychotherapies Concentration

The Client-Centered and Experiential Psychotherapies concentration focuses on coursework and training, as well as a community of support for students who want to develop themselves as client-centered or experiential psychotherapists.

Considerations:

- Graduates will be prepared to work effectively in client-centered and/or experiential frameworks. Graduates will be encouraged to clarify and develop their own more specific orientation within the range of person-centered psychotherapies.
- Graduates will have training and experiences that encourage development of the relational qualities central to person-centered work: empathic understanding, personal authenticity and non-judgmental prizing.
- Training in the concentration will emphasize development of the ability to maintain client-centered relationship conditions with persons coming from a broad range of life experiences — including diversity of culture, race, gender, religion, sexual orientation and levels of psychological functioning.
- Coursework and practicum experience in the Client-Centered and Experiential Psychotherapies concentration can be used toward gaining certificates in Client-Centered and/or Experiential Psychotherapy.

Application and Admission Process:

Student must be in good standing within the ISPP program. Students who wish to be considered for the Client-Centered and Experiential Psychotherapies Concentration, must submit a form of intent and have the approval of the Client-Centered and Experiential Psychotherapies faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Client-Centered and Experiential Psychotherapies concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. Students in this concentration are required to fill the elective requirements portion of the program with the courses as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Core Course Requirements- Students are required to take the following:

- PSYD833 - Advanced Person-Centered Therapy and Supervision (3)

Student can choose 7.5 credits from the following:

- PSYD767 - Exploring Diversity I (1.5)
• PSYD768 - Exploring Diversity II (1.5)
• PSYD789 - Advanced Group Leadership and Supervision (1.5)
• PSYD790 - Advanced Group Leadership and Supervision II (1.5)
• PSYD764 - Extended Empathic Responding I (1.5)
• PSYD765 - Extended Empathic Responding II (1.5)
• PSYD762 - Integrated Primary Care Psychology (1.5)
• *Other relevant special topics courses as added or approved by the concentration chair

Practicum and Practicum Seminar Requirements

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at National Louis University engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in the Client-Centered and Experiential Psychotherapies concentration are encouraged to seek out sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available. Students in the concentration are encouraged to take their Therapy Practicum Seminar with a client-centered or experiential faculty member if possible.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available.

Clinical Research Project Requirements

Students in this concentration are required to complete their CRP in the area of Client-Centered and Experiential Psychotherapies or conduct at least one research presentation on a Client-Centered and Experiential Psychotherapies topic at a known conference.
Forensic Psychology Concentration*

The Forensic Psychology concentration focuses on areas where clinical psychology and law interact. The goal of the concentration is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of testing for the hiring of police and governmental law enforcement personnel.

*This concentration is, at present, only available to students who entered NLU as part of the Argosy Teach-out

Considerations:

- Graduates will understand selected fundamental principles in assessment of individuals involved in both criminal justice and civil legal proceedings.
- Graduates will become familiar with topics of emerging significance in the areas of suitability assessments of police and governmental personnel.
- Graduates will be conversant with the role of diverse background factors in the assessment of forensic related populations.

Application and Admission Process:

Student must be in good standing within the ISPP program. Students who wish to be considered for the Forensic Psychology Concentration, must submit a form of intent and have the approval of the Forensic Psychology faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Forensic Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. Students in this concentration are required to fill the elective requirements portion of the program with the courses as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Core Course Requirements- Students are required to take the following:

- PSYD769 – Integrated Forensic Assessment (3)

Students can choose 10.5 credits from the following:

- PSYD829 - Child and Family Forensics (3)
- PSYD768 - Psychology and Trauma (3)
- PSYD827 - Civil Psychology and Law (3)
- PSYD828 - Criminal Psychology (3)
• PSYD895 – Special Topics: Forensic Neuropsychology (1.5)
• *Other relevant special topics courses as added or approved by the concentration chair

Practicum and Practicum Seminar Requirements

In the Forensic Psychology concentration students will be encouraged to enroll in practica that are in forensic settings such as jails, juvenile detention centers, and selected practice groups which are primarily engaged in forensic work. Students will be encouraged to enroll in seminars with faculty members that are familiar with forensic assessment and intervention, if possible.

