

**PhD Program in
Clinical Psychology
at
Queens College
The City University of New York**

STUDENT HANDBOOK

This handbook is designed to provide information on all aspects of the Program for current and prospective students and to facilitate student progress through the Program. Current students are expected to be familiar with the material contained here and in the CUNY Graduate Center handbook, as well as in the APA “Ethical Principles of Psychologists and Code of Conduct” (<http://www.apa.org/ethics/code/index.aspx>). In accord with the Guidelines and Principles for Accreditation of Programs in Professional Psychology, this handbook includes information about Program and CUNY Graduate Center policies and procedures regarding degree requirements, evaluation, due process and grievance procedures and grounds for termination. The Program recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality and ethical sensitivity. Suggestions and comments about this handbook are welcome and should be directed to the Director of Clinical Training.

Clinical Psychology at Queens College Program webpage:
<http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Clinical-Queens>

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INTRODUCTION

PROGRAM MISSION The mission of the PhD Program in Clinical Psychology at Queens College is to train students to become first-rate, ethical scientist-practitioners in Clinical Psychology with additional expertise in the role of neural dysfunction in behavioral functioning and psychopathology, and to be able to apply this knowledge to the assessment and treatment of people. Following basic didactic and practical training in Clinical Psychology, all students receive specialized training in Neuropsychology. Students receive high quality education and training in preparation for the practice of Professional Psychology, as researchers and educators, and as clinicians. The Program follows the Conference Policy Statement of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992). In addition, with its focus on Clinical Neuropsychology, our Program fully endorses the training model proposed by Division 40 of the American Psychological Association (APA), and, in particular, the progression of training suggested by the Houston Conference (see <http://www.div40.org/> and <http://www.uh.edu/hns/hc.html>).

DOCTORAL PROGRAM IN PSYCHOLOGY AT CUNY The Graduate Center is the doctorate-granting institution of the City University of New York (CUNY) system, serving as the administrative hub and housing an Executive Officer (EO) for each discipline who allocates available centralized resources and coordinates the course offerings and schedules to allow each training program within the discipline to succeed (see <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Governance-and-Administration/Executive-Office> for more information). The EO reviews and signs key student forms and certifies students' advancement through the program to graduation. The day-to-day student training, however, occurs with the graduate faculty in facilities at separate CUNY locations. In Psychology, three programs offer training in Clinical Psychology on three separate CUNY campuses: the Clinical Psychology program at City College is grounded in a Scholar/Practitioner training model; the Clinical Psychology program at John Jay with an emphasis in Forensic Psychology and the Clinical Psychology program at Queens College with an emphasis in Neuropsychology are both grounded in the Science/Practitioner training model. Each program functions independently of the others with its own Director of Clinical Training (DCT), Training Area Coordinator, core faculty, and student body on three separate campuses. Information about the Doctoral Program in Psychology, including a complete listing of all doctoral courses, can be found at the Graduate Center Psychology Program web site (<http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas>).

CORE PHILOSOPHY OF THE PHD PROGRAM IN CLINICAL PSYCHOLOGY AT QUEENS COLLEGE

The core philosophy of "The Program" is based on three broad goals, which focus on: (1) the scientific and theoretical foundations of clinical psychology, (2) professional applications of clinical psychology that are informed by scientific principles, and (3) the scientific and theoretical foundations of neuroscience in relation to psychopathology and neural dysfunction. Integral to all goals is the expectation that students will develop an understanding of professional issues, including ethical, legal, and quality assurance principles as well as applications with diverse populations.

PROGRAM TRAINING GOALS AND OBJECTIVES:

Program Training Goals and Objectives	
Goal I	
Scientific and Theoretical Foundations of the Discipline of Psychology and the Professional Specialty of Clinical Psychology	
To produce graduates who have broad understanding, knowledge, and competence concerning behavioral science foundations of Clinical Psychology, who can effectively plan and conduct research, and disseminate research results that contribute to the field of Clinical Psychology.	
Objective I.A	
Students will develop comprehensive knowledge of scientific, methodological, and theoretical foundations of human behavior along with concurrent understanding of psychopathology relative to normative behavioral development.	
Objective I.B	
Students will learn and be able to apply fundamental principles of measurement, research design and data analysis.	
Objective I.C	
Students will apply ethical research practices, principles of research design, and data analysis by conducting empirically-based research that contributes to the field of Clinical Psychology.	
Goal II	
Professional Applications of Clinical Psychology	
To produce graduates who have acquired basic competencies in applying evidence-based assessment conducting psychodiagnostic and neuropsychological evaluations and clinical interventions, consultations, and supervision.	
Objective II.A	
Students will learn to use empirically based methods to competently assess, diagnose and define problems of behavior, emotion/affect and cognition with individually and culturally diverse clientele following ethical practice principles and standards.	
Objective II.B.	
Students will learn to formulate and implement evidence-based intervention strategies in clinical psychology settings with individually and culturally diverse clientele following ethical practice principles and standards.	
Objective II.C	
Students will learn to conduct consultations in psychological and non-psychological settings with individually and culturally diverse clientele following ethical practice principles and standards.	
Objective II.D.	
Students will learn principles of effective supervision and develop foundational competencies for participating in supervision and for providing supervision to others.	
Goal III	
Scientific and Theoretical Foundations of Neuroscience in Relation to Biological Bases of Behavior	
To produce graduates with a broad understanding of the fundamentals of neuroscience with respect to psychopathology and neural dysfunction and its application to clinical practice and research.	
Objective IV.A.	
Students will demonstrate knowledge and competence about the scientific and methodological foundations of neuroscience.	
Objective IV.B.	
Students will demonstrate knowledge and understanding of neuropsychological assessment and consultation in the context of psychiatric and neurological dysfunction.	

GOVERNANCE AND PROGRAM COMMITTEES The Governance is the official set of bylaws for the PhD Program in Clinical Psychology at Queens College. In brief, the program is administratively, academically, and clinically led by the Training Area Coordinator (Dr. Jennifer Stewart) along with the Director of Clinical Training (DCT; Dr. Joel Sneed), both of whom play key roles on the Executive Committee (EC). The Executive Committee is composed of all core clinical faculty members plus two students. Students are elected for one-year terms. The full Executive Committee deliberates and proposes policies for the Program, but decisions about specific students are made by the Executive Committee in executive session (faculty only). The EC is also responsible for curriculum development and review, supervising admissions to the Clinical Psychology Program, advising on comprehensive doctoral examinations, and approving and overseeing externship placements. Curricular changes are subject to ratification by the program faculty. Students are elected by their peers and serve on all committees. The training area coordinator and DCT work with our executive assistant in the Queens College Psychology office (Danielle Lucania) to maintain up-to-date files for each student, documenting their milestones passed during their tenure in the program.

ADMISSION REQUIREMENTS AND STUDENT SELECTION There is one application for admission to the Graduate Center at CUNY. The application can be found at the Graduate Center website <http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Application-Instructions-Forms> and must be submitted on line. On page 2 of the application, students must choose a Doctoral Program (Clinical Psychology @ Queens College). This application also includes supplemental application materials for International Students and Financial Aid. Students are not permitted to apply to more than one program within the CUNY Psychology doctoral program.

Applicants must have a Bachelor's Degree and should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. Students are required to submit GRE General Test scores and the GRE Subject Test in Psychology. Other questions regarding admission to the CUNY Psychology doctoral Program are answered here <http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Application-Instructions-Forms>.

The application deadline is December 1; following review by the admissions committee, a select number of applicants are invited to the Queens College campus for an interview. In-person or phone interviews are required for students applying to the PhD Program in Clinical Psychology at Queens College.

The Program received on average 55.7 applications per year, and five students are admitted to the Program each year. The average GPA for students enrolled in the Clinical Psychology at Queens College program during 2006-2011 was 3.60. The national average for APA approved programs as published in the APA Committee on Accreditation 2011 annual report was 3.60. The average GRE score during that period was 1278 (verbal GRE=603; quantitative GRE score=675). The national average for APA-approved Programs in 2011 was 1222 (verbal = 572; quantitative = 650).

PROGRAM REQUIREMENTS

The Program consists of 90 credits and the expected order and timing of coursework, related academic requirements (e.g., doctoral exams, dissertation) and training experiences is detailed below. The course number is followed by the course title and number of credits. Note that the first two years is the required sequence in order to prepare students to begin externship training; courses listed for Years 3 and 4 may be taken in a different order, if necessary and approved.

Clinical Psychology at Queens College						
CURRICULUM 90 credits						
Fall Semester		Credit	Spring Semester		Credit	
Year 1	77100	Ethics/Legal issues for Psychologists¹	3	76601	Psychodiagnostics I: Intelligence Testing	3
	75500	Psychopathology I	3	85501	Systems of Psychotherapy I	3
	76000	Psychometric Methods	3	70310	Research Methods and Design	3
	70500	Statistical Method in Psych I	3	70600	Statistical Method in Psych II	3
	70000	History of Psychology	3	74000	Personality & Individual Differences	3
1st Doctoral Exam- summer						
Year 2	76701	Psychodiagnostics II: Personality Assessment	3	82908	Systems of Psychotherapy II: Evidence-based Treatments	3
	84400	Diversity Issues / Clinical Psychology	3	85400	Professional Issues in Clinical Psychology	3
	72000	Developmental Psychology	3	74600	Social Psychology	3
	70801	Neuroanatomy	3	71103	Cognitive & Affective Aspects of Behavior	3
				80200	Independent Psychological Research (MA Thesis Project)	3
ADVANCE TO LEVEL II³						
Year 3	81703	Survey of Clinical Neuropsychology	3	70803	Psychopharmacology ⁴	3
	70341	Clinical Externship I (Summer-YR1)	3	70802	Neurophysiology	3
	70342	Clinical Externship II (Fall-YR1)	3	70343	Clinical Externship III (Spring-YR1)	3
ADVANCE TO LEVEL III⁶						
Year 4	85408	Supervision & Consultation	3	70345	Advanced Clinical Externship V: Neuropsychology (YR2)	3
	83908	Advanced Seminar in Psychotherapy	3			
	71000	Sensory & Motor Systems ⁴	3	Clinical Competency Examination		
	70344	Advanced Clinical Externship IV: Neuropsychology (YR2)	3	2nd Doctoral Examination		
Submit Topic Proposal⁵						
ADVANCE TO LEVEL III⁶						
Year 5	90000	Dissertation Research ⁷	0	90000	Dissertation Research ⁷	0
		Clinical Externship (YR3)	0		Clinical Externship (YR3)	0
Dissertation Proposal Internship Application (APPIC)			Dissertation Defense (recommended)			
Year 6	90000	Dissertation Research ⁷	0	90000	Dissertation Research ⁷	0
	Internship (12 months)			Internship (12 months)		
Dissertation Defense (if not yet complete)						

Footnotes for Curriculum Table:

1. Bold courses indicate core clinical classes taken only by PhD Clinical Psychology students and taught by Core Faculty. These courses may **not** be transferred from another institution.
3. Advance to Level II – requires 45 credits and pass on the First Doctoral Examination.
4. Student can take 70803 Psychopharmacology (offered every other Spring Semester) or 71000 Sensory & Motor Systems (offered every Fall Semester).
5. Topic proposal: 1 page summary of proposed dissertation with signature of 3 named and approved members of the dissertation committee.
6. Internship APPIC application requirements:
In order to **apply** for internship for the December deadline, student must meet all requirements to be at Level III at the time of the APPIC application preparation (i.e., topic proposal, Clinical Competency Exam, completed 2nd Doctoral examination). To **submit** the APPIC application, the **Dissertation Proposal** (Introduction and Methods) must be approved in December by the time of the application submission.
7. The student should register for 90000 until the dissertation is deposited, even if the student is on internship. The ‘credits’ documented on the student transcript are not part of the 90 credit curriculum of the program and are therefore listed as ‘0’ on this summary.

COURSE DESCRIPTIONS:**YEAR 1 FALL SEMESTER**

70000: History of Psychology: Topics include the mind-body problem, nativism and empiricism, hedonism and reinforcement, hypnotism and spiritualism, psychophysiology and psychopathology. Schools of psychology (structuralism, functionalism, Gestalt, psychoanalysis and behaviorism) are reviewed, as are the contributions of philosophers, physical, biological and social scientists.

70500: Statistical Methods in Psychology I: An initial comprehensive review will cover tests of significance, one-way, independent groups and repeated-measures ANOVA, simple multiple comparisons, 2 × 2 factorial ANOVA, power analysis and SAS programs. This is followed by assumption failure, general multiple comparison procedures, general two-way ANOVA, three-way and higher factorial ANOVA, higher-order interaction effects, contrast coding, mixed designs, multiple regression and analysis of covariance.

75500: Psychopathology I: The identification and diagnosis of psychopathology including mood, anxiety, thought, and personality disorders. We will discuss the current psychiatric multi-axial classification system (DSM-5) and consider psychopathology from a number of different perspectives (e.g., neurobiological, cognitive, behavioral and psychoanalytic). We will also consider multicultural and historical influences on the definition of psychopathology and the stability and change of psychopathology throughout the life course.

76000: Psychometric Methods: A general introduction to psychometric methods which focuses on administration, standardization, norms, reliability, validity, and test construction. Lectures cover the history of intelligence testing and the development of techniques for assessing personality and psychiatric disorders, as well as basic issues related to intelligence testing and an introduction to the Wechsler intelligence scales.

77100: Ethical/Legal Issues for Psychologists: Ethical and legal issues that arise in the course of dealing with human or animal subjects, in teaching, research, assessing or treating patients, interacting with colleagues and the public, and in publishing scholarly works. Professional issues, such as preparing CVs, job seeking, certification and licensing are also considered.

YEAR 1 SPRING SEMESTER

70310: Research Methods and Design: An intensive examination of experimental research methodology, with emphasis on the following topics: experimental vs. non-experimental approaches to research; the control of variables and its relation to internal, external, and statistical validities; the relationship between design and analysis of data. Variants of between-group, within-group, and single-subject designs are considered, with an evaluation of the properties of each design type. The applicability of research design principles across a variety of substantive research areas is considered.

