PhD Program in Clinical Psychology at Queens College

The City University of New York

STUDENT HANDBOOK

The PhD Program in Clinical Psychology at Queens College (Clinical at QC) is accredited by the Commission on Accreditation of the American Psychological Association (APA). Students in the program are members of ANST, the graduate student chapter of Division 40 of APA. http://www.div40-anst.com/.

This handbook is designed to provide information on all aspects of the Clinical at QC 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 the Clinical at QC program and CUNY Graduate Center policies and procedures regarding degree requirements, evaluation, due process and grievance procedures and grounds for termination. The Clinical at QC program recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality and ethical sensitivity. Moreover, in the interest of continuing quality improvement of the Clinical at QC educational experience, this manual will be revised and updated annually, and as such flexibility and adherence is expected. Suggestions and comments about this handbook are welcome and should be directed to the Clinical at QC Director of Clinical Training and/or the Program Coordinator or placed in the Clinical at QC suggestion box.

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

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

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

Important Notice of Possible Changes: The Clinical at QC program reserves the right, because of its ongoing commitment to program improvement, to make modifications to the academic program and requirements without advance notice. Students will be apprised of any changes that occur. The Clinical at QC program regrets any inconvenience this may cause.
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INTRODUCTION

PROGRAM MISSION The mission of the PhD Program in Clinical Psychology at Queens College (Clinical at QC) is to train students to become first-rate, ethical scientist-practitioners in Clinical Psychology with additional program specific competencies in Neuroscience and Neuropsychology. Following basic didactic and practical training in Clinical Psychology, all students receive program specific training in both the role of neural dysfunction in behavioral functioning and psychopathology, and the application of this knowledge to the assessment and treatment of people. Students receive high quality education and training in preparation for the practice of Health Service Psychology, as researchers, educators, and as clinicians. The program’s training model is based upon the Standards of Accreditation (SoA) set forth by the American Psychological association. In addition, given that our program specific competencies 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 (http://www.uh.edu/hns/hc.html).

DOCTORAL PROGRAM IN PSYCHOLOGY AT CUNY The Graduate Center (GC) 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 to succeed (see https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Governance#! 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 at separate CUNY locations.

In Psychology, a total of four programs offer training in Clinical Psychology on four separate CUNY campuses. Three make up the GC Psychology Clinical Cluster and are grounded in the Science/Practitioner training model, each with separate program specific competencies. The three include: The Clinical at QC program with an emphasis in Neuropsychology; the Clinical Psychology Program at John Jay with an emphasis in Forensic Psychology; and the Health Psychology and Clinical Science Program at Hunter College with an emphasis on the study of risk and protective processes to inform mental health interventions. The Clinical Psychology Program at City College is grounded in a Scholar/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 four separate campuses. The three Clinical Cluster programs have some shared general courses that are typically given at the Graduate Center. 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 Clinical at QC 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.

CLINICAL AT QC TRAINING GOALS AND OBJECTIVES:

<table>
<thead>
<tr>
<th>Clinical at QC Training Goals and Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal I</strong></td>
</tr>
<tr>
<td><strong>Scientific and Theoretical Foundations of the Discipline of Psychology and the Professional Specialty of Clinical Psychology</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Objective I.A</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Objective I.B</strong></td>
</tr>
<tr>
<td>Students will learn and be able to apply fundamental principles of measurement, research design and data analysis.</td>
</tr>
<tr>
<td><strong>Objective I.C</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Goal II</strong></td>
</tr>
<tr>
<td><strong>Professional Applications of Clinical Psychology</strong></td>
</tr>
<tr>
<td>To produce graduates who have acquired basic competencies in applying evidence-based assessment conducting psychodiagnostic and neuropsychological evaluations and clinical interventions, consultations, and supervision.</td>
</tr>
<tr>
<td><strong>Objective II.A</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Objective II.B</strong></td>
</tr>
<tr>
<td>Students will learn to formulate and implement evidence-based intervention strategies in clinical psychology settings with individually and...</td>
</tr>
</tbody>
</table>
**Clinical at QC Training Goals and Objectives**

<table>
<thead>
<tr>
<th>Goal/II</th>
<th>Objective II.C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will learn to conduct consultations in psychological and non-psychological settings with individually and culturally diverse clientele following ethical practice principles and standards.</td>
</tr>
<tr>
<td>Goal/II</td>
<td>Objective II.D.</td>
</tr>
<tr>
<td></td>
<td>Students will learn principles of effective supervision and develop foundational competencies for participating in supervision and for providing supervision to others.</td>
</tr>
</tbody>
</table>

**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 across the lifespan.

| 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, neurodevelopmental and neurological dysfunction. |

**GOVERNANCE AND CLINICAL AT QC PROGRAM COMMITTEES**

The Governance is the official set of bylaws for the Clinical at QC program. In brief, the program is administratively, academically, and clinically led by the Training Area Coordinator (TAC) and the Director of Clinical Training (DCT) 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 Clinical at QC 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 at QC 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 Director of Clinical Training work with our Program Coordinator in the Queens College Psychology office to maintain up-to-date files for each student, documenting their milestones passed during their tenure in the program.

Please be aware that all forms documenting student progress throughout their tenure in the Clinical at QC program are to be submitted directly to the Clinical at QC Program Coordinator at QC who will oversee the submission to the Graduate Center (despite statements on the GC website suggesting students can submit to the GC directly). Also, students are required to cc the Clinical at QC Program Coordinator on all emails related to their progress.
CURRENT FACULTY AND ADMINISTRATORS

Clinical Psychology at Queens College

**Co-Directors of Clinical Training (DCT):** Joel R. Sneed, PhD & Veronica J. Hinton, PhD

**Training Area Coordinators (TAC):** Veronica J. Hinton, PhD

**Externship Coordinator:** Nancy Foldi, PhD

**First Doctoral Exam Coordinator:** Joel Sneed, PhD

**Admissions Coordinator:** Justin Storbeck, PhD

**Program Coordinator:** Angela Levy

**Director, Queens College Psychological Center:** Yvette Caro, PhD

**Core Faculty (Members of Executive Committee):**
Desiree Byrd, PhD
Yvette Caro, PhD
Nancy Foldi, PhD
Emily Jones, PhD
Veronica J. Hinton, PhD
Valentina Nikulina, PhD
Joel R. Sneed, PhD
Justin Storbeck, PhD

**Associated Faculty Based at Queens College:**
Jeff Beeler, PhD
Richard Bodnar, PhD
Claudia Brumbaugh, PhD
Joshua Brumberg, PhD
Jin Fan, PhD
Kathleen Mangiapanello, PhD
Yoko Nomura, PhD
Carolyn Pytte, PhD
Robert Ranaldi, PhD
Kerstin Unger, PhD

**Associated Faculty at Other CUNY Campuses:**
Markus Bidell, PhD (Hunter College)
Laura Rabin, PhD (Brooklyn College)
Deborah Walder, PhD (Brooklyn College)
Robert Hatcher, PhD (Graduate Center)
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/Admissions) and must be submitted online.

On page 2 of the application, students must choose a Doctoral Program (Clinical Psychology @ Queens College or Psychology Neuro Clinical at 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/Admissions.

The application deadline is typically around December 1; following review by the admissions committee, a select number of applicants are invited to the Queens College campus for interviews with faculty and an opportunity to meet with current students. In-person or phone/Skype interviews are required for students applying to the Clinical at QC program.

STATEMENT ON ADVISING AND MENTORING

Students receive advice and mentorship from individual faculty members, currently enrolled students, the Directors of Clinical Training, and the Director of the Queens College Psychological Clinic. Formal advice and mentorship is given with respect to program requirements and expectations, research development, teaching and clinical training.

Prior to start in the Clinical at QC program, students are encouraged to review faculty lab opportunities and consider a possible primary mentor with whom they will work. Many students, but not all, have chosen mentors even at the time of applying and their relationship with a chosen mentor may begin during the initial interview stage. Entry into the program with a designated mentor allows students to begin the program with a faculty member who oversees their early introduction into the Clinical at QC program. Students working in a faculty member’s lab generally will also be given the opportunity to work with students in the lab who are further along in the program who can also offer advice and mentorship. It is not required, however, for students to choose a mentor at the start of the program. Students are encouraged to explore research areas of interest and meet with faculty (especially during the 1st semester) so that they may be in position to choose a lab by the start of their second semester in residence.

After acceptance into the program, students are each assigned a “student buddy.” The student buddy is a volunteer student who has been in the program at least one year and who makes...
her/himself available to answer new students’ questions. After acceptance, each “student buddy” contacts the assigned incoming student to help make the new student’s transition be as comfortable as possible.

After entry into the program, students receive formal ongoing faculty advisement in four areas: research, academic progress, teaching and clinical development. Students have regularly scheduled meetings with their faculty mentor who oversees their research development. All students have yearly required individual meetings with the DCT for the tenure of their enrollment in the program. The DCT receives feedback from both the primary faculty research mentor and the student prior to their yearly review. These meetings are to ensure the student is meeting expectations in the program and address and remediate any potential problems that arise.