Internship Requirements

Students enrolled in the Forensic Psychology concentration are encouraged to intern at a site with a primary forensic focus in terms of population and assessment techniques.

Clinical Research Project Requirements

Students in this concentration are required to complete their CRP in the area of Forensic Psychology or conduct at least one research presentation on a Forensic Psychology topic at a known conference.
Neuropsychology Concentration*

The Neuropsychology concentration is structured to meet the Division 40 guidelines for doctoral training in Clinical Neuropsychology. This concentration is designed to prepare the student for internship and postdoctoral training in clinical neuropsychology in accordance with the Houston Conference Guidelines.

*This concentration is, at present, only available to students who entered NLU as part of the Argosy Teach-out

Considerations:

- Graduates will have an understanding of Brain-Behavior relationships that will allow them to practice effectively in neuropsychological settings.
- Students will receive coursework and training in Clinical Neuropsychology that is structured to meet the Division 40 guidelines for doctoral training in Clinical Neuropsychology.
- This concentration is designed to prepare the student for internship and postdoctoral training in clinical neuropsychology in accordance with the Houston Conference Guidelines.
- Graduates will have both scholarly and clinical experience with populations that may utilize or benefit from Neuropsychological interventions. Further, they will develop skills to incorporate neuropsychological concepts with traditional psychology.
- Students will have the opportunity to gain familiarity with cutting edge, empirically supported research in the etiology and practice of the treatment of cognitive and mental health disorders.

Application and Admission Process:

Student must be in good standing within the ISPP program. Students who wish to be considered for the Neuropsychology Concentration, must submit a form of intent and have the approval of the Neuropsychology faculty coordinator. Eligible students must be in good standing and remain in good standing at National Louis University, ISPP and have the approval of their faculty advisor prior to submission of their intent form.

Concentration Requirements:

The Neuropsychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed in the Academic Catalog. Students in this concentration are required to fill the elective requirements portion of the program with the courses as described below. With permission from the Program Director and/or the Concentration Chair, students may make appropriate substitutions to the elective requirements as listed below.

Core Course Requirements- Students are required to take the following:

**Brain-Behavior Relationship - required course**
PSYD756 - Neuroanatomy and Pathology (3)

**Foundations for the Practice of Neuropsychology - required course**
PSYD774 - Integrated Neuropsychological Assessment (3)
Students choose 7.5 credits from the following:

**Neuropsychology Electives - choose 7.5 credits**
PSYD835 - Adult Neuropsychological Assessment (1.5)
PSYD833 - Treatment and Diagnosis of ADHD (1.5)
PSYD845 – Advanced Pediatric Neuropsychology (1.5)
PSYD895 – Special Topics: Forensic Neuropsychology (1.5)
PSYD871 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)
PSYD872 - Neuropsychological Assessment I (1.5)
PSYD873 - Neuropsychological Assessment II (1.5)
*Other relevant special topics courses as added or approved by the concentration chair

**Practicum and Practicum Seminar Requirements**

Students in the Illinois School of Professional Psychology at National Louis University PsyD in Clinical Psychology degree program engage in two part-time, year-long practica and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program.

Students in the Neuropsychology concentration are encouraged to seek out sites that offer training in neuropsychology for at least one of the practicum experiences. Students in the concentration are strongly encouraged to take the Diagnostic and Therapy Practicum Seminar with a faculty member associated with the Neuropsychology concentration, if possible.

**Internship Requirements**

Students in the concentration are encouraged to complete internships at sites that practice neuropsychology and/or which have neuropsychology supervision available.

**Clinical Research Project Requirements**

It is a requirement that the focus of the CRP be in the area of neuropsychology. The topic must be approved by the concentration coordinator.
Appendix B:
ISPP Diverse Student Recruitment and Retention Plan
ISPP Diverse Student Recruitment and Retention Plan

The Illinois School of Professional Psychology (ISPP) is committed to the recruitment and retention of a diverse student population. A key element in this effort is creating a learning environment that is not only academically challenging, but also accepting, sensitive, and responsive to the needs of students from diverse backgrounds. National Louis University (NLU) fully supports and serves its students through continuing practices and policies, in alignment with its mission and values, to provide a diverse and supportive learning environment.