76601: Psychodiagnostics I: Intelligence Testing

(Prerequisites: Psych 76000 and Psych 77100) This course will provide an introduction to clinical interviewing for the assessment of behavior, personality, and psychopathology; to the administration and interpretation of measures of intelligence (e.g., Wechsler Intelligence Scale for Children – IV and Wechsler Adult Intelligence Scale – IV); and to test-report writing. Diversity issues (e.g., age, gender, ethnicity, educational level, and sexual orientation) will be considered with respect to test administration, interpretation of test findings, diagnostic issues, and the therapeutic relationship and rapport during testing.

85501: Systems of Psychotherapy I: (Prerequisite: 75500: Psychopathology I). The course provides an up-to-date review of the evidence-based research literature on the theories and practice of psychotherapy. Major schools of psychotherapy (e.g., cognitive-behavioral, psychodynamic) will be compared and contrasted with the aim of evaluating the relative efficacy of various intervention approaches. Course material will include how these approaches apply to different diagnostic conditions (e.g., depression, anxiety, and personality disorders) and how sociocultural factors (e.g., age, gender, sexual orientation, and ethnicity) influence the course and efficacy of treatment.

70600: Statistical Methods in Psychology II (Prerequisite: 70500): Multivariate statistical methods including simple correlations, regression, multiple and partial correlation, one-way and factorial ANOVA, ANCOVA, one-way and factorial MANOVA, multiple comparisons for multivariate data, power analysis, and chi-square/log-linear analyses.

74000: Personality and Individual Differences: The course focus is on contemporary research in personality and individual differences. Topics include factor analytic research, the nature of dispositions, motivation, behavior genetics, brain and personality, the self, intelligence, personality change, health, work, cognitive style and others.

YEAR 2 FALL SEMESTER

72000 Developmental Psychology I: A lifespan perspective, from conception to death, on the development changes in sensory and perceptual functions, language, cognition, personality, and psychosocial adaptation.

76701: Psychodiagnostics II: Personality Assessment: (Prerequisites: Psych 75500, 76601, 77100) An introduction to clinical interviewing for the assessment of personality and psychopathology and to the administration and interpretation of commonly used objective inventories and rating scales, plus a survey of projective tests. Issues of cultural diversity (e.g., age, gender, sexual orientation, and ethnicity) will be considered with respect to psychiatric diagnosis, interpretation of test results and the therapeutic relationship.

84400: Diversity Issues/Clinical Psychology: This course is designed to cover a range of diversity and cross-cultural issues as they apply to the discipline of clinical psychology. These issues are approached from two different perspectives. The first refers to specific content areas, including ethnicity, socioeconomic status, sexual orientation, gender, age, and disabilities. More specifically, the ethnicity area includes racial, national, religious and linguistic components. The second perspective concerns the process underlying the practice of clinical psychology, running from the beginning to end stages of that process: self-assessment, establishing rapport, assessment, standardized testing, diagnosis and therapy. Throughout the course, case examples will be included. Of note, course readings will include materials authored by individuals from diverse backgrounds.

70801: Neuroanatomy: The course introduces students to the organizational structure of the human brain, including slide material of gross neuroanatomy, cerebral vasculature, spinal organization, and internal structure from medulla to cortex. Functional system mini-lectures are also provided for the sensory and motor systems, the thalamus, hypothalamus, basal ganglia, limbic system, cerebellum and cortex. Neuroanatomical mapping of major neurochemical systems and their receptors is also provided. Course expectations include both visuo-spatial and written fluency of the material.

YEAR 2 SPRING SEMESTER

85400 Professional Issues in Clinical Psychology: This course is designed to facilitate entry into the field of clinical psychology and to ensure that students have a knowledge base of professional issues that arise in academic and practice settings. The aims of the course are to foster attitudes essential for life-long learning, scholarly inquiry and professional problem-solving. The course will include review of current APA standards, codes, and guidelines that govern psychological practice, research, and career development. National and state legislations will be discussed that are relevant to the practice of psychology and neuropsychology.

71100: Cognitive and Affective Aspects of Behavior (Prerequisites: 70801): This course examines the behavioral and brain mechanisms and functions associated with cognitive and affective aspects of behavior. The course focuses on historic and current behavioral and neuroscience research to understand cognitive and affective processes in the human brain related to attention, executive processes, working- and long-term memory, language, stress and memory, affective regulation, affective disorders, and emotion and cognition interactions.

74600: Social Psychology: A survey of classic and contemporary research and theory. Topics include stereotyping and prejudice, cross-cultural studies, social influence, the self, gender, social cognition, and others.

82908: Systems of Psychotherapy II: Evidence-based treatments: The aim of the course is to become familiar with evidence-based psychotherapy treatments (EBT). The course is focused on critically examining the available evidence for these treatments, weighing the strength of this evidence and contemplating the various individual, family and environmental factors that are relevant to whether and to what degree these treatments are appropriate and likely to be effective with various populations. To meet these objectives, students will examine the empirical literature on EBTS and discuss various perspectives on the debate about their efficacy and effectiveness.

80200 Independent Research for *En Route* Master's Project: Independent Research under the mentorship of a Program faculty member. Required as part of the *en route* master's project.

YEAR 2 SUMMER

70341: Externship in Clinical Psychology I: Students are required to spend 16 hours per week over the summer working in the Queens College Psychological Center (QCPC) under the direct supervision of a clinical program faculty member. As part of the clinical psychology externship sequence, students (1) are exposed to a diverse clinical population in which relevant theoretical, empirical and clinical issues can be integrated within an evidence-based framework; (2) learn to: a) build rapport with diverse populations; b) create collaborative treatments that carefully consider the needs, values, and preferences of individual patients; c) conduct biopsychosocial intake evaluations; d) conduct risk assessments; e) develop a formulation and treatment plan; f) implement a treatment plan, with attention to the management of fidelity and flexibility; g) consult on the client's behalf (e.g., with parents, teachers, psychiatrists, internists, and other caretakers); h) document patients' care and progress; i) manage termination; and j) conduct a testing assessment with a written report and feedback to the client; (3) participate in formal case presentations, didactics and administrative meetings; (4) develop a professional identity as a clinical psychologist working within a professional clinical setting -

professionalism, ethical decision-making, collegiality, interdisciplinary collaboration and mentorship are modeled and taught as an integral component of training; and (5) get familiar with, and practice, the various roles of a psychologist in a clinical setting, including that of clinician, administrator, consultant and supervisor, including program development and evaluation, community outreach, and vertical and horizontal peer supervision. Both grades and written evaluations are required.

YEAR 3 FALL SEMESTER

81703: Survey of Clinical Neuropsychology (Prerequisites: 70801, 75500): The course reviews the fundamentals of neuropsychology with an emphasis on applying the knowledge of brain-behavior relationships to neurological, psychiatric, and other medical disorders affecting higher cortical functioning. The course covers disorders of attention, aphasia, amnesia, agnosia, apraxia, parietal syndromes and dysexecutive syndromes.

70342: Externship in Clinical Psychology II: Students are required to spend 16 hours per week during the fall semester working in the Queens College Psychological Center (QCPC) under the direct supervision of a clinical program faculty member. As part of the clinical psychology externship sequence, students (1) are exposed to a diverse clinical population in which relevant theoretical, empirical and clinical issues can be integrated within an evidence-based framework; (2) learn to: a) build rapport with diverse populations; b) create collaborative treatments that carefully consider the needs, values, and preferences of individual patients; c) conduct biopsychosocial intake evaluations; d) conduct risk assessments; e) develop a formulation and treatment plan; f) implement a treatment plan, with attention to the management of fidelity and flexibility; g) consult on the client's behalf (e.g., with parents, teachers, psychiatrists, internists, and other caretakers); h) document patients' care and progress; i) manage termination; and j) conduct a testing assessment with a written report and feedback to the client; (3) participate in formal case presentations, didactics and administrative meetings; (4) develop a professional identity as a clinical psychologist working within a professional clinical setting - professionalism, ethical decision-making, collegiality, interdisciplinary collaboration and mentorship are modeled and taught as an integral component of training; and (5) get familiar with, and practice, the various roles of a psychologist in a clinical setting, including that of clinician, administrator, consultant and supervisor, including program development and evaluation, community outreach, and vertical and horizontal peer supervision. Both grades and written evaluations are required.

YEAR 3 SPRING SEMESTER

70802: Neurophysiology: This course considers electrophysiological phenomena from the perspective of biophysical and chemical phenomena. Discussions concentrate on cellular neurophysiology in terms of electrical potentials within single cells (Hodgkin-Huxley), synaptic mechanisms and interrelationships in small neural networks. This course includes recent molecular, ion channel and modulatory phenomena related to pre-synaptic, post-synaptic and membrane-mediated activity.

76100 Neuropsychological Assessment: (Prerequisites: 76000, 81703): An introduction to neuropsychological assessment techniques. The course provides direct training in neuropsychological assessment and reviews neurological tests for evaluation of brain damaged adults and children. The course covers tests of fund of knowledge, attention, language and aphasia, memory perception and gnosis, apraxia and motor function, parietal syndromes and frontal executive syndromes. Each test is discussed in terms of the logic underlying it, sociocultural and theoretical perspectives. Tasks include neuropsychological evaluations, clinical report writing, and oral case presentation. Laboratory exercises provide direct experience and supervision of a variety of neuropsychological tests, to acquire competence in their administration.

70803: Psychopharmacology: This course discusses the basic chemical architecture of the central nervous system and metabolic pathways of functional significance. Emphasis is placed upon membrane properties, synaptic transmission, pharmacological principles, second messenger systems and molecular mechanisms

mediating receptor and transmitter function. Each of the major aminergic and peptidergic neurotransmitter and receptor subtype systems is reviewed. NOTE: This course is offered every other Spring semester.

70343: Externship in Clinical Psychology III: Students are required to spend 16 hours per week over the spring semester working in the Queens College Psychological Center (QCPC) under the direct supervision of a clinical program faculty member. As part of the clinical psychology externship sequence, students (1) are exposed to a diverse clinical population in which relevant theoretical, empirical and clinical issues can be integrated within an evidence-based framework; (2) learn to: a) build rapport with diverse populations; b) create collaborative treatments that carefully consider the needs, values, and preferences of individual patients; c) conduct biopsychosocial intake evaluations; d) conduct risk assessments; e) develop a formulation and treatment plan; f) implement a treatment plan, with attention to the management of fidelity and flexibility; g) consult on the client's behalf (e.g., with parents, teachers, psychiatrists, internists, and other caretakers); h) document patients' care and progress; i) manage termination; and j) conduct a testing assessment with a written report and feedback to the client; (3) participate in formal case presentations, didactics and administrative meetings; (4) develop a professional identity as a clinical psychologist working within a professional clinical setting - professionalism, ethical decision-making, collegiality, interdisciplinary collaboration and mentorship are modeled and taught as an integral component of training; and (5) get familiar with, and practice, the various roles of a psychologist in a clinical setting, including that of clinician, administrator, consultant and supervisor, including program development and evaluation, community outreach, and vertical and horizontal peer supervision. Both grades and written evaluations are required.

YEAR 4 FALL SEMESTER

71000: Sensory & Motor Systems: (Prerequisites: 70801/02/03): This course deals with the behavioral and physiological basis of sensory perception and the execution of motor actions.

70344: Clinical Externship IV: Neuropsychology: (prerequisites: 70341, 70342, 70343) Students will be under the supervision of a licensed psychologist as the course instructor for all activities. The supervisor will have expertise in Neuropsychology. Students will interact directly with patients who have various neurological, psychiatric, and/or medical disorders. The student may participate in interviewing patients and in conducting feedback sessions with patients and/or families. Students will administer a variety of neuropsychological (including cognitive and affective) measures, score test data, interpret test data, develop treatment recommendations, and write test reports.

85408: Supervision and Consultation: This course in supervision and consultation will survey a variety of models in an effort to understand and gain exposure to our roles as consultants and supervisors. The class will focus on the ways in which the psychological dispositions of individuals becomes manifested on the stage of organizational/institutional life, and how awareness of the various processes that are involved in consultation and supervision enable the psychologist to work more effectively.

83908: Advanced Seminar in Psychotherapy (Prerequisites: 85501; 82908): This advanced seminar in psychotherapeutic interventions will vary both in instructor and content from semester to semester. It will provide comprehensive readings and discussions to provide an in-depth focus on a particular therapeutic approach/treatment modality or a particular patient group. Examples of potential seminars include the treatment of borderline personality; Transference Focused Psychotherapy (TFP), Dialectical Behavioral Therapy (DBT), or child interventions.

YEAR 4 SPRING SEMESTER

70345: Clinical Externship V: Neuropsychology (prerequisites: 70341, 70342, 70343, 70344): Students will be under the supervision of a licensed psychologist as the course instructor for all activities. The psychologist will have expertise in Neuropsychology. The course will build upon skills acquired during 70344. Students will

interact directly with patients who have various neurological, psychiatric, and/or medical disorders. The student may participate in interviewing patients and in conducting feedback sessions with patients and/or families. Students will administer a variety of neuropsychological (including cognitive and affective) measures, score test data, interpret test data, develop treatment recommendations, and write test reports.

QUEENS COLLEGE CLINICAL PSYCHOLOGY COLLOQUIUM SERIES

The colloquium series organizer invites faculty to give talks approximately once a month during fall and spring semesters. Each student must attend at least 20 colloquia within the first three years in the Program, or 30 colloquia within five years, in order to be allowed to defend their dissertation. Students receive colloquium credit when they attend any program colloquium, Neuropsychology Research Day, Queens College Psychology Department job candidate talks or any public dissertation defense talk by a Clinical Psychology student. Additional colloquia may be designated by the DCT. Students should be sure to sign the attendance sheet when they attend these events and to check in with Danielle Lucania in the Psychology Office regarding their number of colloquia left to complete.

During each semester, pairs of first-year and second-year students take responsibility for getting refreshments for colloquia. The schedule for students is determined by the colloquium organizer at the beginning of each semester. Expenses are covered by faculty membership dues.