During students’ first semester in the program they attend the Teaching Apprenticeship Program (TAP) that provides support and mentoring in their teaching skills. During the clinical externship offered in the Queens College Psychological Clinic in students’ third year, students receive extensive supervision from the Director of the Clinic and the clinical faculty. Each student receives weekly individual and group supervision with three different faculty members in the areas of: adult clinical work, pediatric clinical work, and clinical assessment work. The Director of the Clinic, together with the clinical faculty, also provides individual systematic feedback on student’s progress at two points during the externship to ensure students are making appropriate gains. Additional external mentorship is provided during student placements in outside externships during their fourth and fifth years, including systematic feedback twice a year, and during their internship year.

At different points in the student’s trajectories, specific information meetings are held that include both faculty and peers to offer selective advice for particular milestones. These include meetings prior to the first doctoral exam (at the end of their first academic year), prior to starting externship in the Queens College Psychological Clinic externship (at the end of their second academic year), prior to applying for external externships (fall of their third academic year), and prior to applying for internship (generally in their fifth academic year).

As well, students participating in pre-clinic activities and clinic activities receive peer supervision from students in higher cohorts.

Students are always encouraged to reach out to the DCT, the Program Coordinator, faculty and peers should they have questions.

**STUDENT RESPONSIBILITIES AND PROFESSIONALISM** Students admitted to the Clinical at QC program are expected to behave responsibly and professionally. They are to treat their peers, faculty, support staff and all individuals with respect and courtesy and to be open and accepting of cultural diversity and diversity of thought. Students will be assigned both Graduate Center and Queens College email accounts, which they are required to use for all program-related communications. Students should check both accounts daily to ensure they are aware of all relevant notices. Students are expected to respond to program-related emails in a timely manner. Likewise, students are to respond to all course evaluations, externship evaluations and program related questionnaires in an honest and timely manner. Students are expected to consider their role in the Clinical at QC community and understand how their responsiveness contributes to the overall well-being of the program and all those associated with it.
Students are responsible for maintaining careful records of their progress throughout their tenure in the Clinical at QC program. All program-related forms are to be submitted directly to the Clinical at QC Program Coordinator at QC, who will oversee the submission to the Graduate Center (despite statements on the GC website suggesting students can submit to the GC directly). Students should keep copies of all submitted forms in their program binders. Also, students are required to cc the Clinical at QC Program Coordinator on all emails related to their progress.

Students are asked to contribute to the overall quality of the Clinical at QC program by their scholarly and professional behavior and active participation in ensuring the program benefits all and reflects the highest possible standards. To this end, upper class cohorts are expected to be available and supportive to lower class cohorts. Upper classes should contribute to welcoming incoming classes, be available to peers to answer questions, and help prepare lower classes for milestones and experiences (such as taking the First Doctoral Exam and starting in the Queens College Psychological Clinic). Students’ suggestions for possible improvements to the Clinical at QC program are encouraged via discussion with their student representatives, the DCT or core faculty or via a suggestion box maintained in the adjunct office in the Psychology Department (Science Building E 324, suggestion box is in lower right hand corner of the student/adjunct mailboxes).

PROGRAM REQUIREMENTS

The Clinical at QC program consists of 91 credits. The expected order and timing of coursework, related academic requirements (e.g., doctoral exams, dissertation) and training experiences are detailed on the Clinical Psychology at Queens College Program Requirements sheet (or, “Blue Sheet”). Course numbers are followed by the course title and number of credits. Note that the first two years contain the required sequence to prepare students to begin clinical externship training in their third year. Brief details about program requirements and milestones are described in the footnotes section of the “Blue Sheet.”

The Clinical at QC program has core courses which must be taken with Clinical at QC faculty and may not be transferred from other institutions. Clinical at QC core classes include: 75500 (Psychopathology), 85501 & 82908 (Systems of Psychotherapy I & II), 76601 & 76701 (Psychodiagnosics I & II), 85400 (Diversity Issues in Clinical Psychology), 84400 (Professional Issues in Psychology), 77100 (Ethics), 76101 (Neuropsychological Assessment), 81703 (Survey of Clinical Psychotherapy) and 70341, 70342, 70343 (Clinical Externships I,II,III – first year training of clinical externships).

The Clinical Psychology at Queens College Program Requirements sheet (or, “Blue Sheet”) is copied on the following pages.
# Clinical Psychology at Queens College

## Program Requirements

### Fall Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>77100</td>
<td>Ethical/Legal Issues for Psychology</td>
<td>3</td>
</tr>
<tr>
<td>75500</td>
<td>Psychopathology I</td>
<td>3</td>
</tr>
<tr>
<td>70310</td>
<td>Research Methods and Design I</td>
<td>3</td>
</tr>
<tr>
<td>70500</td>
<td>Statistical Method in Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>72000</td>
<td>Developmental Psychology I</td>
<td>3</td>
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</table>

### Spring Semester

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>84400 or 85400</td>
<td>Diversity Issues Clinical Psych</td>
<td>3</td>
</tr>
<tr>
<td>74600 or 71103</td>
<td>Professional Issues Clinical Psych</td>
<td>3</td>
</tr>
<tr>
<td>76000</td>
<td>Psychometric Methods</td>
<td>3</td>
</tr>
<tr>
<td>70600</td>
<td>Statistical Method in Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>74000</td>
<td>Personality</td>
<td>3</td>
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</table>

### 1st Doctoral Exam

1st Doctoral Exam (administered in summer)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>85501</td>
<td>Systems of Psychotherapy I</td>
<td>3</td>
</tr>
<tr>
<td>70920</td>
<td>Basic Neuroscience: Systems Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>70910</td>
<td>Basic Neuroscience: Molecular Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>70000</td>
<td>History of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### Master’s Thesis

ADVANCE TO LEVEL II

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>81703</td>
<td>Survey of Clinical Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>70341</td>
<td>Externship Clinical Psychology I (YR 1) (QCPC Summer)</td>
<td>3</td>
</tr>
<tr>
<td>70342</td>
<td>Externship Clinical Psychology II (YR 1) (QCPC Fall)</td>
<td>3</td>
</tr>
<tr>
<td>80200</td>
<td>Independent Psychology Research (Master’s Thesis course)</td>
<td>3</td>
</tr>
</tbody>
</table>

### Master’s Thesis - 80200 grade submission

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>85408</td>
<td>Supervision &amp; Consultation</td>
<td>3</td>
</tr>
<tr>
<td>70344</td>
<td>Advanced Clinical Externship IV Neuropsychology (YR2)</td>
<td>3</td>
</tr>
<tr>
<td>83908</td>
<td>Advanced Seminar in Psychotherapy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Clinical Competency Exam

2nd Doctoral Exam

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>90000</td>
<td>Dissertation Research</td>
<td>0</td>
</tr>
<tr>
<td>00000</td>
<td>Clinical Externship (YR3)</td>
<td>0</td>
</tr>
</tbody>
</table>

### Internship Application (APPIC)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>90000</td>
<td>Dissertation Research</td>
<td>0</td>
</tr>
</tbody>
</table>

### Dissertation Defense

ADVANCE TO LEVEL III

(Recommended)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>90000</td>
<td>Dissertation Research</td>
<td>0</td>
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</table>

Internship (12 months)

Dissertation Defense (if not yet complete)

Post-doctoral Application

Deposit Dissertation

**Directors of Clinical Training:** Dr. Joel R. Sneed & Dr. Veronica J Hinton
FOOTNOTES FOR CLINICAL PSYCHOLOGY AT QUEENS COLLEGE CURRICULUM PROGRAM REQUIREMENTS TABLE:

1. Cognitive & Affective Aspects of Behavior & Social Psychology and Diversity Issues and Professional Issues in Clinical Psychology will alternate each and will be offered every other year. 1st and 2nd year PhD students will take these courses together.

2. 1st Doctoral Examination: written exam requiring demonstration of competence in research design and methodology.

3. Master’s Thesis: The Master’s Thesis is expected to be completed by the end of the 4th semester. Students will receive a grade for fall semester of their third year. If the Master’s Thesis is not completed by the end of the 5th semester, the student will be given an "incomplete" grade (INC) for the requirement on their transcript and the student will be placed on probationary status in the program. A grade for 80200 must be submitted NO LATER THAN the end of spring semester of their third year.

4. Advance to Level II: requires 45 credits and pass on the 1st Doctoral Examination.

5. Students will be assigned to the Queens College Psychological Center (QCPC) for the first year of their 3-year clinical externship requirement and register for 70341, 70342 and 70343. Two full days per week in the clinic are required.

6. 75610 Clinical Psychopharmacology will be offered every other year with combined 3rd and 4th year cohorts.

7. Independent Reading (Neuropsychology) provides neuropsychology assessment and supervision for students who have completed 70341 and 70342 and is not required for PhD, but is strongly recommended.

8. The 2nd and 3rd year clinical externships are placements outside of Queens College and are selected from a variety of approved clinical and hospital settings. At least one of these placements is expected to be a clinical neuropsychology externship. No credits are given for the 3rd year.

9. Clinical Competency Exam (CCE): requires preparation of clinical case formulation and oral examination by 2 Clinical Associated and/or Core faculty NYS licensed PhDs. The attending faculty members sign the Queens College (QC) CCE Examination Rater Form, then scan and send a copy to the Program Coordinator. The student brings the original rater form to the Program Coordinator immediately after the exam.