Consistent with National Louis University’s mission and values, ISPP developed a recruitment and retention plan focused on increasing the representation of cultures, backgrounds, and experiences in the student body. The Diverse Student Recruitment and Retention Plan (DSRRP) incorporates strategic efforts to ensure student diversity within the program.

Data from APA’s Center for Workforce Studies (2018) shows an underrepresentation of psychologists from racial/ethnic minority groups. The population of psychologists overall is only 14% racial/ethnic minority, compared with the US population that is 38% racial/ethnic minority. ISPP is committed to increasing the recruitment and retention of students from racial/ethnic minority backgrounds to help contribute to a more diverse psychology workforce in order to best serve patient populations. Detailed below is the ISPP plan regarding recruitment and retention of students from diverse backgrounds.

Diverse Student Recruitment

Targeted Outreach Activities

The ISPP Admissions Committee works closely with the ISPP Clinical Enrollment & Outreach Specialist to ensure announcements about our program reach diverse applicants. The program makes efforts to recruit applicants in the following ways:

- Sending program materials to colleges and community programs that are known to serve minority communities.
- Hosting tables at diverse college and university graduate fairs throughout the region and state, including the University of Illinois, Chicago; St. Xavier University in Chicago; Northeastern Illinois University; and St. Augustine University, among others.
- Arranging for faculty speaking engagements at these colleges, when possible.
- Attending college fairs and other events at locations/campuses known for their diversity, including the McNair Scholar’s fair, whose mission is to support first generation college students and/or students from underrepresented backgrounds.
- Attending the American Psychological Association Convention and other national conventions, when possible, in order to recruit broadly from a national pool of attendees.
- Encouraging personal outreach and recruitment to potential applicants from faculty and ISPP alumni
Informational Materials

The program seeks to represent people from diverse ethnicities and backgrounds in its published materials, and continues to advocate for appropriate representation of diverse individuals and themes in its program marketing, which is developed at the institutional level. ISPP faculty members will collaborate with the marketing and enrollment team to develop outreach materials that highlight the diversity in the student body, describe the curricular emphasis on diversity education and preparation to work with diverse populations, and provide an overview of the diversity resources available on campus.

Bias Awareness

ISPP is committed to reducing the impact of bias on admissions decisions. Increasing awareness of implicit bias helps to reduce instances of biased decision-making. Thus, faculty and the Director of Outreach and Enrollment openly consider the possibility of unconscious bias in the selection and evaluation of applicants. Additional steps are taken in an effort to reduce bias:

- All applicants are reviewed by at least two faculty members; each faculty member makes a recommendation for admission prior to admissions committee review
- The admissions committee includes at least two ISPP faculty
- GRE scores are not required for admission. This is due to issues of bias in standardized testing and GRE requirements serving to deter more racial and ethnic minority applicants than white applicants.
- ISPP faculty are to consider non-traditional aspects of an applicant’s experience (family background, life experience, motivation and drive). This is particularly important for applicants who come from historically under-represented groups in higher education and/or who have experienced disadvantages of racism, oppression, and discrimination.

Post Acceptance Recruitment

Following acceptance, ISPP faculty and staff continue to actively recruit admitted students.