COMPREHENSIVE DOCTORAL EXAMINATIONS & FORMAL RESEARCH REQUIREMENTS

All students must pass a written **First Doctoral Examination** before proceeding beyond 45 credits and a **Second Doctoral Examination** before the end of their fifth year in the Program. Students are expected to join a research lab with a Program faculty member in their first semester and to be engaged in empirical research with Program faculty members throughout their doctoral academic career. These experiences should enable the student to fulfill two formal research requirements, which include the **en-route Master's Thesis** and the **Dissertation**.

FIRST DOCTORAL EXAM The first doctoral exam, Research Methodology, is taken before the completion of 45 graduate credits (including transfer credits). *Students may register for courses beyond the 45-credit limit but must pass the first doctoral exam before starting spring semester classes of their second year and applying for externship training.* If students fail the second doctoral exam twice prior to the spring semester of their second year, they must withdraw from all classes (see more information below under Failure/Appeal). For the exam, students are presented with three research questions. They must choose one question and design an experiment or research study to address the question. These questions usually require a comprehensive synthesis of material from core courses in research methodology and statistics.

CONTENT Examination questions are created by the Program Examination Committee from a pool of questions submitted by the faculty.

SCHEDULING The exam is administered on one day at the beginning of the Fall semester and one day on the week prior to the Spring semester. Students have from 9 AM to 5 PM to complete the exam. Eligible students are notified by e-mail of the exact dates. Students must inform the graduate programs assistant *two weeks prior* of their intent to take the examination.

PREPARATION FOR EXAM Students should take 70500 (Advanced Statistical Methods 1) and 70310 (Research Design) prior to attempting the first doctoral exam. Students typically take the exam at the beginning of the third semester in residence (Fall). Students are strongly advised to practice with questions that can be obtained from the Doctoral Exam committee chair. Students are advised to complete answers to at least one or two of them, and to request faculty members and advanced students to critique their answers. In addition, it is common practice for students who have recently passed exams to pass on their study materials to students currently preparing to take exams. Students are encouraged to seek out these resources.

TAKING THE EXAM Students must sign up at least two weeks in advance of the exam. However, not showing up for the exam does NOT count against the student (i.e., it does not count as a “take”). Students compose their answers on a department computer and electronic copies are distributed to the graders (program faculty). Students may not use their own personal computers to take the examination. Student anonymity is preserved by the assignment of a number in lieu of name. Students are permitted to bring one statistics text and one methodology/design text to the exam. The exam is proctored by student volunteers who have themselves passed the exam. In the event that student proctors are not made known to the DCT one month in advance of the exam, faculty will proctor.

GRADING Separate groups of three faculty members each are assigned to grade each of the three alternative questions. Grading is on a Pass/Fail basis. Students will be required to receive a score of 3 (satisfactory) or higher on all domains of the first doctoral exam in order to receive a Pass from a faculty grader. Failure to receive a score of 3 or higher on any given first doctoral exam domain will result in failure of the exam, which the student is allowed to retake once. Students must earn at least two faculty ratings of Pass (out of a possible three) to succeed on the exam.

FAILURE/APPEAL If a student fails the examination, he/she is automatically allowed to retake the exam a second time as long as it is within the specified time limits (meaning prior to spring semester of the second year). If a student believes a factual error has been made on the grading of an exam, it is possible to appeal the grade. However, the judgement of a grader on a subjective issue is NOT subject to appeal. When making a factual appeal, the examinee should specify which point(s) made by the grader(s) are being appealed. The faculty administrator of the exam will then review the rating sheets for factual errors (e.g., grader indicates that no dependent variable was specified when it was or that inappropriate statistical analyses were used but those in the response are really acceptable). If the faculty administrator detects what might be a factual error, the administrator will send the exam to another qualified grader for evaluation. The decision of this grader (i.e., Pass or Fail) will be final and not subject to appeal.

During the course of factual appeal, if no factual errors are found, the administrator will share this information with the student and the failing exam grade will be recorded the first time, with an opportunity to take the exam one additional time.

In case of a second failure of the first doctoral exam, the student will be terminated from the Program but the student has the right to petition the Executive Committee for an opportunity to remain in the program and take the examination for a third time.

SAMPLE FIRST DOCTORAL EXAMINATION QUESTIONS

RESEARCH DESIGN AND METHODOLOGY.

1. **Research Question.** Identify a research question or question to be answered. If appropriate, state the specific hypothesis(es) to be tested. Explain how the question(s) and hypothesis(es) emerge from the background information provided. Your explanation should provide a clear rationale for the question(s)/hypothesis(es).
2. **Research Design.** Present an overview of the methodological approach to be taken, indicating why you selected this approach rather than alternatives (you may propose one or more experiments). Where appropriate, identify the independent variable(s) and its (their) levels, whether the variable(s) is (are) experimentally manipulated or organismic, the dependent variable(s), control groups(s), and the research design. Justify each of your choices. If there are any ethical issues relevant to your design, please state them, and how you would deal with them?
3. **Method and Procedures.** Describe the treatment(s), the type and number of subjects to be used, the method of subject selection, the procedures to be followed, and the response measures. Again, a clear rationale/justification for each decision/choice should be presented.

4. Data Analysis. Identify the kind(s) of data to be collected and the statistical test(s) to be used to analyze the data. Justify your statistical choice(s) in terms of both the assumptions underlying the test(s) and the statistical power of the test(s). Are there alternative tests that might be used? OPTIONAL: If you think it would be helpful to lay out the expected results, you may do so using a table and/or graph. You can also choose to use symbols (e.g., x, xx,xxx,xxxx) rather than numbers, particularly if you are unsure what numbers to put in the table/graph. The use of a table or graph is optional. You will not be penalized for omitting a table or graph.

5. Evaluation. Assume that the obtained results support the hypothesis(es). How would the findings be interpreted? What alternative interpretations/explanations could account for the findings? Are there any methodological limitations which might cause you to question the validity of the findings? Suggest further research that could clarify and/or extend your findings.

1. Considerable data generated over the past several decades indicates that the ultraviolet rays from too much exposure to sunlight results in increased risk for skin cancer. As a result, people have generally been warned to try to stay out of the sun or to use sun block when in the sun. However, sunlight is one of the best sources of vitamin D, which is highly protective against a wide array of other forms of cancers. As a result, a number of investigators have begun to suggest that people should use less sun block and that greater sun bathing should be encouraged. Design an experiment in either humans or animals that would shed light on whether sun light is good or bad for you and whether the effect of sunlight is the same in males and females.

2. Say you are a psychologist in the neuropsychology ward in a hospital. In this position you often come across individuals with unique neural damage allowing you to test hypotheses about the functionality of specific brain structures. Say you are interested in the role of serotonin in self-control. Self-control can be studied in a paradigm where a subject has the choice between a small reward given after a short delay versus a large reward given after a long delay. Choosing the large reward demonstrates self-control while choosing the small reward demonstrates impulsivity. Now say there are two patients with unique brain damage - patient one has damage restricted to the raphe nucleus (a source of serotonin neurons) while patient two has been shown to have no serotonin release in the nucleus accumbens (a brain region where serotonin release has been shown to be important for reward-related learning). Design an experiment using these two patients as subjects that tests the hypothesis that serotonin is important for self-control.

3. Sales figures from Toys-R-Us and other retailers indicate that boys are far more likely to buy video games than are girls. A recent survey of 6th graders also indicated that boys spend much more time playing video games than do girls. There are two competing hypotheses for this gender difference. The first hypothesis is that most video games are violent, and therefore appeal more to boys than to girls. The second hypothesis is that girls prefer to interact verbally with one another, and such interactions are not likely to occur when playing the types of video games that are on the market. As a result, girls tend to avoid video games. Design a study to test these competing hypotheses.

4. The Food and Drug Administration is trying to create stricter nutritional guidelines with the aim of helping people lose weight. One thing they would like to determine is the optimal number of meals a person should consume per day. Many nutritionists suggest that eating many small meals during the day (as opposed to three large meals) may actually help people lose weight by increasing their metabolism. Design a study that would determine the optimal number of meals per day that would help people in the age groups of 20-39 and 40-59 and 60-79 lose weight. Finally, determine whether the number of meals is different for males and females.

5. You are working in a day rehabilitation program for people with traumatic brain damage. Three clients with memory problems have difficulty attending their groups on a regular basis. It has been suggested that individual e-mails describing the clients' schedules and reminding them of the importance and benefits of attending their groups might be an effective way to increase attendance. Using only these three participants, design an experiment to evaluate this intervention.

CLINICAL COMPETENCY EXAM

Students must pass the clinical competency exam (described below) prior to the first day of the fall semester in which they will apply for internship. This exam may be held anytime in the year prior to the semester of internship application, but we expect that most students will schedule the exam at the end of the spring semester prior to internship application. Students are responsible for contacting committee members to schedule the exam, and must contact Danielle Lucania to reserve a room in advance for this purpose.

1. Examination Committee. Student selects an examination committee that includes two Program clinical faculty members (Drs. Borod, Caro, Foldi, Goodwin, Halperin, Kluger, Lizardi, Nikulina, Rabin, Sneed, Stewart, and/or Walder). Note that the student may request to replace one clinical faculty member with an external reviewer if that person has supervised his or her training in an externship setting. The outside examiner must be approved by the Executive Committee.

2. Written summary of clinical experiences. The student will provide the examination committee with a written summary of his or her clinical experience at least two weeks prior to the competency exam. This summary will include relevant doctoral program coursework (including grades received) and externship experiences. Supervisors should be named in the summary and it should include totals of intervention hours and assessment hours (psychodiagnostic and neuropsychological). This document should also include plans for professional development, i.e., a potential list of internship sites and a list of 4-5 training objectives for the internship year, and a discussion about career goals and how the student's clinical externship and anticipated internship experiences will contribute to achieving those goals. Student and supervisor externship evaluations will be discussed at the examination meeting.

3. Written report. The student will provide a written report (2-3 pages) to the committee at least two weeks prior to the exam in which he or she describes an intervention that was implemented with an individual, family, couple, group, etc. In the report, the student should discuss the assessment strategy used to identify the presenting issues (e.g., intake interview, diagnostic interview, standardized tests). The students should be able to describe the nature of the intervention, including the empirical basis for applying the intervention strategy. The student should also discuss how he or she evaluated the outcome of the intervention. The student should also conceptualize an alternative perspective for approaching the intervention. Finally, the report should include a discussion of ethical issues and address issues of cultural diversity with respect to assessment and/or intervention. The report should be submitted with the summary of clinical experiences and should contain no identifying information.

4. Oral examination. The purpose of the oral examination is to evaluate the student's ability to conceptualize the case described above (#3), defend the choice of assessment tools and intervention strategies, outline steps in clinical decision making, and discuss the application of research findings to the clinical work. Students are expected to demonstrate breadth as well as depth in their thinking about clinical activities. The exam is expected to last no more than 1 to 1.5 hours. **Students are required to bring two copies of the CCE evaluation form to the exam (this can be obtained from Danielle Lucania)**. Students should be prepared to discuss the following aspects of the case:

Conceptualization: Describe the perspective or orientation that was used to understand the client/patient (e.g., individual, couple, family, group). Use an evidence-based approach to discuss how the intervention was designed. Was a treatment plan developed? What were the goals of treatment and expected length of treatment? Include discussion of relevant research findings that support the conceptualization.

Assessment procedures: Describe how the initial and ongoing assessment was conducted. Use an evidence-based approach to discuss the choice of assessment instruments.

Process and outcome: How was the intervention implemented? What aspects of the intervention were effective or not effective? What were the client factors that contributed to the success (or lack of success)? What were the therapist factors that contributed to the success (or lack of success)? Were there any interpersonal issues that developed during the course of treatment that interfered with outcome (e.g., resistance, noncompliance)? Include discussion of relevant research that informs the therapeutic process.

Ethical/Professional issues: Identify ethical and/or professional issues that were associated with working with the client (e.g., confidentiality, HIPAA, managed care, insurance, duty to warn, record keeping)

Cultural and individual diversity: Identify contextual factors that were associated with working with the client pertaining to gender, ethnicity, sexual orientation, disability, stigma, religion, etc.

Alternative conceptualization: Identify an alternative way of conceptualizing the case and describe its implications for intervention. If there is no plausible, alternative way to conceptualize the case, the student should provide a clear and compelling justification for this position. The goal here is to demonstrate the capacity to think broadly about clinical assessment and intervention.

5. Grading: On the basis of their case communication, students are graded by two clinical faculty members on the following criteria (0 = N/A or unable to rate; 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Outstanding):

1. Organization and quality of written presentation.
2. Well-organized, thoughtful, and professionally presented.
3. Biopsychosocial Formulation/Conceptualization (Succinct; relevant; utilizes data from multiple sources; Consideration & integration of relevant biological, psychological & social factors)
4. Diagnosis (Diagnostic classification system and differentials of psychopathology; Signs & symptoms; Onset, duration, frequency, intensity, & functional impact; Evolution of presenting problem to specific, including most important/ troublesome/ highest impact; Affective, behavioral, cognitive, and/or interpersonal targets that are then reflected in the treatment plan)
5. Integration of test findings from psychological and/or neuropsychological instruments and measures.
6. Course of treatment (Specific theoretical framework/rationale: what constituted data, goals & outcome; Specific strategies & techniques used; Key clinical decision points; Treatment alliance (bond, goals, tasks); Patient factors (expectations, commitment to change, values, preferences); Therapist factors (collaboration, countertransference); Alternative conceptualizations/ approaches; Problems encountered (barriers to treatment, ruptures))
7. Outcome monitoring, how are symptoms/ goals/targets measured and tracked, expected prognosis.
8. Multicultural/Diversity Issues: Consider relevance, empirical vs clinical reasoning, flexibility, adaptation etc.
9. Risk Assessment (Risk & protective factors, substance abuse; Protection of vulnerable populations; Domestic violence; Child protection; Adult protective services, etc.)
10. Utilization of supervisor and supervision.
11. Utilization of Consultation and/or Team Collaboration (Clinic, school, psychiatrist, neurology etc.).
12. Pertinent research findings and current literature. Reflects synthesis & integration of available evidence in regard to disorder & treatment.
13. Ethical Issues, Professional Standards, Legal Concerns & Risk Management.