10. 2nd Doctoral Exam: Examination of your dissertation topic by 3 committee members (2 out of 3 must be QC Clinical Associated and/or Core faculty). This requires a written literature review, hypotheses to be tested and general proposed methods for your dissertation, as well as an oral presentation followed by a question and answer discussion. The 3 committee members sign the QC 2nd Doctoral Grading Form* and the Chair submits the form to the Program Coordinator once revisions (if required) have been completed. Please note the “Pass” date of the Second Doctoral Exam is the date when the revisions are approved by the Chair of the committee – not the original date of this exam.

11. Dissertation Proposal Approval Form*: This Graduate Center (GC) form is signed by all 5 committee members indicating their approval of the student’s Dissertation Proposal (2 out of 5 signatures may be submitted later). The revised paper for the 2nd Doctoral Exam (which is the Dissertation Proposal) is attached and submitted with the signed form to the Program Coordinator who will submit it to the GC.

12. Dissertation Topic and Committee Selection Form*: This GC form is signed by the dissertation committee chair and lists 3 to 5 dissertation committee members (2 names may be submitted later). It is submitted to the Program Coordinator along with a 1-page summary of the proposed dissertation. The Program Coordinator will submit the form to the GC after the student completes all courses required by the program and all grades have been posted.

*Student brings these 3 forms to the 2nd Doctoral Exam and has the 3 committee members administering the 2nd Doctoral Exam sign off where required on each form (assuming the committee members will also be on the student’s Dissertation Advisory Committee). The student brings the signed forms, along with the required attachments, to the Program Coordinator immediately after the exam.

13. Advance to Level III (Advanced to Candidacy): requires a “Pass” of 2nd Doctoral Examination, and submission of both the Dissertation Proposal Approval Form, and the Dissertation Topic & Committee Selection Form. Students will receive the notice of advancement to Level III and an application-for-degree form for the Master of Philosophy (MPhil) degree from the GC. It is the responsibility of any student wishing this MPhil degree to obtain the form from the Registrar and submit it directly to the Registrar themselves.

Eligible students may also choose to apply for an optional en-route Master's Degree via Queens College at this time. Please see the Clinical at QC Handbook for specific descriptions and requirements for this optional en-route Master’s Degree.

14. Register for 90000 until the dissertation is deposited, even while you are on internship. The one credit per semester documented on your student transcript is not part of the 91 credit curriculum of the program and are therefore listed as “0” on this summary.

15. Internship Application (APPIE) requirements: In order to apply for internship in the fall, you must complete all requirements of Level III, have 20 Clinical at QC Colloquium credits, as well as successfully pass the Clinical Competency Exam by June 30 in the year you want to apply.

16. Dissertation Defense: Requirements include a written dissertation approved by 5 Examination Committee members and passing an oral defense of the work. Students are recommended to complete these requirements before starting internship.

17. Application to post-doctoral programs is recommended only after successful defense. At minimum, application to post-doctoral programs requires approval of the Director of Clinical Training and dissertation advisor, a complete draft of the dissertation, and a scheduled dissertation defense date.

18. Depositing the Dissertation: When the final version of the dissertation has been accepted by the Examination Committee, and all other requirements for the Ph.D. have been met (including completion of internship and payment of all fees), the student may then arrange with the Dissertation Secretary to submit the dissertation to the Mina Rees Library at the Graduate Center. The Ph.D. degree is considered completed conferred as of the date the dissertation is deposited in the Library.

PLEASE NOTE: THIS PAGE IS MEANT TO BE A USEFUL GUIDE TO THE CLINICAL AT QC PROGRAM REQUIREMENTS. MORE COMPLETE DETAILS AND INFORMATION CAN BE FOUND IN THE CLINICAL AT QC HANDBOOK AND ON THE FORMS AND PROCEDURES PAGE ON THE QC WEBSITE.
COURSE DESCRIPTIONS

YEAR 1 - FALL 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.

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 x 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.

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. Contributions of adversity, stress and protective factors will be considered. Specific factors related to developmental age that impact on mental health will be reviewed.

75500: Psychopathology I: The identification and diagnosis of psychopathology including mood, anxiety, thought, and personality disorders. We will discuss the current psychiatric 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.

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

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**: 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.

74600: **Social Psychology**: A survey of classic and contemporary research and theory. Topics include stereotyping and prejudice, cross-cultural studies, social influence, gender, social cognition, and others. (Note! This is a combined first and second year cohort class that will alternate with 71103: Cognitive and Affective Aspects of Behavior. As such, some students may have this course in the spring of their second year and have Cognitive and Affective Aspects of Behavior in the spring of their first year).

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.

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. (Note! This class is a combined 1st and 2nd year cohort class. It will alternate with 85400 Professional Issues in Clinical Psychology such that every other year it will be held spring of 2nd year).

**YEAR 2 - 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.

70910: **Basic Neuroscience: Molecular Neuroscience**: This course is designed to provide basic knowledge of neural function at a molecular and cellular level, encompassing neurophysiology and neurochemistry. Key concepts include electrical properties of neurons, propagation of action potentials, synaptic transmission, molecular signaling pathways and major neurotransmitter systems. The course centers of identifying molecular mechanisms underlying neural processing.

70920: **Basic Neuroscience: Systems Neuroscience**: This course focuses on neuroanatomy, circuits and functional systems within the brain. The course will provide basic
knowledge of brain regions and pathways, i.e., essential neuroanatomy, together with how these anatomical regions/pathways form circuits and systems to mediate critical organismal functions. Emphasis in functional systems will be placed on motor, sensory and homeostatic systems.

**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.

**Year 2 - Spring Semester**

**71103: Cognitive and Affective Aspects of Behavior**: 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. (Note! This class is a combined 1st and 2nd year cohort class that alternates with 76400: Social Psychology such that every other year it will be held spring of 1st year. As such, some students may have this course in the spring of their first year and have Social Psychology in the spring of their second year).

**767601: 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 – V 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 rapport during testing.

**76701: Psychodiagnostics II: Personality Assessment**: (Prerequisites: Psych 75500, 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.

**82908: Systems of Psychotherapy II** (Prerequisites Psych 85501): This course will build on the knowledge of the empirical psychotherapy literature and the introduction to the most common systems of psychotherapy, acquired in the pre-requisite course Systems of Psychotherapy I. Students will develop their depth of scientific knowledge, clinical decision-making strategies, and elemental therapeutic skill set necessary to optimally implement Evidence Based Treatments (EBT) with diverse clinical populations. This course will consider fundamental principles of change as conceptualized in Cognitive Behavioral Therapy (CBT),
Motivational Interviewing (MI), Dialectical Behavior Therapy (DBT), Interpersonal Psychotherapy (IPT), and third wave therapies (ACT and Mindfulness). Key components and applications, encompassing Indications for selected disorders (increasingly for classes of disorders) will be examined. Students will develop a transdiagnostic “toolbox” of psychotherapeutic techniques, components, and protocols that have achieved wide and deep empirical support. To this end, students will participate in structured patient simulation exercises, to practice key skills that will scaffold the development of the core clinical competencies of Health Service Psychologists.

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. (Note! This class is a combined 1st and 2nd year cohort class. It will alternate with 84400 Diversity Issues/Clinical Psychology such that every other year it will be held spring of 1st year.)

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 clinical program faculty. 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. Documented hours and written evaluations by student and supervisor are required for course credit.

Year 3 - Fall Semester

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. Documented hours and written evaluations by student and supervisor are required for course credit.

81703: Survey of Clinical Neuropsychology (Prerequisites: 70920, 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.

80200 Independent Research for Master's Thesis: Independent Research under the mentorship of a Program faculty member. Required as part of the Master’s Thesis requirement.

YEAR 3 - 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. Hours and written evaluations by student and supervisor are required for class credit.

70940: Basic Neuroscience: Behavioral Neuroscience (Prerequisites: 70910, 70920): This course is designed to provide students with an overview of behavioral neuroscience, with an emphasis on animal models. The course covers such topics as reward, reinforcement learning, memory, associative processes, appetitive regulation, habit, emotional regulation, motor learning and spatial navigation. Please note: Students have the option of taking either this or 75610 for the PhD requirement. Only one of these classes is necessary, but students are welcome to take both.

75610: Clinical Psychopharmacology: This course focuses on clinical psychopharmacology geared toward knowledge relevant for clinical practice. The course will briefly cover basic pharmacology and a review of neurochemistry, but focus primarily practical application of currently available neuropsychiatric medications in treating a range of clinical presentations. The course will emphasize seeking information from the primary literature and its application to decision-making in clinical practice. Please note: this course will be offered every other year. Some students may take this class in the spring of their 4th year. It is a combined 3rd and 4th year cohort class.

76101: Neuropsychological Assessment: (Prerequisites: 76000, 76601): An introduction to neuropsychological assessment techniques. The course provides direct training in neuropsychological assessment and reviews neuropsychological tests for evaluation of brain damaged adults and children. The course covers tests of fund of knowledge, attention, language and aphasia, memory perception and gnosia, 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.

80400: Independent Reading (Neuropsychology) (Prerequisites: 70341, 70342): The course provides more in-depth experience with clinical neuropsychology assessment and supervision for students who have completed 70341 and 70342. The course is not required for the PhD, but is strongly recommended.