- Within a few days of the notice of acceptance, the interviewing faculty reaches out to admitted students to offer congratulations and an opportunity to answer questions or provide information
- ISPP invites admitted students to attend program and university events
- Admitted students are invited to attend a class and/or meet with graduate students in the program
- Admitted students are offered the opportunity to be paired with a peer mentor
- When available, and based on eligibility, ISPP invites admitted students to apply for scholarships

Review Process of Recruitment Efforts

The program administration and faculty monitor and review our success in attracting diverse students on an annual basis with regard to the gender, racial/ethnic, disability and foreign national composition of the incoming cohort—using data from the CoA’s Annual Report Online, annual
program reviews, and first-year student review conducted each Fall semester. As noted previously, data from APA’s Center for Workforce Studies (2018) shows an underrepresentation of psychologists from racial/ethnic minority groups; the overall population of psychologists who identify with a racial/ethnic minority status is 14%. The goal of the program is to recruit a diverse student body across multiple areas of difference, working to contribute to an increased percentage of psychologists from diverse backgrounds. The program will continue to review and monitor our ability to recruit and retain students from diverse backgrounds. The admissions committee gathers data on the outreach efforts, numbers of applicants that results from these efforts, sociodemographic variables of applicants, admitted students, and the final incoming cohort. These data are used to examine where more efforts are needed to increase the diversity of the student body (e.g. greater outreach, increasing acceptance rates, or increasing the percent of admitted students who enroll).

**Diverse Student Retention**

Once admitted, ISPP seeks to support students towards successful matriculation through the program in an academic environment that is rigorous, challenging, and honoring of difference. Students are supported in the following ways:

- Participation in the Professionalization Group with the Program Director or other ISPP Faculty to provide a built in system of program and faculty support.
- Students are paired with a faculty advisor, based on student preference, to provide additional academic, professional, and personal support.
- Students are paired with a student mentor.
- ISPP faculty, staff and students gather for monthly community meetings to foster collegiality and relationships among these groups.
- Students are encouraged to participate in student groups through the program and university.
- ISPP faculty check in each week regarding any students who seem to be struggling. Faculty advisors reach out to offer support and resources, as needed.
- All students are reviewed during the annual student review process. Faculty attempt to identify students who need additional support or resources as a preventative measure.
- ISPP faculty and staff remain alert to systematic barriers that may limit the advancement of diverse students and make efforts to address these.
- ISPP welcomes feedback from students on systematic barriers that may limit the advancement of diverse students; efforts are made to address these barriers as quickly as possible.
- The program seeks feedback from students – via a diversity climate survey – on an annual basis. The results of this feedback are shared and used to make changes.
**Curriculum**

The ISPP curriculum conveys and reinforces the importance of diversity, equity, and inclusion in the profession. Students are expected to learn about diverse groups and develop competence in working with psychotherapy clients from diverse backgrounds including, but not limited to race, ethnicity, religious affiliation, gender, gender identity, sexual orientation, ability status, socioeconomic status, country of origin, and age. Students are challenged to explore the intersection of various cultural identities and the dynamics of power, privilege, and oppression in the therapy relationship, the profession, and society-at-large. Students are also called to examine their own cultural identities, experiences of privilege and oppression, experiences interacting with people from diverse groups, implicit biases and stereotypes, and participation in institutional and systemic racism.

The ISPP curriculum has two required courses on diversity – a first year course that focuses on learning about different groups and a third year course that focuses on exploring one’s own cultural backgrounds and biases. Students also choose one diversity elective course. In addition, all courses are required to incorporate issues of diversity, and the program monitors this via syllabus review and asking students (on the mid-course evaluations) how well the course and faculty do with integrating diversity and multicultural issues in the course. This provides an opportunity for mid-course correction if students indicate that there is insufficient attention to issues of diversity. Diversity efforts are supported by the clinical psychology faculty and staff, as well as by other campus programs and the institution at large.

**Review Process of Retention Efforts**

The program administration and faculty monitor and review our success in retaining students from diverse backgrounds. When students withdraw from the program, the program director request to meet with them to discuss their experiences and identify areas of improvement for the program. On an annual basis, the program reviews retention, persistence, and graduation data and seeks to understand differential outcomes based on race, gender, or other diversity demographics. When differential outcomes are identified, faculty and program administrators devise follow-up plans to better understand and address these differences. For example, data from the exit interviews, student satisfaction surveys, student learning and assessment, and the differential outcomes are used to examine where more efforts are needed to increase the retention of diverse students. Subsequent changes are made and the effectiveness of those changes are evaluated at the following annual review, or sooner, if appropriate.