Students will be required to receive a score of 3 (satisfactory) or higher on all items of the CCE. Failure to receive a score of 3 or higher on any given CCE item will result in failure of the exam, which the student is allowed to retake twice. A failing score(s) on the CCE will be addressed with the student by members of the examination committee (overseen by the DCT) and a specific remediation plan developed, which may include readings, discussion with faculty, specific clinical experiences, and/or essays to improve their knowledge of the failed item(s). Only after completion of this remediation process will the student be allowed to re-take the exam. Passing the CCE is required before the student can apply for internship.

A copy of the CCE form is presented on the next page.

CLINICAL PSYCHOLOGY AT QUEENS COLLEGE, CITY UNIVERSITY OF NEW YORK

CLINICAL COMPETENCY EXAMINATION

Clinical Competency Examination Rating Form

Student Name:	Exam Date:
Faculty Raters:	

Please indicate the degree/quality with which the student addressed the following elements:	NA / Unable to rate	Poor	Fair	Good	Very Good	Out- standing
1. Organization and quality of written presentation.	0	1	2	3	4	5
2. Well-organized, thoughtful, and professionally presented.	0	1	2	3	4	5
3. Biopsychosocial Formulation/ Conceptualization <ul style="list-style-type: none"> • Succinct, relevant, utilizes data from multiple sources • Consideration & integration of relevant biological, psychological & social factors. 	0	1	2	3	4	5
4. Diagnosis (including diagnostic classification system and differentials of psychopathology) <ul style="list-style-type: none"> • Signs & symptoms. Onset, duration, frequency, intensity, & functional impact. • Evolution of presenting problem to specific (most important/ troublesome/ highest impact) affective, behavioral, cognitive, &/or interpersonal targets that are then reflected in the treatment plan. 	0	1	2	3	4	5
5. Integration of test findings from psychological and/or neuropsychological instruments and measures.	0	1	2	3	4	5
6. Course of treatment <ul style="list-style-type: none"> • Specific theoretical framework: rationale, what constituted data, goals & outcome; specific strategies & techniques; key clinical decision points • Treatment alliance (bond, goals, tasks) • Patient factors (expectations, commitment to change, values, preferences) • Therapist factors (collaboration, countertransference) • Alternative conceptualizations/ approaches • Problems encountered (barriers to treatment, ruptures) 	0	1	2	3	4	5
7. Outcome monitoring, how are symptoms/ goals/targets measured and tracked, expected prognosis.	0	1	2	3	4	5
8. Multicultural/Diversity Issues (broadly defined.) Consider relevance, empirical vs clinical reasoning, flexibility, adaptation etc.	0	1	2	3	4	5
9. Risk Assessment (risk & protective factors, substance abuse) & Protection of vulnerable populations (domestic violence, child protection, adult protective service etc.).	0	1	2	3	4	5
10. Utilization of supervisor and supervision.	0	1	2	3	4	5
11. Utilization of Consultation and/or Team Collaboration (clinic, school, psychiatrist, neurology etc.).	0	1	2	3	4	5
12. Pertinent research findings and current literature. Reflects synthesis & integration of available evidence in regard to disorder & treatment.	0	1	2	3	4	5
13. Ethical Issues, Professional Standards, Legal Concerns & Risk Management.	0	1	2	3	4	5
Comments: Please write specific strengths and suggestions for improvement: (use back of page)	Total Score:					

SECOND DOCTORAL EXAM This exam is taken after successful completion of the First Doctoral Examination. The Second Doctoral Examination must be successfully completed no later than the last day of classes of the 10th semester in the program (for transfer students, this time is subject to modification by the DCT). Note: these deadlines include any second take of the examination. **Students must pass the second doctoral exam (described below) prior to the first day of the fall semester in which they will apply for internship.** Students are responsible for contacting committee members to schedule the exam, and must contact Danielle Lucania to reserve a room in advance for this purpose. Upon approval of the paper by the faculty advisor, the faculty advisor in collaboration with the Program Coordinator selects two additional faculty members to form the three-person oral examination committee. If the student and his/her faculty mentor plan for the second doctoral exam to serve as the basis for the introduction for the student's dissertation, this three-person committee may be the same as the dissertation committee (see the procedure below for selecting this committee).

Students may prepare a comprehensive paper reviewing the literature on a specific topic, which can often be used as a preliminary chapter of the student's dissertation; or prepare a grant proposal to be submitted for research support. Funding of the grant proposal need not be received for success on the examination. However, students are required, whether writing a comprehensive paper or grant proposal, to submit their work to a three person faculty committee. This committee reviews the student's work and oversees a defense of the work by the student. Successful students are able to effectively respond to questions about the topic of the work but should also demonstrate an ability to think critically on the topic and engage in a coherent, thoughtful discussion about the work with their committee.

The examination has two components, a paper and an oral examination. The paper may take one of two forms: (1) A focused review paper similar to those found in the *Psychological Bulletin*. In coordination with their faculty advisor, students choose a topic of moderate breadth that addresses a particular issue in the field of neuropsychology. The paper is typically from 25 to 30 double-spaced pages in length (not including references). As described in the journal, "*Psychological Bulletin* publishes evaluative and integrative research reviews and interpretations of issues in scientific psychology. Integrative reviews or research syntheses focus on empirical studies and seek to summarize past research by drawing overall conclusions from many separate investigations that address related or identical hypotheses. A research synthesis typically presents the authors' assessments of (a) the state of knowledge concerning the relations of interest, (b) critical assessments of the strengths and weaknesses in past research, and (c) important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information. Both cumulative and historical approaches (i.e., ones that organize a research literature by highlighting temporally unfolding developments in a field) can be used." Although the paper is often the basis for the introduction section of the student's dissertation, there is no requirement that the topic be related to the dissertation at all.

(2) A dissertation grant application to an external agency. The application should be prepared according to NIH guidelines. Information can be found at <http://grants1.nih.gov/training/nrsa.htm#fellowships> and forms can be found at <http://grants1.nih.gov/grants/funding/416/phs416.htm>. Faculty sponsors can provide assistance and guidance for the submission process. It is advisable to have the examination prior to submission, the feedback from the faculty committee can be used to improve the funding success of the application. After consultation between the student and advisor, a one-page description of the proposed paper or grant application should be submitted to the DCT for approval.

Examples of past second doctoral exam topics: *Neurobiological correlates of morphine dependence; The neurobiology of schizophrenia; Characterization of somatosensory processing in relation to schizotypal traits in a non-clinical sample; Co-morbidity in adults with attention-deficit/hyperactivity disorder; Vascular depression: A review of the construct; Pragmatic impairment and social deficits in children with ADHD; The Neuropsychology of bilingualism and acculturation; The influence of effortful control on ADHD over development, etc.*

GRADING. The format of the oral exam should be discussed and agreed upon by the student and committee members in advance. Often, students prepare a presentation based on the work and field questions from the committee members. This committee's role is to read the student's paper and then to carry out an oral examination based upon the paper. Readers must be given a minimum of two weeks to read the paper in advance of the examination. The examination is graded by a Pass/Fail vote of the committee and signatures are obtained on the Second Doctoral Examination Form (see below); thus, at least two votes of pass are necessary for passing the exam. It is possible that the faculty committee deems one component of a student's doctoral exam (written or oral) satisfactory and may require a re-write or second oral defense before passing the student. After the student passes the exam, fills out the form below and obtains signatures from all committee members, the student submits the form to Danielle Lucania, who scans the form and makes a copy to submit to the Graduate Center for processing. The student is cc-ed on the email to the Graduate Center to ensure receipt of materials. A copy of the second doctoral exam form is presented on the next page.

CLINICAL PSYCHOLOGY at QUEENS COLLEGE
City University of New York
Queens College, Queens, NY 11367

Second Doctoral Examination for:

Date:

Members of the Committee:

<u>Name</u>	<u>Signature</u>	<u>Vote</u> (Pass/Fail)
_____ (Chair)	_____	_____
_____	_____	_____
_____	_____	_____

1. The topic of this examination is:

2. You are not limited in the scope of your questions to any particular readings or courses, but there is an understanding on the part of the student and Committee that questions will relate to the agreed-upon topic.
3. Each of you should base your evaluation on the student's performance on the examination as a whole and a grade of Pass means that the Committee decided student competence in all parts of the exam. The grades are Pass or Fail.
4. The final grade on the examination is determined by a majority vote of the Committee.
5. If a student fails the examination the first time it is given, the student automatically is allowed to take the exam a second time. In case of a "fail" after two times, the student has the right to petition the Executive Committee of the Subprogram for an opportunity to take the examination for a third time. In any re-examination, the Committee and the topic of the examination may be the same as for the first attempt, or may be changed. If there are changes, these must be approved by the Training Area Coordinator.

FAILURE. If a student fails the examination, he/she is automatically allowed to take the exam a second time as long as it is within the specified time limits. In case of a second failure, the student has the right to petition the Executive Committee for an opportunity to take the examination for a third time. If the appeal is successful, the examining committee and the topic of the examination may be the same as for the first attempt, or may be changed. Any changes must be approved by the Training Area Coordinator.

Second Doctoral Examinations may not be taken during the months of July or August. Further, faculty members are not obligated to read or provide comments on Second Doctoral Examination papers during the months of July or August.

EN ROUTE MASTER'S THESIS Students are required to involve themselves actively in research from the time of their entry into the Program and must complete an approved research project by the end of their fourth semester in the program. Students carry out this project under the supervision of either a full-time or adjunct faculty member in the Program. Students doing two-year research projects with adjunct faculty must get prior approval from the Training Area Coordinator. The project should culminate by the end of the second year in the Program with the production of a research report of publishable quality. The requirement can be fulfilled in one of two ways:

1) The research report can be graded by a full-time faculty member (other than the research mentor), who is recommended during the early stages of the project by the student and his/her project supervisor and approved by the Training Area Coordinator. The faculty sponsor, along with the student, should take responsibility for getting written approval of the scope of the project from the independent grader and see that documentation is placed in the student's file. The faculty grader must send the Training Area Coordinator and Danielle Lucania an email notifying them of the grade the student earned on the paper.

2) The research report may be submitted and accepted for publication in a peer-reviewed journal of the student's and/or the research supervisor's choice, in which case the project receives an automatic grade of A.

Students must register for Independent Research (80200) no later than their fourth semester in residency in order to complete the research requirement and receive credit. If the research is not completed by the end of the fourth semester, the student will be given an "incomplete" grade for the requirement. If this "incomplete" grade is not resolved by the end of the fifth semester of residency, the student will be placed on probationary status. Students who fail to complete the requirement by the last day of the sixth semester will be terminated from the Program.

Faculty members are not obligated to read or provide comments on *En Route* Master's Thesis papers during the months of July or August.

DISSERTATION

Note that all dissertation forms (writeable) can be found on the following websites:

<http://qcpages.qc.cuny.edu/psychology/Grad/phd/forms.html>

<http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms,-Requirements-and-Procedures-for-Doctoral-Students-and-Faculty/Academic-Student-Progress-Forms-and-Procedures>

TOPIC PROPOSAL AND DISSERTATION ADVISORY COMMITTEE The Dissertation Topic Proposal Form includes a one-page description of the proposed research and the names of two individuals to serve along with the sponsor on the three-person Dissertation Advisory Committee. Two of the three committee members (including the sponsor) must be full-time Core or Associated faculty in the program. In choosing committee members, it is desirable for committee members' expertise to complement, rather than overlap, each other.

The Dissertation Topic Proposal form is listed below:

http://www.gc.cuny.edu/CUNY_GC/media/365-Images/Psychology/Dissertation-Topic-Proposal-and-Dissertation-Committee-Selection-Form_1.pdf

Both the topic description and the proposed Advisory Committee members must be approved by the sponsor and then submitted to the DCT. If the DCT also approves the dissertation topic and the advisory committee, the form is then filed with the Executive Officer for Psychology at the Graduate Center. **Completion of the Second Doctoral Exam and Acceptance of the Topic Proposal by the Graduate Center is required to attain Level III Tuition and to apply for Internship. Students will consult with Danielle Lucania regarding submission of the form to the Graduate Center.** A Topic Proposal must be filed before the end of the student's fifth year in the Program. The one page description should include specific aims, rationale and plan for data analysis. If the student's dissertation project changes substantially, a new Topic Proposal must be submitted.

DISSERTATION PROPOSAL CLEARANCE FORM Students who are using human participants in their research should send a Dissertation Proposal Clearance Form to the Graduate Center, Office of Research and Sponsored Programs (<http://www.gc.cuny.edu/About-the-GC/Resource-Services/Sponsored-Research-Grant-Funding/Human-Subjects-IRB>) Room 8309, 365 Fifth Avenue, New York, NY 10016. The form should be accompanied by the student's IRB approval letter. **All students, including those *not* using human participants, must submit this form at the time that they advance to Tuition Level III.**

DISSERTATION ADVISORY COMMITTEE MEETINGS Once the topic proposal has been filed, the student is required to arrange a meeting of the Dissertation Advisory Committee *at least once per semester*. At these meetings the student should describe the work done since the last meeting of the committee. The committee members will comment on the work, make suggestions, and voice criticism. Differences of opinion should be discussed and agreement reached on the further progress of the dissertation. *The student is required to keep minutes of the meeting to serve as the semester's progress report.* Each of the committee members must sign the progress report before it is submitted to the DCT.

It is important that students recognize that this semi-annual report serves not only as a formal method of monitoring their progress, but also as a form of protection. It certifies that an approved Advisory Committee continues to function and that the dissertation research is proceeding under its guidance. When such committee meetings are not held, for whatever reason, students are left exposed to the possibility that they may finish their research only to find that, with the passage of time, they no longer have a viable committee and that their dissertation is jeopardized.