YEAR 4 - FALL SEMESTER

70344: Clinical Externship IV: Neuropsychology: (prerequisites: 70341, 70342, 70343) Students will be placed at an external site and 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. Documented hours and written evaluations by student and supervisor are required for course credit.
**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.

**YEAR 4 SPRING SEMESTER**

**70345: Clinical Externship V: Neuropsychology** (prerequisites: 70341, 70342, 70343, 70344): Students will be placed at the same external site as they were for 70344 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. Documented hours and written evaluations by student and supervisor are required for course credit.

**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.

**75610: Clinical Psychopharmacology** (described above). This course will be offered every other year, so some cohorts may have it spring of 4th year combined with 3rd year students.

**CLINICAL PSYCHOLOGY AT QUEENS COLLEGE COLLOQUIUM CREDIT REQUIREMENT**

The Clinical at QC program has a 20 colloquium credit requirement that is met by attending scheduled colloquium events, and other approved events, on the Queens College campus only. Speakers (outside speakers, faculty and graduate students) are scheduled to give talks approximately once a month during fall and spring semesters. Students are expected to attend these colloquia and will receive one colloquium credit by signing in at each event. Students are required to complete 20 credits in order to apply for internships. Credits are awarded only for attendance at any Clinical at QC program colloquium, student MABN talks, doctoral dissertation defenses, Queens College Psychology Department job candidate talks, Queens College Neuropsychology Research Day, or by presenting at Queens College Neuropsychology Research Day. Credits will not be given “post-hoc,” and it is the student’s responsibility to sign the attendance sheet provided for each event. Each student should keep track of their completed colloquium credits, however should any student be uncertain as to how many colloquium credits they need in order to complete their requirement, they may check with the Program Coordinator.
STUDENT INTERACTIONS

The Clinical at Queens program encourages interactions among students and believes that the relationships among peers in the program are an integral and important part of graduate school. Cohorts who develop close ties among themselves consistently report more fulfilling graduate school experiences, and for many those ties develop into strong collegial relationships and lasting friendships. Completing graduate school is a stressful and arduous process and the demands of the program are numerous. Sharing the six years of experiences, milestones, difficulties and rewards of the program with regular interactions with peers outside of the classroom is strongly recommended.

In addition, students are afforded multiple opportunities to develop relationships with peers in other cohorts. Prior to entry in the program, each student is assigned a “buddy” from an upper cohort whose role is to help integrate them into the program and answer any questions they may have about what is to be expected. Students attend monthly research colloquia together. During their first and second years, in the spring semester students attend two classes that are combined with either the class above them or the class below them. At different points in their academic trajectory, students meet with students from upper cohorts to learn about their experiences handling particular milestones. Students in early years are encouraged to attend pre-clinic activities in the Queens College Psychological Center (QCPC) and interact with and receive peer supervision by students in upper cohorts. At the end of the spring semester student externs at QCPC present case conferences and students from all cohorts are invited to attend. Similarly, all students are invited and encouraged to attend peer master thesis talks for the MABN and dissertation defenses. Neuropsychology Research Day is a yearly event where students organize the event and present their research to an audience of faculty and peers. Moreover, student involvement is required on interview day when applicants are brought in for interviews for possible admission to the program. Lastly, the student representatives to the Executive Committee arrange for other shared social activities as a means of bringing peers together and enhancing student well-being.

DOCTORAL EXAMINATIONS, RESEARCH REQUIREMENTS AND OPTIONAL MASTERS DEGREES

All students must pass a written FIRST DOCTORAL EXAM before proceeding beyond 45 credits and a SECOND DOCTORAL EXAM before the end of their fifth year in the Clinical at QC program. Students are expected to join a research lab with a Clinical at QC 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: the MASTER’S THESIS and the DISSERTATION. All of the above milestones are required by the Graduate Center. An additional milestone required by the Clinical at QC program is the CLINICAL COMPETENCY EXAM (CCE), which is completed prior to applying for Internship.

Overview of program milestones and their due dates
The Clinical at QC “Blue Sheet” documents program requirements, milestones and recommended dates for completion. Listed below are three tables showing important requirements and deadlines for completion of the program. The Credit-Based Progress table
outlines necessary requirements to advance levels. The Recommended Time-Based Deadlines table indicates ideal progress with completion of the program after six years. Although meeting these recommended time-based deadlines is desirable, they are not necessary for completion of the doctorate. Students are encouraged to aim for these recommended deadlines. The Final Mandatory Time-Based Deadlines table shows deadlines that must be met. Students who do not meet the final mandatory deadlines set must withdraw from or will be terminated from the program (note that students may file an appeal for reinstatement as reviewed later in the Handbook, page 57). Note that it is up to students to monitor their own progress and to be sure that they remain in compliance with program requirements. Once being accepted into the program, students start out at Level I status. ‘Year’ listed below means academic year.

1. Credits-Based Progress

<table>
<thead>
<tr>
<th>Level I</th>
<th>Prior to completion of 45 credits of graduate work (including approved transfer credit) or have not yet passed the First Doctoral Exam</th>
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</thead>
<tbody>
<tr>
<td>Level II</td>
<td>From the semester following the completion of 45 credits (fully earned and evaluated and including approved transfer credits) and passing of the First Doctoral Examination, to Advancement to Candidacy</td>
</tr>
<tr>
<td>Level III</td>
<td>From the semester following Advancement to Candidacy.</td>
</tr>
</tbody>
</table>

2. Recommended Time-Based Deadlines

<table>
<thead>
<tr>
<th>Summer before Second Year</th>
<th>Take First Doctoral Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Second Year</td>
<td>Complete Master’s Thesis</td>
</tr>
<tr>
<td>End of Fourth Year</td>
<td>Complete all Coursework</td>
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<tr>
<td></td>
<td>Pass Second Doctoral Exam</td>
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<tr>
<td></td>
<td>Submit Dissertation Proposal Approval Form (with final Second Doctoral paper, which is the Dissertation Proposal)</td>
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<tr>
<td></td>
<td>Submit Dissertation Topic and Committee Selection Form</td>
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<tr>
<td></td>
<td>Pass Clinical Competency Exam</td>
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<tr>
<td></td>
<td>Attend 20 colloquia with documented credit</td>
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<tr>
<td>End of Fifth Year</td>
<td>Complete three clinical externships (including two outside placements)</td>
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<tr>
<td></td>
<td>Complete and Defend Dissertation</td>
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<tr>
<td>End of Sixth Year</td>
<td>Complete Internship</td>
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<tr>
<td></td>
<td>Deposit Dissertation</td>
</tr>
<tr>
<td></td>
<td>Apply for Post-doctoral fellowship</td>
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</tbody>
</table>
3. Final Mandatory Time-Based Deadlines

<table>
<thead>
<tr>
<th>End of First Year</th>
<th>Transfer of credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring before fourth semester</td>
<td>Take First Doctoral Exam</td>
</tr>
<tr>
<td>End of Third Year</td>
<td>Complete Master's Thesis with Grade for 80200 submitted</td>
</tr>
</tbody>
</table>
| End of Fifth Year (Required to be completed by June 30th) | Complete all Coursework  
Pass Second Doctoral Exam  
Submit Dissertation Proposal Approval Form (with final Second Doctoral paper, which is the Dissertation Proposal)  
Submit Dissertation Topic and Committee Selection Form |
| Prior to Internship | Pass Clinical Competency Exam  
Attend 20 colloquia with documented credit |
| End of Eighth Year | For students with 30 or more transfer credits, complete degree requirements including Clinical Competency Exam, Dissertation Defense, and Internship |
| End of Ninth Year | Complete degree requirements including Clinical Competency Exam, Dissertation Defense, and Internship |

**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 First 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 First Doctoral Exam Faculty Coordinator from a pool of questions submitted by the faculty.

**Scheduling** The First Doctoral Exam is administered on one day prior to start of the fall semester of their second year and one day in the week prior to the spring semester of their second year. 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 Clinical at QC Program Coordinator by email of their intent to take the examination prior to the exam, but no later than two weeks before the actual date of the exam.

**Preparation for Exam** Students should take 70500 (Statistical Methods in Psychology I) and 70310 (Research Methods and Design), and 70600 (Statistical Methods in Psychology II) prior to attempting the First Doctoral Exam. Students typically take the exam prior to the third semester in residence. Students are strongly advised to practice with questions that can be obtained from the First Doctoral Exam Faculty Coordinator. Students are advised to complete answers to at least two or three of them, and to request faculty members and advanced doctoral students to evaluate their answers and provide feedback. In addition, it is common practice for...
upper students to meet with students preparing for the exam to answer questions and share their knowledge. Students who have recently passed the exam may pass on their study materials to students currently preparing to take the exam. Students are strongly encouraged to seek out these resources.

**Taking the Exam** Students must sign up no later than two weeks prior to the exam. 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. During the exam, shared copies of the Statistics and Research Methodology/Design texts will be made available for students to refer to. The exam is proctored by delegates determined by the First Doctoral Exam Faculty Coordinator. An example of the exam with multiple sample questions is below.

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### Sample First Doctoral Examination

**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 explain 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. Provide a clear justification for each statistical decision 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.
SAMPLE QUESTIONS

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 sunlight is good or bad for you and whether the effect of sunlight is the same in males and females.