Appendix C: Program Forms

- Official Evaluation and Course Summary
- First Year Review
- Change of Advisor
- Registration Form
- Add/Drop Form
- Consent for Audio/Video Taping
- Request for Approval to Work
Official Evaluation and Course Commentary

Student Name:  
NLU ID:  
Course Number and CRN:  
Instructor:  
Academic Term:  
Course Title:  
Advisor:  

Overall Rating Criteria:  
5=Exceptional – top 1%  
4=Proficient/Advanced - top 20%  
3=Intermediate/Expected - middle 21-79%  
2=Novice/Remediate (Satisfactory with Possible Concerns-need to monitor) - bottom 20%  
1=Unqualified/Significant Concerns (unsatisfactory-need for remediation) - bottom 1%  

ACADEMIC/CLINICAL COMPETENCY – refers to the demonstrated ability, both in written and verbal form, to apply a complex skill set to the process of acquiring knowledge, applying knowledge, and critically evaluating theory and applications. These skills include, but are not limited to, clear understanding of concepts and theory, ability to relate theory to clinically relevant situations, issues and questions; apply abstract thinking skills to critically evaluate and formulate cogent ideas.

1. Mastery of Course Content  
2. Clinical Reasoning and Conceptualization  
3. Clinical Skill Mastery  
4. Evidence of Critical Thinking and Conceptual Analysis  
5. Evaluation of own thinking process  
6. Clarity of written communication  
7. Clarity of verbal communication  
8. Orderly presentation of ideas

PROFESSIONAL CONDUCT & CLINICAL SUITABILITY COMPETENCY – Dealings with others characterized by respect for people of all groups, and an awareness of duties and responsibilities and the behaviors consistent with that awareness. Includes a) respectful interpersonal interactions with fellow students, faculty and staff, etc. b) knowledge of APA Code of Ethics and behavior consistent with ethical conduct

9. On Time, Prepared and Present for Class  
10. Timeliness of Required Assignments  
11. Contributions are Respectful, Applicable and in Service of the Learning Task  
12. Professional Conscientiousness, Energetic and Responsible (i.e. Work Ethic)  
13. Formulating and providing constructive feedback to peers  
14. Understanding the Role of Difference: Knowledge and Sensitivity to Culture Differences  
15. Openness and Commitment to Self-Evaluation  
16. Awareness and Orientation to APA Code of Ethics and Other Professional Guidelines  
17. Respect for Confidentiality  
18. Awareness of Self: Assumptions, Values, Biases, and Impacts of Those  
19. Understands and Conducts Self as an Adult Learner

Academic concerns:  
Professional Conduct and Suitability Concerns:  
Refer to advisor:  

Course grade:  
Suggest writing assistance:  
Require writing assistance  

Misc. comments/ notable strengths/evidence of personal/professional growth (optional):  

Faculty Signature:
First Year Student Evaluation

Evaluation of Academic Competency and Professional Conduct & Clinical Suitability Competency

Student Name     Program     Evaluation
ProGroup Leader   Advisor     Term & Year

This feedback form is a summary evaluation of the student’s professional development during the first year based upon Professionalization Group, first year course grades and course evaluation comments. Each student is evaluated on core competencies throughout the clinical program which focus on Knowledge, Skills and Attitudes. Overall Rating Criteria:

5 = Professional (Excellent) – top 1%
4 = Proficient/Advanced (Very Good) – top 20%
3 = Intermediate/Expected (Good) – middle 21%-79%
2 = Novice/Remediate (Satisfactory with Possible Concerns – need to monitor) – bottom 20%
1 = Unqualified/Significant Concerns (Unsatisfactory – need for remediation) – bottom 1%

ACADEMIC COMPETENCY – refers to the demonstrated ability, both in written and verbal form, to apply a complex skill set to the process of acquiring knowledge, applying knowledge, and critically evaluating theory and applications. These skills include, but are not limited to, clear understanding of concepts and theory, ability to relate theory to clinically relevant situations, issues and questions; apply abstract thinking skills to critically evaluate and formulate cogent ideas.