DISSERTATION PROPOSAL The dissertation proposal is a detailed account of the research to be conducted. Included in it are such things as a review of previous research in the area (introduction section), a statement of the hypotheses advanced and their rationale, and a description of the research design (including an account of the procedures to be employed, the measuring instruments to be used, and the planned statistical analysis of the data). Thus, the proposal essentially constitutes most of the background, hypotheses and methods section of the dissertation itself. When the dissertation proposal is approved by the Advisory Committee (after at least one meeting of the committee), it is signed by the three members and registered with the Executive Officer at The Graduate Center. Examples of student dissertations are available in Danielle Lucania's office in the Psychology Department.

Students are urged to discuss the timing of the completion of the Dissertation Proposal with their Advisory Committee. The Dissertation Proposal is often thought of as a "contract" between the student and the Advisory Committee in terms of the scope and aims of the dissertation project. Thus, once it is approved, the Committee often cannot "change its mind" and require major changes in the project. This is one reason why an approved Dissertation proposal early in the dissertation process is desirable. A number of dissertation projects,

particularly those that involve human participants (especially patient samples) call for uniform testing procedures through all phases of the experiment, and the study and the scope of the project is clearly understood prior to data collection. In such cases, it is to the student's advantage to have a complete and approved Dissertation Proposal either prior to or in the early stages of collecting data for the project. In contrast, delaying the formal Dissertation Proposal may be appropriate in other cases. Many multi-experiment projects, especially those using animals, require flexibility as ongoing results suggest new approaches or issues. In this case, the final Dissertation Proposal may be approved after all data have been collected, and the minutes of the meetings with the Advisory Committee also serve as a "contract" between the student and the Advisory Committee. This is one reason why students need to be sure to prepare minutes, have them approved by the Committee, and submit them to the DCT. The final decision as to when the Dissertation Proposal should be completed is up to the Advisory Committee, who will convey such information to the student.

The dissertation proposal approval form is located below:

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Psychology/Forms/Dissertation-Proposal-Approval-Form_3.pdf

A scanned copy of the approved Dissertation Proposal and Dissertation Proposal Approval form is sent to the APO of Academic Support and Student Progress (jkubran@gc.cuny.edu) in the Psychology Executive Office. (The Executive Office does not need the Dissertation Proposal Approval form with the original signatures - a scanned copy of the original document is fine). File a copy of the Approved Dissertation Proposal and the original Dissertation Approval Form with Danielle Lucania in the Psychology office. The student retains a copy of the approved Dissertation Approval form for his/her records.

After the Dissertation Proposal is approved, the student must apply to the Institutional Review Board (IRB) for approval to conduct the proposed research, which must be granted before the student begins the dissertation research. Then the student must complete the IRB clearance form in the link below:

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Psychology/Forms/Dis-Prop-Clearance-Human-Participants.pdf

For guidance on formatting and writing the dissertation, students can consult with their faculty advisor, their dissertation committee, and visit link below:

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Psychology/Forms/Prep-and-Deposit-of-Dissertations_1.pdf

Faculty members are not obligated to read or provide comments on dissertation drafts, proposals, or any other material related to the dissertation during the months of July or August.

DISSERTATION DEFENSE When the Dissertation Advisory Committee approves the student's dissertation, it is then sent to two outside readers. The Advisory Committee plus the outside readers constitute the 5-person Final Examination Committee. Note that at least three members of the Final Examination Committee must be members of the CUNY Doctoral Faculty. Outside readers are recommended to the DCT by the student's faculty sponsor in consultation with the student. Readers who are not CUNY faculty members must provide a CV and be approved by the DCT and the Executive Officer. Additionally, a brief description of the outside reader's expertise and appropriateness must be included with submission of their CV. Outside readers should be given four weeks to read the student's dissertation.

Dissertation defenses **MUST** be held at Queens College. Students should be sure that committee members based at other institutions are made aware of this when they are asked to serve on the committee.

The dissertation defense is scheduled when at least 4 of the 5 members of the Examination Committee have approved the dissertation and submitted the Dissertation Approval Form to Danielle Lucania. (This form can be obtained from Danielle Lucania and should be filled out and sent to the members of the Examination Committee by the student.) A minimum of four weeks prior to the scheduled dissertation defense, Danielle Lucania should be provided with the following information to forward to the Provost, who then sends letters of invitation to the members of the committee: (1) Name of the student; (2) Title of dissertation; (3) Date, time, and place of the defense; and (4) Names of committee members, their affiliation, and addresses to which invitations are to be sent.

Dissertation defenses are not held during the months of July or August.

The dissertation defense consists of a 45-60 minute open portion, during which the candidate presents an approximately 30-45 minute summary of the dissertation research and answers questions from the audience. The summary must include presentation of empirical data from the dissertation research. Anyone is allowed to attend the open portion of the meeting. The remainder of the defense is conducted in closed session.

At the defense, the dissertation sponsor serves as chair of the examining committee. The committee, after conducting the examination, may submit any of the following recommendations:

_____ We certify that the candidate has passed the Final Examination. We accept the dissertation as presented.

_____ We certify that the candidate has passed the Final Examination. We will consider the dissertation acceptable after minor revisions are approved by the chair.

_____ In our judgment, the candidate's dissertation requires major revisions. It must be resubmitted for approval by the chair and two members of the examining committee.

_____ We certify that the candidate has failed the Final Examination, and make the following recommendations:

The results and recommendations of the oral defense are decided by a majority vote of the five members.

DEPOSITING THE DISSERTATION When the final version of the dissertation has been accepted by the Examination Committee, and when all other requirements have been met, the student may then arrange with the Dissertation Secretary to submit the dissertation to the Mina Rees Library at the Graduate Center. The dissertation must follow the format of the Registrar's instructions or it will not be accepted. It is required that three unbound copies be deposited with the Dissertation Secretary at the Graduate Center, and a bound copy with the Psychology Department Chair at Queens College. It is customary for candidates to provide members of their Examination Committee with copies of the finished dissertation.

In addition, the "Human Participants Certification" form must be submitted with your completed doctoral dissertation at the Graduate Center. This form, which requires the signature of the Provost, will indicate the date IRB approval was obtained. The Ph.D. degree is considered completed as of the date the dissertation is deposited in the Library and the fee(s) paid and cannot be deposited until after the 12 month internship has been completed. You can be provided with documentation by the Registrar at this time attesting to the fact that you have completed all the requirements for the degree. The degree itself is awarded three times each year: February 1, Commencement Day in June, and October 1.

In order to receive the Ph.D. in June, you must deposit the revised dissertation in the Library and pay all fees by about May 1stP (check the graduate school calendar for an exact date). This means that the Oral Defense must be scheduled well before that time so that all required revisions can be made and a final typed copy of

the dissertation can be ready by the deadline. If you complete the requirements after the deadline, you will receive the degree the next time it is awarded. To receive a February or October degree, the thesis must be in the Library and the fees paid by February 1 or October 1.

For the degree to be awarded in	Candidate must be enrolled during	and deposit dissertation by
February	preceding fall semester	last business day in January
May	spring semester	Last business day in April
October	preceding spring semester	September 15

CLINICAL EXTERNSHIPS The clinical externship is an integral part of the PhD Program in Clinical Psychology at Queens College and was developed to provide students with the opportunity to apply didactic and theoretical training in assessment and intervention in “real-life” clinical settings. Students with the required academic prerequisites complete a sequence of supervised clinical experiences that begins with applied training and experience in Clinical Psychology at our training clinic, the Queens College Psychological Center (QCPC), where the chief activities include assessment and the application of evidence-based intervention techniques. The one-year Clinical Psychology externship is followed by specialized training in Clinical Neuropsychology, where the primary activity will be neuropsychological assessment and evaluation. Students are required to complete two years of externship, one in Clinical Psychology and one in Clinical Neuropsychology; a third year is *recommended* but not required. For externship purposes, a 'year' means 16 hours/week for three consecutive semesters (e.g. summer, fall, and spring). All students are assigned to the QCPC for their initial Clinical Psychology externship where they can be closely supervised by our Core Clinical Faculty. Subsequent externships require competitive applications among an array of approved sites that span the New York Metropolitan Area. Eligible students receive information about externship applications at the beginning of each fall semester.

REQUIREMENTS FOR BEGINNING EXTERNSHIPS

1. Students may not begin externships until they have taken all of the following courses: Psychodiagnostics I: Intelligence Testing; Psychodiagnostics II: Personality Assessment; Psychopathology; Psychometric Methods; Systems of Psychotherapy I; Systems of Psychotherapy II ; Ethics/Legal Issues for Psychologists, Professional Issues in Clinical Psychology and Diversity Issues/Clinical Psychology.
2. Students may not register for externships for course credit beyond their 45th credit unless they have passed the first doctoral examination.
3. Students taking externships must have practice and liability insurance, which may be purchased from APA as a student member, at: <http://www.apa.org/membership/>.
4. Students must be familiar with the Law, Rules, and Regulations of NYS Department of Education for licensure as a Psychologist in New York State: <http://www.op.nysed.gov/prof/psych/>
5. Students must complete the NYS Mandated Training Related to Child Abuse. A list of approved providers can be found at the NYS website: <http://www.op.nysed.gov/training/caproviders.htm>

EXTERNSHIP ASSIGNMENTS

FIRST YEAR CLINICAL PSYCHOLOGY EXTERNSHIP

1. During the first year of externship training, which begins in July of the second year, all students are assigned to the QCPC which provides some training in testing, assessment and consultation, but preferentially focuses on Intervention techniques (e.g., individual and group psychotherapy). The primary goal of training will be for the student to develop competencies in the following areas: building rapport, conducting an intake interview, making and implementing treatment plans, recording client/patient progress and evaluating outcome, and dealing with termination issues, if applicable. All students get experience both with child and adult cases, and are supervised by Program core clinical faculty members, who are all licensed, doctoral-level psychologists.

2. The first year of externship consists of a total of 16 hours per week of supervised clinical training. Note that some of this work may be conducted “off-site” (e.g., report writing, background reading) and it is important for the student to discuss the workload expectations with Clinic Director, Dr. Yvette Caro. Externs are typically supervised for adult cases by Dr. Caro and for child cases by Dr. Valentina Nikulina, although other core clinical faculty may also serve as supervisors.
3. The first three semesters of externship are taken for course credit. As the first year of externship training usually begins in the summer before the student's third year in the program, students register for **both 70341 and 70342 in the fall**, and for **70343 in the spring** of the third year. These courses will typically be listed in the online course catalog under Dr. Valentina Nikulina.
4. Students are strongly encouraged to complete all paperwork and be signed-out of the QCPC by the last day of the externship. They must be signed-out within 30 days of the completion of the externship.

ADVANCED CLINICAL EXTERNSHIP IN NEUROPSYCHOLOGY, AND SUBSEQUENT YEARS OF EXTERNSHIP.

1. For the second year of externship, students will apply to sites that provide training in Clinical Neuropsychology, where the primary goal of training will be for the student to develop competencies in the following areas: conducting a neuropsychological intake interview, devising and administering an assessment battery addressing the referral question(s), report writing and providing feedback to patients and family members, if applicable. These externships take place in the NY area. Some students will pursue their externships with core faculty members, Drs. Joan Borod and Nancy Foldi. Students should plan to submit competitive applications on or around January 15 (the exact date may vary slightly from year to year) for externships that begin in June or September of that same calendar year.
2. All students will be required to work sites that are approved by the Clinical committee. The supervisor must be a licensed, doctoral-level psychologist. Students will be provided with a list of approved externship sites and must submit a ranking that includes a program faculty member's site. Students who are assigned to a faculty member's site will not be authorized to apply to other sites or to refuse a placement with a program faculty member.
3. Externships taken in the second year receive a total of six course credits; three in the fall semester (70344-registered with Dr. Joan Borod) and three in the spring semester (70345-register with Dr. Nancy Foldi), irrespective of where the second internship is completed (i.e., with or without our core faculty),
4. Externships taken after the first two years will take place in sites approved by the Executive Committee and may include training in either intervention or assessment techniques, depending on the student's desire or need for additional training. No course credit is awarded for the completion of externships beyond the second externship training experience. However, evaluations must be submitted by the primary supervisor to the DCT, for successful completion to be noted on the student's official transcript.

EXTERNSHIP SITES AND OVERSIGHT/EVALUATION

1. Students who would like to take an externship or practicum at a site not approved by the Program would need to have the site seek such approval. This approval **must** be obtained before the student commits to working at the site.
2. At the end of each semester of training (two times per year), externship supervisors will be asked to complete an evaluation of the extern's performance. Areas of evaluation are related to Program training objectives and include knowledge and application of diagnostic testing and therapeutic techniques, ethical behavior and appropriate interactions with clients/patients and professional staff.
3. Students are required to submit written records at the end of each semester that document contact hours, supervision hours, support hours and number of reports written, if applicable. The reports must include the supervisor's signature documenting this activity and the report will serve as documentation of the student's externship experience.
4. Students must complete a site evaluation form at the end of the semester (two times per year). Students are responsible for keeping track of all clinical, supervision and support hours. Each evaluation will require these to be documented and signed by both the student and the supervisor; once signed, these hours may not be changed retrospectively. It is therefore incumbent on the student to accurately document hours. These hours will be entered into the internship application (see below).

CLINICAL INTERNSHIP As part of the PhD requirements, all students must complete a one year, full-time clinical internship. The Program participates in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Matching Program (Subscriber Code=209) and all students must participate in the match. Students are expected to apply to and match to a site that is accredited by the APA. Students are encouraged to apply to internships with a specialty or rotation in clinical neuropsychology.

In order to be eligible to **apply** for internship and participate in the match, students must be registered at Level III for the semester in which they intend to apply, i.e., complete all coursework; successful defense of second doctoral exam; and submission of dissertation topic proposal. In addition, students must pass the Clinical Competency Examination prior to the beginning of the semester in which they are applying for internship. This exam may be held anytime in the year prior to internship application, but we expect that most students will schedule the exam during the spring semester prior to internship application.

In order to **submit** the APPIC application in December, students must have submitted their Dissertation Proposal. This ascertains that they have completed and have had Introduction and Methods of the dissertation approved, and in most cases, data collection is well underway. This is important, because the APPIC application asks whether or not this step is done, and we want students to be able to answer yes.