2. Suppose 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.
Grading  Separate groups of three faculty members each are assigned to grade each of the
three alternative questions. The grading rubric detailing the five domains where students must
demonstrate competency is posted on the next page. Grading is on a Pass/Fail basis. Students
are 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 exam domain will result in failure of the exam. If a student fails the exam, s/he is
allowed to retake it once. Students must earn at least two out of three faculty ratings of Pass to
succeed on the exam.

The grading rubric and the scoring guidelines for the First Doctoral Exam are below.

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QUEENS COLLEGE, CUNY
NEUROPSYCHOLOGY PROGRAM
FIRST DOCTORAL EXAMINATION

Date:  Student ID:
Question #:  Grader:

Each dimension of the exam should be graded on a 5-point (1-5) scale. See attached scoring
guidelines.

_____ 1. Research question: Students are asked to identify a research question or questions
to be answered, state the specific hypothesis(es) to be tested, and to explain how the
question(s) and hypothesis(es) emerge from the background information provided.

_____ 2. Research design: Students are asked to present an overview of the methodological
approach to be taken, rationale for their choice, to identify the IV and its (their) levels, whether
the variable(s) is (are) experimentally manipulated or organismic, the DV, control groups(s), and
the research design, and to justify each of their choices. In addition, they are asked address any
ethical issues relevant to the proposed study and to state how they would handle them.

_____ 3. Methods and procedures: Students are asked to 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. Students should provide a clear justification for each
decision/choice.

_____ 4. Data analysis: Students are asked to identify the kind(s) of data to be collected and
the statistical test(s) to be used, to justify their statistical choice(s) in terms of both the
assumptions underlying the test(s) and the statistical power of the test(s). Students should
provide both a rationale for their choice and discuss alternatives.
5. Evaluation: Students are asked to assume that the obtained results support their hypothesis(es) and to provide a reasonable interpretation, consider alternative interpretations/explanations, and to discuss any methodological limitations that might limit the validity of their results. They are also asked to suggest further research that could clarify and/or extend your findings.

**SPECIFIC COMMENTS REGARDING STRENGTHS AND WEAKNESSES** (Comments must be provided for sections in which a student receives a score of greater than 3):

**Scoring Guidelines**
Adopting the 2010 NIH scoring system, each dimension should be scored between 1 (excellent) and 5 (poor). Lower scores represent better tests.

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptor</th>
<th>Additional Guidance on Strengths/Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>Very strong with only some minor weaknesses</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>Strong but with at most one moderate weakness</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
<td>Some strengths but also some moderate weaknesses</td>
</tr>
<tr>
<td>4</td>
<td>Marginal</td>
<td>A few strengths and at most one major weakness</td>
</tr>
<tr>
<td>5</td>
<td>Poor</td>
<td>A few strengths but numerous major weaknesses</td>
</tr>
</tbody>
</table>

**Minor Weakness:** Easily addressable weakness; does not substantially lessen impact of research  
**Moderate Weakness:** Weakness that lessens impact of research  
**Major Weakness:** Weakness that severely limits impact of research ("fatal flaw")

Note: Students must receive a grade of 3 (satisfactory) or higher in each section to pass.

**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 judgment 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 Coordinator 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 Coordinator detects what might be a factual error, the Coordinator 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 First Doctoral Faculty Coordinator 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.

**MASTER’S THESIS**

Students are required to involve themselves actively in research from the time of their entry into the Clinical at QC 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 core clinical or associate faculty member in the Clinical at QC program. Students may either complete a research study or a meta-analytic review approved by their mentor. For either option, students must: 1) Propose an original research question, 2) Follow rigorous scientific methodology, 3) Use statistical analytic skills accurately, 4) Demonstrate clarity of writing, 5) Use APA manuscript style appropriately. 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 must 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 Director of Clinical Training, the Training Area Coordinator(s), and the Program Coordinator 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) under the DCT during their fifth semester in residency in order to receive credit for the research requirement. The grade is only assigned once the paper has been graded.

**PLEASE NOTE:** The Master’s Thesis is expected to be completed by the end of the 4th semester. Students will receive a grade upon completion of their Master’s Thesis for course 80200 the fall semester of their third year. If the Master’s Thesis is not completed by the fall semester of their third year the student will be given an “incomplete” grade (INC) for the
requirement on their transcript. If the Master’s Thesis is not completed by the end of the 5th semester the student will be placed on probationary status in the program. The INC on their transcript must be resolved and a letter grade for 80200 must be submitted NO LATER THAN the end of spring semester of their third year.

<table>
<thead>
<tr>
<th>Faculty members are not obligated to read or provide comments on the Master’s Thesis during the months of July or August.</th>
</tr>
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</table>

**Master of Philosophy (MPhil) – Awarded by the Graduate Center**

With approval of the Provost, the Office of the Registrar will automatically award the MPhil (Master of Philosophy) degree to students who Advance to Candidacy. To earn the MPhil, you must meet all criteria for Level III:

a. Have completed all coursework of the PhD program curriculum with no incompletes
b. Have passed the 1st and 2nd doctoral examinations
c. Have completed Master's Thesis and have earned a grade of B or above for 80200
d. Have submitted topic proposal

**OPTIONAL MASTER’S DEGREES**

Students in the Clinical Psychology PhD program may obtain a Master of Philosophy (MPhil) degree as well as an en-route Master of Arts (MA) degree during the course of their PhD program if they so desire. These degrees are optional and are not requirements of the Clinical at QC program. To receive these degrees, students must apply for them.

**En-route Master of Arts (MA) Degree**

In addition to the MPhil, some students may be eligible to apply for an MA degree in either General Psychology or Behavioral Neuroscience via Queens College. Students must apply for this degree as detailed below. Note that students who have a Master’s Degree in Psychology from another institution are not eligible for either of these degrees.

1. **MA in General Psychology (MA) – Awarded by Queens College**

Requirements for this degree include:

a. Completion of the first 45 credits of the PhD program curriculum,

b. Pass on the First Doctoral Examination

c. Documentation to advance to Level II by Graduate Center

2. **MA in Behavioral Neuroscience (MA-BN) – Awarded by Queens College**

Students may be eligible for a Masters in Behavioral Neuroscience. The MA-BN requirements are built into the PhD curriculum, so that the student does not need to take any extra courses. Requirements are listed below: note that this Master’s Thesis requires an oral defense with
three faculty members. Also, note that while the Master’s Thesis is completed by end of year 2, required coursework for the MA-BN is usually completed in Spring of Year 3.

If the student wants to pursue the MA-BN, the student must send the names of committee members for approval early in the semester of the oral presentation to the Director of the M.A. Program in Behavioral Neuroscience (Kerstin Unger, PhD; Kerstin.Unger@qc.cuny.edu). Please email her regarding the exact procedure for defending your thesis. This defense must occur prior to you applying for and submitting en route MA-BN paperwork.

MA-BN Requirements are:

a. Completion of 32 credits – part of the curriculum of the PhD program in Clinical Psychology at Queens College (see required courses below)

b. Submission of M.A. research proposal to MA-BN director

c. Completion and grade for course 80200

d. M.A. thesis form signed by 3 faculty signatures

e. Oral presentation of thesis to primary supervisor and 2 full-time faculty members at Queens College.

Required Courses for MA-BN (32 credits):

PSYCH 70910: Basic Neuroscience: Molecular Neuroscience (3 cr.)

PSYCH 70920: Basic Neuroscience: Systems Neuroscience (3 cr.)

*PSYCH 70940: Basic Neuroscience: Behavioral Neuroscience (3 cr.)

*PSYCH 75610: Clinical Psychopharmacology (3 cr)

PSYCH 71103: Cognitive and Affective Aspects of Behavior (3 cr.)

PSYCH 70500: Statistical Methods in Psychology I (3 cr.)

PSYCH 70600: Statistical Methods in Psychology II (3 cr.)

PSYCH 77100: Ethical Issues in Psychology (3 cr.)

PSYCH 80200: Independent Psychological Research (Master's Thesis) (3 cr)

Colloquium Attendance

*Only one of these courses is required

Administrative Procedure for EITHER en-route MA degree (General OR MA-BN):

1. If eligible (e.g., student does not already have an MA in Psychology), the student decides which MA s/he wishes to have on record. Three core and/or associated faculty must read the thesis and sign the Application for En-Route Master’s Degree form.

2. All requirements have to be fulfilled prior to submitting an application.

3. The student obtains the application from the Forms and Procedures Page https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures. The Clinical at QC Program Coordinator can assist with submission timelines. The student submits the completed and signed form to the
Clinical at QC Program Coordinator along with a copy of the Master’s Thesis. The Clinical at QC Program Coordinator keeps these in the student’s record and then forwards a copy of both to the Graduate Center Psychology Executive Office for processing. The application is certified by the Executive Officer and is then forwarded to the Graduate Center Registrar for verification and to insure that it will be listed on the student’s GC transcript.

4. The application is then submitted to the Queens College registrar for disposition. The QC Registrar secures the Psychology Department’s MA Director/Advisor’s review and final approval.

5. The Queens College Registrar awards the MA degree to the student.

The MA is documented on the Queen’s College transcript only (that can be accessed via CUNYfirst). Students will automatically receive a paper Master’s certificate via US Mail directly from Queens College.