| (1) Clarity of Written Communication | *What academic concerns, specifically? |
| (2) Clarity of Verbal Communication |
| (3) Organization of Ideas |
| (4) Orderly Presentation of Ideas |
| (5) Evidence of Critical Thinking |
| (6) Evidence of Conceptual Analysis |
| (5) Basic Understanding of the Logic and Fundamentals of Research Design and Critical Examination of Emerging Clinical Research |
| (6) Basic Demonstration of Competency in Scientific Inquiry in Order to Foster Lifelong Learning |
| (7) Evaluation of Own Thinking Process |

Academic Concerns:

*See Remediation Plan page 2

PROFESSIONAL CONDUCT & CLINICAL SUITABILITY COMPETENCY – Dealings with others characterized by respect for people of all groups, and an awareness of duties and responsibilities and the behaviors consistent with that awareness. Includes a) respectful interpersonal interactions with fellow students, faculty and staff, etc. b) knowledge of APA Code of Ethics and behavior consistent with ethical conduct.

| Unexcused or Excessive Tardiness or Absences | *What conduct/suitability concerns, specifically? |
| (9) Timeliness of Required Assignments |
| (10) Effectively communicates respectful and pertinent contributions / questions in classes that contribute to the quality of the discussion and the deepening of understanding |
| (11) Professionally Conscientiousness, Energetic and Responsible (i.e. work ethic) |
| (12) Formulating and Providing Constructive Feedback to Peers |
| (13) Understanding the Role of Difference: Knowledge & Sensitivity to Culture Differences |
| (14) Openness and Commitment to Self Evaluation |
(15) Awareness and Orientation to APA Code of Ethics & Other Professional Guidelines
(16) Sensitive Approach to the Integration of Diversity in Professional Behavior

1) Demonstrate Self-Reflective Capacity and Openness to Critical Feedback
2) Respect for Confidentiality

(19) Awareness of Self: Assumptions, Values, Biases and Impacts Thereof

20) Understands and Conducts Self as an Adult Learner

Professional Conduct and Suitability Concerns: *See Remediation Plan page 2

PRACTICUM READINESS

Eligibility endorsed by advisor to proceed in practicum process

*Please note specifics as to why practicum eligibility is NOT endorsed or why there are Reservations:

*Remediation Plan: Academic Concerns

*Remediation Plan: Conduct/Suitability Concerns
Faculty Signature    Date

This is acknowledgement that I have received this feedback and had the opportunity to review and discuss it with my pro-group leader:

Student Signature    Date:

Student Comments (optional)

Copy to: Academic file, Training Department, Advisor, and student.
CHANGE OF ADVISOR FORM

Student Name

Currently my advisor is

As of ________________, my new advisor will be

________________________________________

Signature of Student

Signature of Current Advisor

Signature of New Advisor
CONSENT FOR AUDIO AND/OR VIDEO TAPE AND RETENTION OF AUDIO AND/OR VIDEO TAPES

I freely consent to the audio and/or videotaping of my interview, testing, or psychotherapy conducted by _________________ as part of his/her training in psychology.

I freely consent to allow retention of an (audiotape/ videotape – circle) of my interview and/or testing conducted on ____________ by _________________ as part of an assignment for his/her course in psychological assessment. The audio/video tape may be retained for use in training graduate students within the Illinois School of Professional Psychology at National Louis University. It cannot be used for any other purpose or in any other location without my written consent.

All audio recordings that are used for educational purposes will be stored on password protected devices. Files will be deleted after educational use has been completed.

I understand that I am free to withdraw my consent for retention of audio or video tapes at any time.