In order to **strengthen** the application and facilitate the transition to professional life, **it is strongly advised that a student's dissertation be complete or near completion before the start of the internship year.**

Applying for internship requires a significant time commitment as the top sites are competitive. There is a standard online application for internship is administered by APPIC and instructions for completing the application can be found on the website <http://www.appic.org/>. Briefly, students must complete a standard application documenting coursework, practicum hours, and testing experience. The application consists of two parts (1) the standardized application form, completed by the applicant (Part 1), and (2) the Academic Program's Verification of Internship Eligibility and Readiness Form, and completed by both the applicant and his/her academic DCT (Part 2). Each year, during the summer, the current year application becomes available online; Internship application deadlines vary by site and typically range from November 1 to December 15 and applicants are encouraged to register for the Match by December 1st. Interviews are conducted during December and January, and rank order lists are due in early February. Match day occurs at the end of February. Students who do not match to an internship site can participate in the APPIC second round. The DCT will hold an information session each year for interested students to review the policies and procedures for applying to internship the following semester.

In addition to the APPIC application, nearly all sites also require an official transcript from the student's graduate program, three letters of recommendation, and sample (de-identified) reports. Some sites request minor supplemental information or additional letters. The decision process for making offers for internship obviously differs from site to site, but a recent survey conducted by APPIC indicates that over half of Internship Training Directors consider interviews, essays and letters of recommendations as among the most important indicators of internship selection. Only 40% of directors rated the total number of hours as "very important", suggesting that after meeting the minimum standard, other factors become more important.

In order for the internship to be entered into the official CUNY transcript, an official letter from the internship site, attesting to successful completion of hours required of the internship training, must be sent to the DCT. The letter must be an original, be on the site's letterhead, include the start and end dates of the internship and be signed by the Director of the Internship Program. This letter is also critical for the student's future licensing. It is the student's responsibility to provide this documentation to the Program.

LICENSING IN NEW YORK STATE

Students who anticipate applying for licensing in New York State should familiarize themselves with the regulations governing licensure well ahead of time. Regulations change from year to year, so it is crucial to obtain up-to-date copies of the regulations at the website of the NY Department of Education (<http://www.op.nysed.gov/prof/psych/psychlic.htm>).

Currently, the state requires (1) a Ph.D. or Psy.D. in Psychology from an accredited institution (such as CUNY) and (2) the equivalent of two years of full time work as a psychologist, before candidates are allowed to take the licensure examination. Typically, the year-long internship serves as the first year of this experience, but at least 1 year must take place after the Ph.D. The final decision as to the appropriateness of match between a work experience and educational preparation is made by the Board post-hoc, on the basis of a report by the work supervisor. Nevertheless, if you have doubt as to the appropriateness of a work experience, you are encouraged to consult with the Board. It may take some time to receive a written response, but often questions can be addressed informally by phone.

LICENSING IN OTHER STATES

Licensing board information for all 50 states and 10 Canadian provinces can be found at the website of the Association of State and Provincial Psychology Boards: <http://www.asppb.net/>

PROGRAM POLICIES AND PROCEDURES

REGISTRATION

COURSE LISTINGS: Current course listings and schedules for graduate courses can be found here: <http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Course-Listings-and-Schedule>

NEW STUDENTS: Registration materials are sent by mail from the Graduate Center to new students in late August. Registration is done online with assistance of the Training Area Coordinator at the orientation meeting at Queens College. Note: students are responsible for providing proof of immunization, financial data (international students), and other information required by the GC.

CURRENT STUDENTS: Registration for current students takes place in December/January for the spring semester and May/June for the fall semester. Students can contact the Training Area Coordinator for assistance with registration questions. All registration is done online via the Graduate Center Banner system. Holds on registration may occur if a student has more than two incomplete grades, has not paid past tuition, or in a variety of other situations. Students are notified of holds by the registrar. Students can get access to their transcripts through the GC Student Web: https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Forms/Transcript.pdf?ext=.pdf

Students are required to maintain **full-time status** throughout their stay in the Program. Full-time status depends on the student's tuition level (see below). **At level I, students must carry 7 or more credits/weighted instructional units (WIUs). At levels II and III, students must carry 12 or more credits/weighted instructional units (WIUs).** Credits, obviously, are associated with coursework. WIUs are administrative units that permit students who take less than 7 course credits in a given semester to be certified as full-time. They are given by the Training Area Coordinator for appropriate academic involvement, such as teaching, exam preparation, and research. They do not count toward program credit requirements or toward the degree. Only course credits count toward the degree.

CHANGE OF GRADE GUIDELINES

In the middle of each semester, please check your transcript on the Banner System for any outstanding grades or incompletes. This is to ensure that any outstanding grade changes will process in a timely fashion in order to avoid Status Progress Report holds on your record, which could prevent you from registering for the next semester. Should you need a grade changed, email the Instructor on Record (The instructor listed on the Banner system at the time of registration) with a cc to Danielle Lucania. Please be sure to include all course information such as semester, course number and course title in your email. Please be aware that just because you hand in paperwork to your instructor or the program administrator, it does not automatically mean the Grade will be changed; you must always communicate to the instructor that they must submit a Change of Grade. Please have the Instructor contact Danielle Lucania for a Change of Grade form. (Note: If the Grade that has to be changed is over a year old, the Instructor will also have to provide a special letter on letterhead stating: (1) the reason for the change; and (2) the reason why the grade change was not submitted sooner. This letter will be sent to the Graduate Center along with the Change of Grade form, for the VP of Student Affairs to review. Change of Grades can take up to four weeks to post on a transcript. It may take even longer if it arrives during Intersession, the summer, over a holiday period or if the grade change is over a year old. If you would like to know the status of a grade change, we ask that you please check your transcript on the Banner System periodically. If after four weeks you still do not see that the grade change has posted, email Danielle Lucania with a cc to the Instructor, so she may follow up on it with the Graduate Center.

PROGRAM RESIDENCY AND TRANSFER CREDITS

Students in the PhD Program in Clinical Psychology at Queens College must complete a minimum of 90 credits plus a one-year full-time internship. When deemed appropriate, based upon a review of the course curricula and requirements, students are allowed to transfer-in a maximum of 30 credits from another graduate program, although it is rare that more than two or three courses are eligible for transfer. Thus, all students take a minimum of 60 credits at CUNY. Residency for the typical student who enters the Program with a Bachelors Degree is six to seven years, with five to six years of full-time coursework, externship training and research, and one year of internship.

The decision as to how many graduate credits may be transferred from coursework completed prior to admission to the Program is made by Training Area Coordinator, subject to approval by The Graduate Center. The policy governing this decision is that, in general, courses taken elsewhere, with a grade of B- or better, that are judged to be equivalent in content and quality to specific courses offered in the Program are given credit, and the student is not permitted to take these specific courses for credit at CUNY. For courses taken at other institutions, a maximum of 30 credits can be transferred. Credits transferred from Queens College will not count against the 30 credits that can be transferred in from other institutions as long as they were doctoral level courses and were taken alongside our students. **Students are not allowed to transfer credits for Core Clinical courses from other institutions, including 75500 (Psychopathology), 85501 (Systems of Psychotherapy), 76601 & 76701 (Psychodiagnostics I and II), 85400 Diversity Issues in Clinical Psychology, 84400 Professional Issues in Psychology, 77100 (Ethics), and 76101 (Neuropsychological Assessment)** as it is critical for students to be trained according to the Program model and training philosophy, which includes the requirement that students receive training in a sequential, programmatic manner.

Students applying for transfer credit should bear in mind that the Training Area Coordinator judges the merit of the courses taken previously, and whether it is in the student's best interest to transfer a particular number of credits. Several factors should be considered when making application for transfer credits. On the one hand, the more credits you accumulate, the less you need to take and the quicker you will reach Level II or III with their lower fee schedules. On the other hand, the more credits you enter with, the sooner you must take the First Doctoral Examination. Thus, if your previous courses were not preparatory for the First Doctoral Examination, it may not be advantageous for you to transfer all of these credits.

If you wish to transfer credits, obtain an Advanced Standing Transfer Credit form from the Program secretary and submit it to the Training Area Coordinator. Heed the following:

1. A catalog description and/or the course syllabus is required for courses taken at a university other than CUNY.
2. If a course description is not available, you must provide a list of texts and/or readings used, plus any papers, etc. that may indicate the course content.
3. If the transcript in your admissions application is not complete, you must provide the Training Area Coordinator and the Registrar's office at the Graduate Center with a new, complete, transcript showing grades for all courses you wish to transfer.

Although the deadline date for filing the form to transfer credits varies from semester to semester, it is suggested that you file as quickly as possible after you start classes. **Note that all transfers must be completed within one year of admission to the Program.**

CONSORTIUM REGISTRATION

Students are eligible via the Interuniversity Doctoral Consortium to take classes at associated institutions (these include: Columbia University (including Teachers College), Fordham University, New School University,

New York University, Princeton University, Rutgers–New Brunswick (State University of New Jersey), and Stony Brook (State University of New York)). Prior to registering, the course syllabus must be sent to the DCT for approval. A maximum of 2 courses (6 credits) can be taken via the consortium. Students cannot take any of the following courses at these associated institutions: 75500 (Psychopathology), 85501 (Systems of Psychotherapy), 76601 & 76701 (Psychodiagnostics I and II), 85400 (Diversity Issues in Clinical Psychology), 84400 Professional Issues in Psychology, 77100 (Ethics) and 76101 (Neuropsychological Assessment).

GRADING SYSTEM

A (plus or minus) — Excellent

B (plus or minus) — Good

C (plus or minus) — Fair (lowest passing mark)

SP — Satisfactory Progress (for dissertation supervision)

NRP — No Record of Progress. The grade may be assigned by dissertation supervisors only to students in 90000 courses (Dissertation Supervision) if the student has done little or no work on the dissertation over the course of the semester.

W — Withdrew without academic penalty. This is a student-initiated grade, which may be requested from the fourth through the tenth week of the semester. Under no circumstances can a student withdraw and receive a "W" grade after the tenth week of the semester without the written permission of the course instructor and the Executive Officer (Dr. Maureen O'Connor), and the approval of the Vice President for Student Affairs at the Graduate Center (Mr. Matthew Schoengood). This grade carries tuition liability.

WA — Administrative withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

F — Failure

P — Pass. Each program is authorized to use the grade of "P" for such courses and under such conditions as the Executive Committee of the program deems appropriate.

INC — Incomplete. To be assigned only when student work has not been turned in by the end of the semester and the instructor agrees to permit the student to complete the work at a later date. The "INC" may be changed to a letter grade within the following calendar year, after which time the "INC" is automatically changed to "INP" (Permanent Incomplete).

ABS — Absent from Final Examination. To be assigned only in those courses in which there is a final examination. The "ABS" grade is to be used when a student has completed all requirements for the course except the final examination. The "ABS" may be changed to a letter grade within the following calendar year, after which time the "ABS" is automatically changed to "ABP" (Permanent Absent).

ACADEMIC HONESTY Students in the PhD Program in Clinical Psychology at Queens College are expected to hold themselves to the highest standards of ethical behavior in all aspects of their academic and professional, as well as personal, lives. They are required to comply with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/>) as well as the Graduate Center's policy on academic honesty: http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf. Violations of academic integrity include but

are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-alteration or falsification of academic records; and academic misconduct.

Attention is called to the following particular situations:

Unintentional plagiarism: As the Student Handbook makes clear, intention is not a necessary element of plagiarism. If you know where you got the information, or know that you should know where you got the information, cite the source. Failure to appropriately cite a source, even if due to carelessness or ignorance, is still considered plagiarism. Furthermore, it should be pointed out, publication of plagiarized material is illegal.

Collaboration on assignments: Any collaboration with others in the completion of papers or other assignments is forbidden, unless explicitly permitted by the appropriate instructor. Students must acknowledge the source and degree of any collaboration in the submitted work.

Submission of same or similar work in more than one course: Work that is being submitted, or has been submitted, in one course may not be submitted, in part or whole, in another course except with the prior permission of both instructors involved. It may be appropriate in some cases to revise a paper from a course taken earlier, but this may only be done with explicit permission from the present instructor.

Behavior during examinations: Students are not permitted to communicate with each other in any way during an examination. They are not allowed to have any books or papers with them during an examination, except with the explicit permission of the instructor or proctor. Students may leave the examination room during an exam only with permission of the proctor, and they must not take with them any items (e.g. papers, books, telephones, electronic organizers) except for those associated with personal hygiene. A student who does not obey the instructions of the proctor is liable to disciplinary action.

Citations from secondary sources: The list of references associated with any paper, be it a published article or a term paper, may include only material which the writer of the paper has actually read. Thus, if a student has read in an article about something that was said or done by another author, it is the article that the student read (secondary source) that must be referenced, but the original (primary) source must be identified in the text of the paper, with a citation to the secondary source (Publication Manual of the APA, 6th Ed., Washington, D.C.: APA, 2010, p. 178).

Cheating: All forms of cheating are, of course, forbidden. Cheating takes many forms, but includes both the use of unauthorized assistance or materials, as well as the provision of such assistance to others. It also includes the offering of false excuses to gain extensions of time for handing in assignments.

Misrepresentation of research: Research reports, published or otherwise, must not misrepresent in any way the work that was actually done.

GRADUATE CENTER TIME LIMITS FOR COMPLETION OF ALL REQUIREMENTS

Students must complete all requirements for the Ph.D. within 9 years of entering the program. Students with 30 or more transfer credits must complete all requirements within 8 years of entering the program.

The First Doctoral Examination must be passed before students can proceed beyond 45 course credits or advance to Tuition Level II or begin externship training.

The Second Doctoral Examination must be passed by the last day of classes of the student's 10th semester in the program and before students can advance to Tuition Level III.

The *En Route* Master's Project must be completed by the end of the 4th semester in the program. Students who do not complete the Project by the end of the 4th semester will receive an incomplete. If they do not complete the project by the end of the 5th semester they will be placed on probation. If they do not complete it by the end of the 6th semester they will be terminated from the program.

Students are required to attend either 20 Program colloquia during their first three years of residence in the Program, or 30 colloquia overall, before they may proceed to their doctoral defense.

The dissertation topic proposal must be filed before the end of the student's fourth year in the Program and before the student can advance to Tuition Level III.