NOTE: CUNY confers MA degrees three times per year: Sept 1, Feb 1, and June 1.

All materials have to be submitted to the Clinical at QC Program Coordinator 8 weeks prior the confer date. Please check with the Program Coordinator regarding college turnaround time for application processing.

<table>
<thead>
<tr>
<th>To have Queens College award your Master’s Degree by:</th>
<th>Your application and your Master’s Thesis is due to the Clinical at QC Program Coordinator by:</th>
<th>The Program Coordinator must forward your application and your Master’s Thesis to the Graduate Center by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 1</td>
<td>October 10</td>
<td>October 15</td>
</tr>
<tr>
<td>June 1</td>
<td>February 10</td>
<td>February 15</td>
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<tr>
<td>September 1</td>
<td>June 10</td>
<td>June 15</td>
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SECOND DOCTORAL EXAM

The Second Doctoral Exam consists of the student writing and defending a dissertation proposal (detailed introduction and review of pertinent literature, hypotheses and brief methods overview) with a three-person faculty committee comprised of at least 2 QC Clinical Core and/or Associated faculty. For students choosing to do the “three paper” dissertation option (as described in the Dissertation section of the Handbook), background review of the relevant literature should have: 1) an over-arching section that demonstrates depth of knowledge of the field and lays out the interrelationships of the three proposed papers, and 2) three separate, more succinct, sections that are appropriate introductions for each of the papers. As well, separate hypotheses and brief methods should be presented for each paper.

This exam is taken after successful completion of the First Doctoral Examination and the final grade has been posted for PSYC80200 for the Master’s Thesis. The Second Doctoral Exam must be successfully completed (with revisions suggested by the committee) no later than the last day of classes of the 10th semester in the program and before June 30th of the year in which the student wants to apply for internship. Students need to anticipate that revisions may be requested and schedule the exam date early enough to allow time to complete and submit the revisions to their committee Chair well before the June 30 deadline.

Students are responsible for contacting committee members to schedule the exam, and must contact the Clinical at QC Program Coordinator to reserve a room at least two weeks in advance for this purpose.

Once the student successfully completes the oral portion of the Second Doctoral Exam, the three person committee signs off on the Second Doctoral Exam Grading Form which the student has completed and brought to the exam. Passing of the Second Doctoral Exam may require written revisions to the original proposal, as discussed among the committee members and the student at the time of the oral exam. The passing grade is not submitted to the Graduate Center until the student’s revisions have been received. The Chair of the student’s committee will hold on to the QC Second Doctoral Exam Grading Form until the revisions are received, at which point the completed form is submitted to the Clinical at QC Program Coordinator. Once the Program Coordinator receives the signed Second Doctoral Exam Grading Form, the coordinator notifies the Graduate Center the student has passed the Second Doctoral Exam. So, if revisions are required, the date the Second Doctoral Exam was passed is the date the revisions were approved, and the signed Second Doctoral Exam Grading Form was received by the Program Coordinator—not the original date of the exam.

If any of the three faculty members on the Second Doctoral Exam committee are to be on the student's Dissertation Advisory Committee, (in most cases they are, although it is not required), then the student also brings the following two additional forms to the exam: the GC Dissertation Proposal Approval Form, and the GC Dissertation Topic and Committee Selection Form. The members of the Dissertation Advisory Committee members sign each form where required.

If no revisions are required, the student then returns the three signed forms to the Clinical at QC Program Coordinator immediately after the exam. If revisions are needed on the Second Doctoral Exam paper, the student returns only the signed GC Dissertation Proposal Approval Form, and the GC Dissertation Topic and Committee Selection Form immediately after the
The QC Second Doctoral Exam Grading Form is returned to the Program Coordinator after the revisions have been completed and accepted. Once the Program Coordinator receives all three forms, along with the final version of the Second Doctoral Exam paper (now referred to as the Dissertation Proposal), then the Program Coordinator will submit the forms to the Graduate Center.

Please be advised students always submit these forms to the Clinical at QC Program Coordinator, not to the Graduate Center directly (despite notes on the GC Forms and Procedures pages that suggest forms be submitted to the GC directly by the student). In order to ensure careful record keeping, it is imperative that the Clinical at QC Program Coordinator be involved in submission of (or cc’d on) all relevant forms marking student milestones.

After the forms are submitted, the Graduate Center Psychology Department APO for Academic Support and Student Progress (Jude Kubran) will send the student the Advancement to Candidacy for the Doctoral Degree form for the student to complete and return directly to her, cc’ing the Clinical at QC Program Coordinator.

Student procedure for this exam:

1. Circulate copy of proposal (literature review, hypotheses to be tested, proposed methods) to the three committee members a minimum of two weeks prior to examination.

2. Contact the Program Coordinator to book a room at least two weeks in advance. Student should indicate if they will need a room with a projector, speakerphone, or any other technology.

3. Bring the following forms & materials on the day of the Second Doc Exam:
   A. Second Doctoral Exam Grading Form (this is a QC form)
   B. Dissertation Proposal Approval Form (this is a GC fillable form to be submitted with the complete Dissertation Proposal)
   C. Dissertation Topic and Committee Selection Form (this is a GC fillable form to be submitted with the Summary Statement of Proposed Research).

All GC forms are fillable and can be found on the Forms and Procedures page on the Graduate Center website, https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures) The QC form will be provided by the Program Coordinator when the student inquires about booking a room).

4. At the end of the exam, if the committee members agree to stay on for the student's Dissertation Advisory Committee, committee members sign all three forms.

5. Note that the exam is not documented as passed until any requested revisions are submitted to the Committee Chair. The Committee Chair holds on to the signed Second Doctoral Exam Grading Form until any requested revisions have been completed. Once the revisions are approved, the signed form is returned with the final Second Doctoral Exam paper (now referred to as the Dissertation Proposal) to the Clinical at QC Program Coordinator.

6. The student returns the signed GC Dissertation Proposal Approval Form and the GC Dissertation Topic and Committee Selection Form to the Clinical at QC Program Coordinator.
after the oral exam. The Program Coordinator will hold onto the forms until the Second Doctoral Exam Grader Form and the revised proposal are received. Once the Program Coordinator has received all three forms, the Program Coordinator will:

A. Notify the Graduate Center that the student passed the exam (pass date is date of receipt of revised proposal).
B. Submit the Dissertation Proposal Approval Form with the revised Second Doctoral Exam paper (now the Dissertation Proposal)
C. Submit the Dissertation Topic and Committee Selection Form after the student has completed all required coursework and all grades have been posted.

7. In addition, the Graduate Center requires submission of the Advancement to Candidacy for the Doctoral Degree form.

A. The GC Psychology Department APO for Academic Support and Student Progress (Jude Kubran) will send the student the Advancement to Candidacy for the Doctoral Degree form for the student to complete.
B. Students complete and return the form to jkubran@gc.cuny.edu, as an email attachment (cc’ing our Program Coordinator).
C. Once Jude Kubran has signed off on the form she delivers it to the Registrar’s Office.
D. The Registrar will review student’s milestones, and approve and post the student’s Advancement Date on the CUNYFirst Student Record.
E. Students are responsible for verifying that the Advancement date has been posted to their CUNYFirst Student Record under the heading “Student Milestone.”

8. Once all these steps have been accomplished, the student will advance to Level III (Advance to Candidacy). At that point, students may register for 90000 Dissertation Supervision.

**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. Faculty 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 Exam Grading 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 (with completed revisions, if required), the Second Doctoral Exam Grading Form is submitted to the Program Coordinator by the Chair of the committee if revisions were required, or by the student if no revisions are recommended.
SECOND DOCTORAL EXAMINATION GRADING FORM

Student Name: ________________________________

Date: __________________________________________________________________________

Members of the Committee

<table>
<thead>
<tr>
<th>PRINT NAME</th>
<th>SIGNATURE</th>
<th>VOTE (Pass/Fail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
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</table>

The topic of this examination is: _____________________________________________________
                                                                                       _______________________________________________________________________
                                                                                       _______________________________________________________________________

1. 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.

2. Each of you should base your evaluation on the student’s performance of the examination as a whole and a grade of Pass means that the Committee decided the student’s competence in all parts of the exam. The grades are Pass or Fail. Please note: if revisions are required for the student to pass, the date the Second Doctoral Exam was successfully completed is the date when the revisions are approved – not the original date of this exam.

3. The final grade on the examination is determined by a majority vote of the Committee.

4. 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 Program Head.

Updated 6/13/2019
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.

**CLINICAL COMPETENCY EXAM**

The Clinical Competency Exam is an additional requirement of the Clinical at QC program, but is not a requirement of the GC. Students must pass the Clinical Competency Exam (CCE; described below) by June 30th of the year they wish to apply for internship. Students are responsible for contacting committee members to schedule the exam, and must contact the Clinical at QC Program Coordinator at least two weeks in advance to reserve a room for this purpose.

1. **Examination Committee.** Student selects an examination committee that includes two Clinical at QC program clinical faculty members (those who are New York State licensed in Psychology, including Drs. Bidell, Byrd, Caro, Foldi, Hinton, Jones, Nikulina, Rabin, Sneed, 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 Clinical at QC 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 Clinical 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 approximately 2 hours. **Students are required to bring two copies of the Clinical Competency Examination Rating Form to the exam (this form can be obtained from the Clinical at QC Program Coordinator).** 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):
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.).