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<th>Date</th>
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<td>Parent/Guardian (required for all participants under age 18)</td>
<td>Date</td>
</tr>
<tr>
<td>Student</td>
<td>Date</td>
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<tr>
<td>Professor/Supervisor</td>
<td>Date</td>
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REV 04/2019
# Registration Form

*Indicates required information

Select Term*:  □ Fall  □ Winter  □ Spring  □ Summer  Year*: 20 ___

NLU ID:_________________________  Last 4 digits of Social Security Number*: ________________________

First Name*:____________________  Middle Initial*:  Last Name*: ________________________________

Birth Date*: _______________________

Street Address*: __________________________

City*:_________________________  State*:________  Zip Code*: __________

Home Phone*:____________________  Cell Phone:____________________  Email Address*: ________________________

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<th>Course/Term/Faculty Preference #1</th>
<th>Course/Term/Faculty Preference #2</th>
<th>Course/Term/Faculty Preference #3</th>
<th>Course/Term/Faculty Preference #4</th>
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Student Signature: ________________________________

Advisor Name:____________________  Advisor Signature: ________________________________

Return to: Laura Zuniga, ISPP Graduate Academic Advisor
National Louis University  
Drop/Add Form

Student Name: __________________    NLU ID: __________

The National Louis University Refund Policy applies to students who drop one or more courses but do not withdraw from all coursework for a term. Students will receive no charge for courses they drop prior to the start of the term or during the first week of the term. Students who are enrolled in workshops must drop at least one business day prior to the start of the workshop to receive a full refund otherwise there will be no refund. For FOCUS courses, students will receive a 100% refund if they drop prior to the start of the term or no later than the end of the first week of the class. Dropping the course after that point will result in no refund. Students who drop a course (s) after the drop period will receive a “W” grade. There is no refund for withdrawals after the first week of the term unless all courses in the term are withdrawn. The undergraduate unit of credit is the quarter hour; the graduate unit of credit is the semester hour.

Please make the following changes to my registration:
Select Term:
☐ Fall      ☐ Winter      ☐ Spring      ☐ Summer    20 ______

DROP/WITHDRAW FROM A COURSE

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<th>CRN Number</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Quarter or Semester Hours</th>
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ADD A COURSE

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<th>Course Title</th>
<th>Quarter or Semester Hours</th>
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Reason for Change: ____________________________________________________________

I understand drops/withdrawals are effective on the date the form is received by the undergraduate advisor or registrar.

Signature or via NLU email account ___________________________ Date ____________

Fax/Mail form to: (312) 261.3044  
Academic Advising Center  
122 S. Michigan Av, Chicago IL 60603

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Advisor’s Signature (Required for Undergraduate Students Only)  Date

Financial Aid Signature  Date

Registration signature  Date

06/29/10
Student Request for Employment Approval Form
(for Psychological/Behavioral Health positions)

Student Name: ____________________________________________________________

Credentials: ________________________ License #/Certification ________________________
(Submit copy if applicable)

Current Program: MA __________ PsyD __________

Please fill in the information below regarding the Agency you are seeking approval for employment.

Employer/Agency Name: ____________________________________________________________

Address: 

Supervisor Name: ____________________________________________________________

Phone #: ________________ Email: ____________________________

Degree required for position: BA __________ MA __________

Job Title: ____________________________________________________________

Description of job responsibilities/duties/weekly hours you will be performing during your employment:
Hours worked per week: ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I understand that I cannot obtain employment while enrolled at ISPP without gaining prior approval from the ISPP Directors of Clinical Training and the Program Director. I also understand should any changes be made to my job responsibilities or place of employment, the Directors of Clinical Training and Program Director must be notified and a new Student Request for Employment Approval Form must be submitted for approval. Failure to comply with this procedure constitutes a violation of policy. Please refer to the Academic Catalog.

________________________________________________________________________

SIGNATURE OF STUDENT ___________________________ Date ________________

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Program Review:

Approved: ______

Approved Level: BA ______ MA ______ NEITHER ______

Comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The request has been reviewed by the ISPP Clinical Training Directors and Program Director.

DIRECTOR OF CLINICAL TRAINING Date

PROGRAM DIRECTOR Date

The request has been reviewed by the ISPP Clinical Training Directors and Program Director.

DIRECTOR OF CLINICAL TRAINING Date

PROGRAM DIRECTOR Date

CC: Program Director, Dir. Clinical Training, Advisor, Student File