The dissertation must be completed and successfully defended by the end of the 18th semester. (These limits are reduced by one year for students with 30 or more transfer credits). Students who do not complete the dissertation within this time period will be terminated from the program. Such students may appeal for reinstatement.

Examinations may not be taken during the months of July or August. In addition, students should be aware that faculty members are not obligated to read or provide comments on Second Doctoral Examination, *En Route* Master's Projects, or dissertation papers during the months of July or August.

MASTERS DEGREE

M.Phil. degree Students who have been advanced to candidacy (completed all course and credit requirements for the Program, passed the First and Second Doctoral Examinations) may apply to the Graduate School and University Center for the M.Phil. degree.

MA degree Students apply for an “en-route” MA through the Graduate Center, although the MA degree itself is awarded officially by a CUNY senior college. Most students choose to receive their degree from Queens College. Note that the awarding of this degree does not occur automatically; students must apply for it.

Students may obtain an "en-route" MA degree after completing the following requirements:

1. Passing the First Doctoral Examination
2. Completion of 45 credits including 70000, 70500, and one of 77100 or 70310.
3. Approval of the *en route* master's paper by three Program faculty members.
4. Approval of the paper by the Program Coordinator.

RETENTION As a program, we are proactive in our efforts to retain students. Faculty mentors, including the DCT and the Training Area Coordinator are accessible to students, providing guidance and supervision to ensure timely completion of the degree. Many students have the opportunity to interact with faculty members through service on various Program committees. Additionally, there are numerous occasions throughout the academic year that foster a sense of community among Program members and provide the opportunity for students and faculty members to interact, including Neuropsychology Research Day, Colloquia, and Departmental parties.

STUDENT PROGRESS/EVALUATION Students' progress is monitored closely throughout their enrollment in the program. Once per year, students complete an information form that details their progress. Each student meets individually with the DCT once in the spring semester and, later that semester, the faculty meets to review the progress of each student in the program. Issues of retention and termination are discussed at this time. Any problems that arise at this meeting (or at other times during the year) are referred to the mentor, or the DCT, as appropriate. After the annual evaluation meeting, students are given written feedback. This feedback includes suggested efforts to remedy any problems that have been identified. Students are also provided with written feedback regarding any corrective actions taken and the degree to which such actions have proved successful. In addition to written feedback from the DCT after the annual evaluation meeting, a notice is sent to student (and DCT) from the Graduate Center registrar if the student is out of compliance with the program (e.g., non-payment of tuition, GPA below 3.0, failure to meet a doctoral program deadline).

LACK OF SATISFACTORY PROGRESS, PROBATION AND GROUNDS FOR TERMINATION Lack of satisfactory progress (i.e., student fails to meet acceptable levels of achievement) occurs when students exceed time limits for requirements, when their composite GPA drops below 3.0, or when the faculty concludes that insufficient progress is being made toward completing the dissertation including timely passing of all program requirements. Students who are not making satisfactory progress may be placed on probation, the conditions of which are determined by the Executive Committee. Students on probation must show clear evidence of meeting these conditions within the time period established by the EC or they will be terminated from the program. Students on probation are not eligible for institutional financial aid. Grounds for termination from the Program include non-payment of tuition, failure to make adequate progress in a timely manner, poor grades (i.e., GPA below 3.0), and unethical behavior.

STUDENT APPEALS Students may appeal any decision regarding academic status, such as course or examination grades, as well as other grievances, to the DCT within 30 days of the student's notification of the decision in question. If a resolution of the situation, satisfactory to the student and the DCT, is not reached, the DCT brings the appeal to the Executive committee within a further 30 days, (or 60 days during the summer months). Students always have the right to present their appeals or grievances directly to the Executive Committee. Students may appeal any decision regarding academic status to the Program Executive Committee. Such appeals should be made in writing to the DCT. Students have the right to appear before the committee. They may request that student members of the committee be present during their appearance. However, student members cannot be present while the faculty discusses the appeal in executive session.

If an appeal is not granted, the student retains the option of appealing to the Psychology Council and/or GC Provost's Office in conformance with the appeal procedures of the GC. Appeal policies of the Graduate Center can be found in the GC Handbook.

LABORATORY PARTICIPATION/CHANGING LABORATORIES Students are accepted into the Clinical Psychology program as a whole, not to work with a particular advisor. However, every student participates in a laboratory during their time in the program, working with a primary advisor. There are two ways to select the advisor. Some students contact a potential advisor at the time of applying to the program, and with mutual agreement decide to work in a laboratory at entry into the program. Other students enter the program without an advisor, and are permitted to explore available research opportunities in laboratories of current core and associated clinical faculty; they will then select their primary advisor by the end of the first semester. Students can then complete their MA thesis and their dissertation in their selected laboratories.

Students are also allowed to change laboratories and advisors. Some students change their area of interest and decide to complete their MA thesis work with one mentor and move to an alternate lab for their dissertation. Some students may wish to change for other reasons. While students are permitted to switch laboratories, it is important that this be done in a professional and constructive manner by both the student and the advisor. This maintains professional work practices and avoids potential conflict. Students who wish to change labs should talk to one or more of the following people about this issue: the current advisor, the DCT, the Training Area Coordinator, and/or the Ombudsperson.

LEAVE OF ABSENCE Students in good standing may apply for up to four semesters of leave. Each leave request should be made in writing to the Executive Committee prior to the semester or academic year during which the leave will be taken. An online writeable version of the leave of absence form can be found on the department website: <http://qcpages.qc.cuny.edu/psychology/Grad/phd/forms.html>. If approved by the Executive Committee, requests for leave will be forwarded to the Office of the Registrar. The leave must then be cleared by the Offices of Financial Aid and International Students (if applicable), the Coordinator of Residence Life (if applicable), and the Mina Rees Library, the Bursar, and the Business Office. Leaves of absence "stop the clock", that is they are not counted toward the time limit for completion of degree requirements. Any student subject to induction or recall into military service should consult the veterans' certifying officer before applying for an official leave. Any international student with F-1 (student) or J-1 (exchange visitor) status should consult the Office of International Students before applying for a leave. A \$10 readmission fee will be assessed upon the student's return. During the period of the leave, no changes in academic status, including such matters as the scheduling and taking of qualifying exams, application for en-route degrees, and advancement to candidacy, may be effected.

A Student who does not register and has not been granted a leave of absence is considered to be out of the program. Students in this situation must formally apply to the Executive Committee for readmission into the PhD Program in Clinical Psychology at Queens College. At the time of application, the Executive Committee may impose requirements on readmittance such as requiring the student to complete outstanding coursework and/or program requirements. Upon satisfactory completion of the specified requirements the student may be

allowed to rejoin the program at the discretion of the Executive Committee. Students taking unauthorized time off may be given lower priority to be placed for externships.

OMBUDSPERSON The Program's ombudsperson is available for confidential discussions with students who have unresolved problems with any aspect of the program. The role of the ombudsperson is to serve as a neutral advocate for fairness. The ombudsperson's job is to listen, to provide information, to suggest options, and to clarify institutional procedures for dispute resolution. The ombudsperson does not normally arbitrate or engage in any formal investigative proceedings but, with permission of the complainant, may make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the ombudsperson helps ensure that the nature of a particular or general problem is brought to the attention of the DCT, the Training Area Coordinator, and/or the Executive Committee.

The Graduate Center also has an Ombuds Officer for problems that are not resolved at the program level:
<http://www.gc.cuny.edu/About-the-GC/Resources-Services/Ombuds>

STUDENT ELECTIONS Each year, students elect representatives to Program committees and Graduate Center organizations for the following academic year. The Program committees are: Executive Committee, Admissions and Awards Committee, Curriculum Committee. The GC organizations are the Doctoral Students Council and the Psychology Council. Elections are organized by the faculty as well as the student members of the Executive Committee.

TUITION AND FINANCIAL ASSISTANCE

For calculation of tuition rates, students are classified according to level of doctoral work. Tuition rate will also vary according to whether the student is a New York State resident.

TUITION LEVELS

Level I: Entering students. For the 2015-2016 academic year, tuition for Level 1 is \$4330/semester for in-state students, \$875/credit for out-of-state and foreign students. In-state tuition is available for United States citizens after one year of in-state residency.

Level II: Students move to Level II when they have completed 45 credits (including transfer credits) and passed the First Doctoral Exam. For the 2015-2016 academic year Level II tuition is \$2,840/semester (in-state), \$6310/semester (out-of-state and foreign students).

Level III: Students move to Level III when they have completed all degree requirements except the dissertation and internship completion. For the 2015-2016 academic year Level III tuition is \$1130/ semester (in-state), \$2240/semester (out-of-state and foreign students).

Additional fees are also assessed (student activities fees, Technology Fee, Consolidated Service Fee).

See the Graduate Center webpage for the most up-to-date-information on tuition rates and fees.
<http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Tuition-Fees>.

FINANCIAL ASSISTANCE – GENERAL INFORMATION

Financial assistance to students is based primarily on merit, as determined by factors such as progress in meeting requirements, research productivity, and course grades. Additional factors such as teaching, service to the program, and need may also be considered. Decisions about financial aid are made by the faculty members of the Program Admissions and Awards Committee in accordance with guidelines set by the Executive Committee. Students are eligible for financial aid from the GC and Queens College. Financial aid is limited. Students should not count on receiving aid directly from the GC, QC, or the Program.

There are two institutional sources of financial assistance: the Graduate Center and Queens College. Each year the Graduate Center allocates a certain amount of money to each Program. There are multiple sources of financial assistance available. Many graduate students teach as adjunct instructors. Federally subsidized loans, the Federal Work-Study program, or employment provided through faculty grants or research opportunities at other institutions are also available. Students can be supported for conference registration and travel costs can be made available. Please visit the CUNY website for further information:

<http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance/Fellowships-and-Grants>. In a typical semester, approximately half of students receive some financial assistance from the Graduate Center.

Another source of institutional funding is for teaching at Queens College. Many undergraduate courses are taught by doctoral students based at Queens College. Students may be hired on Graduate Assistant (teaching) lines or on Adjunct Instructor lines. Students who wish to teach at Queens College must successfully complete the Psychology Department's Teaching Apprenticeship Program. In addition to a salary (\$64.84/hour) students in years 1-6 of the program will receive in-state tuition waivers and eligibility to enroll in low cost student health insurance during the terms that they teach (<http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness/Health-Insurance>).

Another important source of funds for students comes from employment provided through faculty grants and research opportunities at other institutions. Notices of such opportunities are often sent to the DCT and distributed to students via e-mail.

Students are encouraged to seek out other sources of financial support. Information on external support resources can be found at the GC website, <http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance>. Other information sources for financial aid opportunities can be found at the APA website <http://www.apa.org/students/funding.html>, and website of the American Psychological Foundation of APA: <http://www.apa.org/apf/funding/grants/index.aspx>.

FINANCIAL ASSISTANCE FOR CURRENTLY ENROLLED STUDENTS

TITHE FUNDS - provided by the Graduate Center, administered by the Financial Aid office. These funds come from overhead on faculty grants. Therefore, the amount of tithe funds depends on how much grant funding Program faculty are receiving. Using a formula worked out by the Graduate Center, a certain amount is "returned" to the Program, which then allocates the funds to faculty members whose grants generated the funds. The faculty members use the funds to support students working in their labs.

GRADUATE ASSISTANTS (TEACHING) - provided by Queens College, administered by the Psychology Department. There are 2 categories, B, and C. Teaching assignments are made by the Psychology Department Chair.

Graduate Assistant B - teaches one 4-hour class per semester; begins at \$5,420/term.

Graduate Assistant lines are covered by the PSC-CUNY union contract. More information can be found at in the PSC-CUNY pamphlet Graduate Assistants and Fellows.

ADJUNCT TEACHING - provided by Queens College, administered by the Psychology Department. Adjuncts are hired as employees of Queens College through funds allocated to the Psychology Department. Payment depends on the number of hours teaching. In recent years the beginning salary has been \$64.84 per hour. In addition to the salary, student-adjuncts are eligible for tuition remission at the in-state level and student-health insurance for the terms they are teaching. The complete pay schedule and other information can be found in the PSC-CUNY pamphlet, Adjuncts -- Rights and Benefits.

FINANCIAL ASSISTANCE FOR NEW STUDENTS (GC FUNDS)

Graduate Center Fellowships:

The Graduate Center Fellowships provide students with tuition and \$25,000 each year for the first five years of study. The fellowship consists of a \$23,000 stipend in the Fall and Spring semesters, a \$2,000 summer research stipend, a graduate assistantship, a tuition award, and eligibility for low-cost individual or family NYSHIP health insurance. The service assignments associated with the Graduate Center Fellowship are intended to develop scholarly and professional skills. In the first year, Graduate Center Fellows serve as research assistants or in other assignments determined by his or her doctoral program. In the second, third, and fourth years, fellows teach one course each semester at a CUNY undergraduate college. In the fifth year, Graduate Center Fellows serve as Writing Across the Curriculum (WAC) Fellows, or in a similar assignment, at a CUNY College at a CUNY college.

Tuition Fellowships:

These Fellowships provide students with tuition and health insurance.

ADDITIONAL FORMS OF ASSISTANCE

Information about Federal Work-Study awards, government loans, New York State Tuition Assistance Program, and other fellowships can be found at the Graduate Center financial aid website:

<http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance/Federal-Aid>.

Specific information about minority fellowships and other opportunities can be found here:

<http://www.gc.cuny.edu/eod>.

TRAVEL AWARDS

The Graduate Center provides limited financial assistance for: (A) Registration and travel expenses for presentations at professional conferences (must include CUNY Graduate Center as affiliation in conference program) up to one-half of the conference-related costs; to a maximum of \$300; (B) Research-related travel costs and travel costs for attending professional conferences, up to one-half of the costs, to a maximum of \$200. Additional information and an application form for the Sue Rosenberg Zalk Student Travel and Research Fund. . Note that applications for this award should be forwarded to the Graduate Center as soon as you know that you will be presenting at a conference because the funds are granted on a first-come first-serve basis, and it is not unusual for the funds to run out well before the end of the academic year.