Students are required to receive a score of 3 (satisfactory) or higher on all items of the CCE. At the end of the CCE, the committee members sign the CCE Rating Form and discuss their findings with the student, providing feedback about the student’s strengths and any areas that may need improvement. The faculty graders then scan the CCE Rating Form and email it to the Clinical at QC Program Coordinator, and the student delivers the original signed form to the Program Coordinator for the student’s records immediately after the exam. 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. The ideal semester in which to take the CCE is during or immediately after the student’s eighth semester in the program (spring semester of the fourth year or up to June 30th of that particular year).

No CCEs are scheduled during the months of July and August.
Clinical Competency Examination Rating Form

Student Name: ________________________________  Exam Date: ________________________________

Faculty Names:
1. [print] ____________________________  [sign] ____________________________
2. [print] ____________________________  [sign] ____________________________

Please indicate the degree/quality with which the student addressed the following elements:

<table>
<thead>
<tr>
<th>Element</th>
<th>N/A</th>
<th>Unable to rate</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Outstanding</th>
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<tbody>
<tr>
<td>1. Organization and quality of written presentation.</td>
<td>0</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>2. Well-organized, thoughtful, and professionally presented.</td>
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<td>3. Biopsychosocial Formulation/Conceptualization</td>
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<td>• Succinct, relevant, utilizes data from multiple sources</td>
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<td>• Consideration &amp; integration of relevant biological, psychological &amp; social factors.</td>
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<td>4. Diagnosis (including diagnostic classification system and differentials of psychopathology)</td>
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<td>• Signs &amp; symptoms. Onset, duration, frequency, intensity, &amp; functional impact.</td>
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<td>• Evolution of presenting problem to specific (most important/ troublesome/highest impact) affective, behavioral, cognitive, &amp;/or interpersonal targets that are then reflected in the treatment plan.</td>
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<td>5. Integration of test findings from psychological and/or neuropsychological instruments and measures.</td>
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<td>6. Course of treatment</td>
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<td>• Specific theoretical framework: rationale, what constituted data, goals &amp; outcome; specific strategies &amp; techniques; key clinical decision points</td>
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<td>• Treatment alliance (bond, goals, tasks)</td>
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<td>• Patient factors (expectations, commitment to change, values, preferences)</td>
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<td>• Therapist factors (collaboration, countertransference)</td>
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<td>• Alternative conceptualizations/ approaches</td>
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<td>• Problems encountered (barriers to treatment, ruptures)</td>
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<td>7. Outcome monitoring, how are symptoms’ goals/targets measured and tracked, expected prognosis.</td>
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<td>8. Multicultural/Diversity Issues (broadly defined.) Consider relevance, empirical vs clinical reasoning, flexibility, adaptation etc.</td>
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<td>9. Risk Assessment (risk &amp; protective factors, substance abuse) &amp; Protection of vulnerable populations (domestic violence, child protection, adult protective service etc.).</td>
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<td>10. Utilization of supervisor and supervision.</td>
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<td>11. Utilization of Consultation and/or Team Collaboration (clinic, school, psychiatrist, neurology etc.).</td>
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<td>12. Pertinent research findings and current literature. Reflects synthesis &amp; integration of available evidence in regard to disorder &amp; treatment.</td>
<td>0</td>
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<td>13. Ethical Issues, Professional Standards, Legal Concerns &amp; Risk Management.</td>
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Faculty Comments: Please write specific strengths and suggestions for improvement: (use back of page) 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Total Score: __________

Instructions:
- Faculty - scan then email the signed form (including comments, if any) to the Program Coordinator immediately after the exam
- Student - hand deliver the signed original form to the Program Coordinator ASAP

07.03.2019
Dissertation

Note that all dissertation forms can be found on the Forms and Procedures page on the Graduate Center website: http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures.

Dissertation Proposal and Dissertation Advisory Committee

As noted above, after the completion of the Second Doctoral Examination, two forms are to be submitted (via the Clinical at QC Program Coordinator to the GC) in order for the student to move to Level III: the GC Dissertation Proposal Approval Form and the GC Dissertation Topic and Committee Selection Form. In addition, the Graduate Center requires submission of the Advancement to Candidacy for the Doctoral Degree form which will be sent to the students by Jude Kubran in the GC Psychology Office and which they are to complete and return to her.

Dissertation Proposal Approval Form

The Dissertation Proposal Approval Form is signed by three committee members (two full-time Core or Associated faculty in the Clinical at QC program and the student’s advisor/dissertation committee chair) and includes the student’s revised paper for the Second Doctoral Examination (literature review, hypotheses to be tested and methods) which is now referred to as the Dissertation Proposal. The three committee members on the student’s Second Doctoral Exam Committee often remain on the student’s dissertation committee, however this is not necessary. Please note that the faculty on the student’s second doctoral exam committee do not have to be the same as the faculty sitting on the student’s final dissertation committee.

The Dissertation Proposal is a detailed account of the research to be conducted. It is the revised and accepted version of the Second Doctoral Examination paper and includes 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 introduction (e.g., background, hypotheses) and methods (including planned statistical analyses) sections of the dissertation itself.

When the dissertation proposal is approved by the Dissertation Committee, the Dissertation Proposal Approval Form is signed by at least three members and submitted to the Clinical at QC Program Coordinator who ensures it is sent to the APO of Academic Support and Student Progress in the Psychology Executive Office. (The Executive Office does not need the Dissertation Proposal Approval Form with the original signatures.) The Program Coordinator files a copy of the approved Dissertation Proposal and the original Dissertation Proposal Approval Form in the student’s file in the Psychology office at QC. The student retains a copy of the approved Dissertation Proposal 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. Evidence of CUNY IRB approval for the dissertation project must be given to the Program Coordinator to place in the student’s APA file.
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 cannot “change its mind” and require the student to make 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.

**Dissertation Topic and Committee Selection Form**

The Dissertation Topic and Committee Selection Form includes a one-page description of the proposed research. The one-page description includes specific aims, rationale and plan for data analysis. If the student's dissertation project changes substantially, a new Dissertation Topic and Committee Selection Form must be submitted. The form also includes the names of at least two and up to four individuals to serve along with the Chair on the Dissertation Advisory Committee. Two of the three committee members (including the Chair) 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. If there will be non-CUNY faculty members on the committee (no more than two allowed), you must submit the GC Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member Form along with a copy of each potential committee member's CV to the Clinical at QC Program Coordinator who will submit this to the GC. The non-CUNY-Doctoral Faculty form and CV may be submitted later if the full committee is not yet formed at this time.

The Dissertation Proposal Approval Form, the Dissertation Topic and Committee Selection Form and the Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member Form can be found at:

http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures

Both the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form must be filed before the end of the student's fifth year in the Clinical at QC Program. After the forms are signed, they should be submitted to the Clinical at Queens Program Coordinator who will submit them to the GC. Completion of the Second Doctoral Exam and acceptance of the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form by the Graduate Center is required to attain Level III Tuition and to apply for Internship.
ADVANCEMENT TO CANDIDACY FOR THE DOCTORAL DEGREE. Once the GC has approved the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form and reviewed the student’s transcript, the GC Psychology Department APO for Academic Support and Student Progress (Jude Kubran) will send the student the Advancement to Candidacy for the Doctoral Degree form for the student to complete. Students send the completed form to jkubran@gc.cuny.edu, as an email attachment (cc'ing our Program Coordinator). Once Jude Kubran has signed off on the form she will deliver it to the Registrar’s Office. The Registrar will review student’s milestones, and approve and post the student’s Advancement Date on the CUNYFirst Student Record.

Students are responsible for verifying that the Advancement to Candidacy date has been posted to their CUNYFirst Student Record. At that point, students may register for 90000 Dissertation Supervision. It will be posted under ‘Student Milestone.’ Once the date appears on the student’s record, the student officially becomes Level III.

Students may check the Forms & Procedures page on the Psych website under the heading Dissertation Topic and Committee Selection Form/Advancement to Candidacy/MPhil for more detailed information: https://gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures

REGISTERING FOR DISSERTATION SUPERVISION – 90000 WITH ADVISOR
Once students reach Level III, they register for 90000 Dissertation Supervision with their advisor. Course 90000 Dissertation Supervision appears as 1 credit on the student’s record. It is billed at 12 credits to ensure student maintains full-time status, without any additional credits required. Students are advised not to register for WIUs when registering for 90000 Dissertation Supervision.

For Level III students registering for courses for credit, other than 90000, they will be charged per credit. However, Level III students may audit courses for no additional cost.

Dissertation Advisory Committee Meetings Once the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form have 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. The student must provide all committee members and the Program Coordinator with copies of the signed progress report, and keep one for her/his personal records.