TEACHING APPRENTICESHIP PROGRAM

All students must complete the Teaching Apprenticeship Program (TAP) during the 1st or 2nd year in residence. Upon completion of the TAP (described below), Masters and Doctoral students are eligible to teach as adjunct lecturers (beginning at a rate of \$64.84 per contact hour as of 8/5/2010). Total compensation can be calculated by multiplying the total number of contact hours by the above figure. If a graduate student teaches six or more contact hours in a given semester, they are eligible to receive an additional 15 hours of adjunct pay to cover out-of-class contacts, make-up exams and office hours. Initial assignments often include teaching the lecture or lab sections of a Psychological Statistics course. Other course assignments include Introductory Psychology, Developmental Psychology and Experimental Psychology. Experienced graduate student teachers have taught many upper level didactic courses as well as laboratory courses in Advanced Experimental Psychology (Learning), Advanced Experimental Psychology (Behavior Modification), Advanced Experimental Psychology (Cognition) and Advanced Experimental Psychology (Sensation and Perception).

In addition, the Graduate Center of the City University of New York awards a limited number of Chancellor's Fellowships for incoming graduate students. Fellows are given 5 years of tuition remission and are required to teach in years 2-4. Compensation is \$18,000/year. In those years 2-3, the fellowship requires teaching the equivalent of two 3-credit courses (90 contact hours) each semester for a total of 180 contact hours in the combined Fall and Spring semesters. Fellows are also eligible to teach during summer sessions and during the fifth year as adjunct lecturers for additional compensation.

Graduate students in the Teaching Apprenticeship Program are required to attend one two hour workshop given annually in the fall. This workshop introduces them to many resources on teaching and on college rules and regulations. The student is then assigned to a faculty mentor and must attend at least two lectures given by the mentor that semester. The student and the mentor then meet to plan a lecture which the student must give. After the student has presented the lecture to the class, the mentor critiques the student's performance and sends an evaluation to the mentorship committee chairman, who then gives it to the departmental chair. A student who received a positive evaluation is put into the pool of prospective student teachers. The mentor can serve as a guide for the student in creating syllabi, tests, and other pedagogical matters subsequent to the training experience.

AWARDS AND OTHER FORMS OF RECOGNITION FOR OUTSTANDING TEACHING Graduate student teachers who have been positively evaluated are often given the option to offer a course of their choosing during the summer session. The College offers an award and monetary stipend for an adjunct instructor selected as Adjunct Teacher of the year. This recognition is presented at the annual Faculty and Staff Assembly.

STUDENT RESOURCES

The Graduate Center Student Handbook and GC Office of Student Affairs provide the most current information about resources available to students. A select few are highlighted below. See the handbook and Office of Student Affairs websites for more information: <http://www.gc.cuny.edu/Prospective-Current-Students/Current-Students>

PARKING

Graduate students may obtain parking permits at Queens College at a cost of \$275 per year: <http://www.qc.cuny.edu/about/security/Pages/ParkingAndTrafficRegulations.aspx>

HOUSING

Queens College recently opened a residence hall that graduate students are eligible to live in and/or serve as resident advisors. Further details can be found at <http://queenscollegehousing.com/>

Most students live in rental apartments in Queens, Brooklyn, the Bronx, and nearby Nassau County. Rental apartments range from about \$800 to \$1400 for one-bedrooms. Queens College maintains a listing of local rentals in the office of Student Organizations, Room 319 of the Student Union. This office is open from 9-9 Monday through Thursday and 9-5 Friday all year. Students who are relocating to the New York area should contact current students for information about neighborhoods, types of housing, and possible leads for rental opportunities.

LIBRARIES AND ON-LINE RESOURCES

Doctoral students have access to the entire CUNY library system. Electronic journals are available both through Queens College's Rosenthal Library <http://qcpages.qc.edu/Library/> and the Graduate Center's Mina Rees Library <http://library.gc.cuny.edu/>

The Queens College library subscribes to hard copies of many journals relevant to Clinical Psychology and Neuropsychology; the electronic access is also quite extensive. Any computer on the Queens campus has access to the electronic journals, which may also be **accessed from home** by following these procedures:

Make sure your Office of Converging Technologies (OCT) esims account is activated. Students can activate their accounts online. Faculty should use their QC account. After your account is activated: Go to the Library home page <http://library.qc.cuny.edu/>. Click "Off Campus Access" and follow the procedures to setup a proxy server.

Access to the Graduate Center online resources including the Mina Rees Library can be obtained via logging into the Citrix system at <https://citrix.gc.cuny.edu/Citrix/AGEE/clientDetection/downloadNative.aspx>

LOUNGES

The Razran Room: Science Building E-308 has been designated as a graduate student, faculty and staff lounge. This room is also used for meetings and colloquia. *Those uses have priority over its use as a lounge.* The lounge is open Monday through Friday from 9 AM to 5 PM. A refrigerator is located in the departmental office (Science Building E-318), coffee maker and microwave are adjacent to the student mailboxes. Please be sure to keep the room and equipment clean. Access is granted via staff in the Psychology Office.

The Adjunct Lounge: Science Building E-324 houses graduate student mailboxes and is a lounge for adjunct lecturers equipped with computers/printers and a refrigerator/microwave. Access is granted via your Queens College ID card.

SUBJECT POOL

The Psychology Department operates a subject pool as part of the Psychology 101 research requirement, run by Dr. Justin Storbeck. This resource provides researchers with approximately 600 undergraduate participants each semester (about 100 in the summer). Typically, each student is required to participate for two hours.

GRANTS OFFICE AND IRB

All research done by doctoral students must receive approval from the CUNY-wide Institutional Review Board (IRB). The Queens College Office of Research and Sponsored Programs (aka Grants Office) (<http://www.qc.cuny.edu/about/administration/Provost/Research/Pages/default.aspx?>) is responsible for all grants and contracts submitted by Queens College faculty or students.

OFFICE OF EDUCATIONAL OPPORTUNITY AND DIVERSITY PROGRAMS <http://www.gc.cuny.edu/eod>

This office sponsors academic support programs designed to promote diversity across the doctoral programs at the CUNY Graduate Center. OEODP assists doctoral applicants with the application process; provides fellowship information to applicants and enrolled students; and participates in, as well as sponsors, events that enhance an enrolled student's academic experience. OEODP also administers the MAGNET Fellowship Program, and the Dean K. Harrison tuition award.

OFFICE OF INTERNATIONAL STUDENTS [http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/International-Students-\(Prospective\)](http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/International-Students-(Prospective))

The office provides advice and assistance to students from outside the United States, particularly with regard to immigration issues relating to F-1 student status and J-1 Exchange Visitor student category. Each semester, the office conducts a special orientation session for international students. The office also assists students in understanding American cultural behavior and in interpreting various bureaucratic procedural requirements.

STUDENTS WITH DISABILITIES

The 504 / ADA Coordinator for persons with disabilities is Mr. Matthew G. Schoengood, Vice President for Student Affairs, Room 7301; Telephone: 1-212-817-7400. The Vice President for Student Affairs also serves as the chair of the 504 / ADA Committee for Persons with Disabilities. It is the policy of the Graduate Center to provide auxiliary aids and services and to make appropriate academic accommodations needed by students with disabilities. A few examples of such possible academic accommodations are extended or divided time for taking an examination, as might be required for a student who has a learning disability or for whom physical stamina is reduced (for example, because of AIDS); use of a computer or other auxiliary aid during an examination; taping of classes. Students who have questions about Graduate Center facilities, auxiliary aids and services, or any Graduate Center academic matters, or who wish to discuss present or possible future accommodation needs or problems should consult with Ms. Sharon Lerner, Director of Student Affairs, Ms. Elise M. Perram, Associate Director of Student Affairs, or the Vice President for Student Affairs. Discussions and information regarding a student's disability will be kept confidential unless a student requests otherwise. Appropriate documentation to obtain accommodations is required to be provided to the Vice President for Student Affairs. Students are encouraged to contact the Office of Student Affairs to discuss present and future needs to facilitate effective planning.

Adaptive equipment and computer software are available at the Graduate Center for the use of students with visual and hearing impairments. Computer users have access to screen-character enlargement, text-to-speech, and optical-character-recognition scan-and-read software, as well as a closed-circuit television. For students with hearing impairments, the Graduate Center has available a personal FM listening system (for use on an individual basis for classes and meetings). The auditoriums are equipped with infrared equipment to assist those with hearing impairments. The Graduate Center provides readers/library assistants, sign-language interpreters, note takers, scribes, and other auxiliary services as needed. Contact Ms. Lerner or Ms. Perram in the Office of Student Affairs for additional information about these and other facilities and services available to students with disabilities.

The Mina Rees Library can provide students with disabilities with such services as staff assistance in catalog searches and location of books and journals.

Students with disabilities should register with the Office of Security and Public Safety (Room 9117; Telephone:1-212-817-7761) so that provision may be made for their safety should an emergency arise.

Users of TDD (Telecommunications Devices for the Deaf) within New York state should call the Telecommunications Service at 711 or at 1-800-662-1220. Users of TDD outside New York state should call their local Telecommunications Service.

DOCTORAL STUDENT COUNCIL (DSC)

The Mission of the DSC (www.cunydisc.org) is to foster a sense of community among GC students, reflect and encourage the expression of their diversity, develop channels of communication among graduate students, undergraduates, faculty, staff, and the administration of the GC, generate a space of discussion on GC issues, project the students' voice in Graduate Center affairs, and provide students with valuable resources for advancing their professional careers and enjoying their personal time. The DSC is especially proud of, and shares CUNY's historic mission of providing access to higher education to low-income communities and communities of color in New York City and this nation.

WELLNESS CENTER

The Wellness Center (<http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health-Wellness>) includes a Student Health Center staffed by a licensed nurse practitioner. The Center provides screenings, referrals for low cost medical care, and general health and wellness programs. Among the specific types of services available are basic physical examinations, immunizations as well as gynecological and male health examinations and screenings. Students are often required to obtain a physical and PPD test prior to start of externship in a medical setting; this can be obtained at low or no cost to students. The Wellness center also has a Psychological Counseling and Adult Development Center, which is staffed by licensed psychologists and postdoctoral and predoctoral fellows. The center provides counseling and short-term psychotherapy, group counseling, crisis intervention, and referral services to Graduate Center students. Confidentiality is assured. Workshops that focus upon management of the challenges and stresses of graduate student life are also offered. Information about health insurance options for students is available from the wellness center.

PROFESSIONAL DEVELOPMENT/WRITTEN COMMUNICATION

The GC offers free non-credit professional development seminars each semester for graduate students (<http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Professional-Development>). Topics include: preparation for an academic career and teaching strategies. Both the GC and Queens College have resources available for doctoral students who need assistance with the writing process. Each semester, the GC offers two non-credit, full-term courses entitled Effective Academic Writing, one section for native English speakers and one section for non-native English speakers. At Queens College, the Writing Across the Curriculum Program has graduate writing fellows who offer office hours (both drop-in and by appointment) during which they will assist doctoral students with papers and other projects.

FACULTY RESEARCH INTERESTS

Full-time faculty members in the PhD Program in Clinical Psychology at Queens College include Core Faculty (>50% time commitment to the Program) and Associated Faculty (<50% time commitment to the Program). All Core faculty members have appointments at Queens College, while Associated faculty have appointments at Queens College or at one of the other CUNY campuses. Adjunct faculty are affiliated with other institutions such as hospitals and research institutes. Both full-time and adjunct faculty members may supervise students' research, second doctoral examinations, and dissertations. Adjunct faculty may attend but not vote at faculty meetings.

CORE FACULTY BASED AT QUEENS COLLEGE

Joan Borod, Ph.D. (The Emotion Lab)

Yvette Caro, Ph.D. (Director, Queens College Psychological Center)

Nancy Foldi, Ph.D. (Neuropsychological and Attentional Factors in Alzheimer's Disease and Normal Aging)

Renee Goodwin, Ph.D. (Comorbidity of anxiety/mood disorders and physical health problems)

Jeffrey Halperin., Ph.D. (Developmental Psychopathology and Neural Factors in Attention-Deficit/Hyperactivity Disorder)

Valentina Nikulina, Ph.D. (Effects of childhood neglect and poverty on mental and physical health, substance use and neuropsychological functioning)

Joel Sneed, Ph.D. (Late Life Depression)

Jennifer Stewart, Ph.D. (Neural markers of risk for addiction and mood/anxiety disorders)

ASSOCIATED FACULTY BASED AT QUEENS COLLEGE

Richard Bodnar, Ph.D. (Opioid Pharmacology and Pain-Ingestive Behavior)

Claudia Brumbaugh, Ph.D. (Adult Attachment)

Joshua Brumberg, Ph.D. (Neurophysiology of Sensory-Motor Integration)

Jin Fan, Ph.D. (fMRI, attentional networks)

Andrea Li, Ph.D. (Psychophysical Substrates of Visual Shape Perception)

Yoko Nomura, Ph.D. (Neurobiology and Developmental Psychopathology)

Carolyn Pytte, Ph.D. (Adult Neurogenesis)

Robert Ranaldi, Ph.D. (Neurobiological Substrates of Drugs of Abuse and Learning-Motivation)

Justin Storbeck, Ph.D. (Affective valence and cognition)

ASSOCIATED FACULTY BASED AT OTHER CUNY CAMPUSES

Pending 2016: Markus Bidell, Ph.D. (Hunter College; LGBT Mental Health and Psychosocial Disparities)

Sarit Golub, Ph.D. (Hunter College; Social and Epidemiological Factors in Patient Regimen Compliance)

Alan Kluger, Ph.D. (Lehman College; Neuropsychological Substrates of Aging and Alzheimer's Disease)

Humberto Lizardi, Ph.D. (Lehman College; Neuropsychological and Socio-Cultural Issues in Depression)

Laura Rabin, Ph.D. (Brooklyn College; Cognitive and Neurophysiological Changes Associated with Preclinical Dementia)

Deborah Walder, Ph.D. (Brooklyn College; Neuroendocrine and Neurocognitive Markers in the Development of Schizophrenia)