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**  Students in the Clinical at QC program have two options for their dissertation. Students may write a "traditional" dissertation that includes a detailed background and introduction showing comprehensive review of the relevant literature, clearly stated hypotheses, thorough methods and results and a thoughtful discussion section showing broad ranging considerations of the work. Students may also follow the “3 paper” format where they complete three separate manuscripts of publishable quality that are related by an over-arching theme. The Clinical at QC program encourages students to aim for the “3 paper approach.” This is because completion of three manuscripts trains them in valuable research skills, allows for greater opportunities to share and disseminate their work, and provides a stronger foundation for their scholarly research career. For the “3 paper” approach, an introduction and discussion section are required to “sandwich” the papers. These sections lay out the unifying ideas and demonstrate depth of knowledge of the field as well as areas for reflection and discussion, but these need not be as lengthy and comprehensive as the “traditional” dissertation. Three separate manuscripts make up the body of the dissertation. Students may, but do not have to, use their MA thesis as the basis of one of the manuscripts.

For guidance on formatting and writing the dissertation, students can consult with their faculty advisor, their dissertation committee, and visit the CUNY Graduate Center website for detailed information. The direct link for formatting instructions is:

https://libguides.gc.cuny.edu/dissertations/format

| 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. |

**Changes to Dissertation Advisory Committee or Topic**  Any major change in approved dissertation proposal or Advisory Committee must be discussed with the Chair and all original readers of the Dissertation Committee to obtain their consent. A request of change form should then be submitted to both the Program DCT and to the Program Coordinator, along with written confirmation of the Chair’s approval. If a new member is added to the committee, a letter from the new reader agreeing to the appointment must also be submitted. If the change is approved by the Clinical at QC Executive Committee, the Program Coordinator documents the change in the student’s file and notifies the GC of the approved changes.

**Dissertation Defense**  When the three-person 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 doctoral 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.
All dissertation committee members 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 Evaluation Form to the Clinical at QC Program Coordinator.

The Dissertation Evaluation Form link is listed below:

http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures

Then click the Dissertation Defense link and scroll down and click on the Dissertation Evaluation Form link to obtain the form.

A minimum of four weeks prior to the scheduled dissertation defense, the Clinical at QC Program Coordinator should be provided with the following information to forward to the APO at the Graduate Center 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. Please be advised students should always provide this information to the Clinical at QC Program Coordinator and not to the Graduate Center directly (despite notes on the GC Forms and Procedures site that suggests forms may be submitted directly to the GC by the student). In order to ensure careful record keeping, it is imperative that the Clinical at QC Program Coordinator be provided with all relevant information marking student milestones.

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.

Note: Even if students have already defended their dissertation, they must enroll for Dissertation Supervision (90000) until they deposit their dissertation after they complete their clinical internship.

Depositng the Dissertation  When the final version of the dissertation has been accepted by the Examination Committee, and when all other requirements for the Ph.D. have been met (including completion of Internship), 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. Bound copies are no longer required, and deposit is electronic now.

Please see the link below for CUNY Graduate Center library deposit procedures:

https://libguides.gc.cuny.edu/dissertations

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 will 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 1st (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.

<table>
<thead>
<tr>
<th>For the degree to be awarded in</th>
<th>Candidate must be enrolled during</th>
<th>and deposit dissertation by</th>
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</thead>
<tbody>
<tr>
<td>February</td>
<td>preceding fall semester</td>
<td>last business day in January</td>
</tr>
<tr>
<td>May</td>
<td>spring semester</td>
<td>last business day in April</td>
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<tr>
<td>October</td>
<td>preceding spring semester</td>
<td>September 15</td>
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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 developmentally appropriate experiences 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 three years of externship, one at QCPC in Clinical Psychology and two outside placements (one of which is in Clinical Neuropsychology).** 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 will be closely supervised by our experienced and licensed 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. Consult the DCT and/or the Externship Supervisor for more information.

**REQUIREMENTS FOR BEGINNING EXTERNSHIPS**

1. Students may not begin externships until they have taken all of the following courses: Ethics/Legal Issues for Psychologists; Diversity Issues/Clinical Psychology; Psychopathology I; Psychometric Methods; Psychodiagnosics I: Intelligence Testing; Psychodiagnosics II: Personality Assessment; Systems of Psychotherapy I; Systems of Psychotherapy II; and Professional Issues in 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/](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/](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](http://www.op.nysed.gov/training/caproviders.htm)
6. Students must provide documentation of completed HIPAA Training (completed as part of the Ethics/Legal Issues for Psychologists Course).

**EXTERNSHIP ASSIGNMENTS**

**FIRST YEAR CLINICAL PSYCHOLOGY EXTERNSHIP – QUEENS COLLEGE PSYCHOLOGICAL CENTER (QCPC)**

1. By design QCPC provides third year Clinical at QC doctoral program students (“Externship Student” or “Extern”), with their first year-long pre-doctoral externship as
required for their clinical training. Students register for (Courses # 70341, 70342, and 70343). The externship consists of 16 hours per week of supervised clinical training with direct service (including intervention and assessment) to patients (individuals, couples, groups, agencies, etc.). Note that some of this work may be conducted “off-site” (e.g., report writing, background reading) and workload expectations are discussed with Clinic Director, during the initial individual meeting, during orientation, and included in the “Externship Contract.”

2. In some instances, particularly in the second half of the year, students are allowed to take additional clinical responsibilities (e.g., an extra case) only if, they have successfully completed their Master’s Thesis. In addition, “Advanced Trainees” (i.e., staying on after their externship year for additional clinical experience) is approved only when their Master’s Thesis is successfully completed.

3. At QCPC trainees will participate in a broad range of clinical activities and receive intensive, individual, group, and peer supervision. Typically, students start in the summer before their third year in the program. The summer semester provides intensive orientation and preparation, including reviews of relevant literature regarding specific diagnostic categories, discussion of their assessment and treatment, and aspects of the therapeutic process are examined in depth to aid students in building therapeutic skills and integrating theoretical conceptualizations. Students begin with a limited caseload, and by the fall semester, assuming satisfactory progress (including a Documentation Review and the Problem Checklist) they are assigned additional cases. In January, a second documentation review and formal evaluation utilizing the Extern Competency Evaluation Form takes place. Students also co-lead a psychotherapy group. Students also learn to administer and interpret a broad range of assessment instruments, to provide feedback to patients, and to develop a written report of the assessment. Students complete several assessment cases in the year. Caseloads may be personalized for each student and may vary depending on the complexity and demands of the current caseload and the trainee’s level of comfort and competency etc. Students are formally and comprehensively evaluated on targeted competencies through the year and grades are also rendered to the department.

4. The basic goals delineated in the practicum training plan for all "externship students" include:
   a. Exposure to a diverse clinical population (in terms of developmental spectrum, gender, education, socio-economic status and cultural/ethnic diversity and diagnosis) in which relevant theoretical, empirical and clinical issues can be integrated within an evidence-based framework.
   b. Learn to:
      i. Build rapport with diverse populations (and significant collaterals)
      ii. Create collaborative evidence based treatments that carefully consider the needs, values, and preferences of individual patients
      iii. Conduct biopsychosocial evaluations (intake evaluations)
      iv. Conduct risk assessments and develop an understanding of clinical risk management
      v. Develop a formulation and treatment plan
      vi. Implement a treatment plan, with attention to the management of fidelity and flexibility
vii. Consult on the client's behalf, internally and externally (including interaction/consultation with parents, teachers, psychiatrists, internists, and other caretakers)

viii. Document a patient's care and progress

ix. Utilize outcome measures to track progress in treatment

x. Manage termination and closing a case

xi. Conduct a broad range of testing assessments, interpret results, document the findings in a report and provide constructive feedback to the client and others as appropriate.

c. Participation in formal case presentations, didactics and administrative meetings.

d. Development of 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

e. Familiarization with, and practice of, the various roles of a psychologist in a clinical setting, including that of clinician, administrator, consultant and supervisor. This includes program development and evaluation, community outreach, and vertical and horizontal peer supervision.

5. It is expected that students will complete all expected documentation and “Off Service” responsibilities (return materials etc.) by the last day of the externship (but no later than June 30 of the externship training year). All students receive an “Off Service” flowsheet and explicit instructions to assist them in meeting their professional responsibilities as they end their tenure at the clinic. Students who do not complete the off service process by this date will continue with an “Incomplete” grade and a plan for the expeditious completion of the “Off Service” process must be established by June 30.

6. In the case of “Advanced Trainees” no student may apply for internship unless all responsibilities (documentation etc.), to date on October 1 (APPIC open date) are completed and signed off by the Clinic director (in consultation with all supervising clinic faculty). Further all continuing documentation and off service responsibilities for ongoing cases must be completed, without exception, prior to June 30 (and before Internship starts). This stands as a measure of trainee’s professional responsibility and any breech would suggest need for counseling and a remediation plan as determined by Clinical committee.

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

1. For the second year of externship experience, students 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, developing recommendations and providing feedback to patients and family members, if applicable. These externships generally take place in the NYC area. Students have multiple sites to choose from with different training opportunities and are advised to carefully consider which sites would be the “best fit” for their training and career goals.
2. 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.

3. Prior to submission of applications, students will be invited to attend information sessions. In the fall, the Externship Coordinator will hold a session discussing the application process and reviewing steps the students will need to take to apply. A second information session will be run by students in upper cohorts who will share their impressions of the different sites they have worked with and offer application tips.

4. The New York Neuropsychology Group holds an annual training fair in the late fall that allows students to meet directors of different externship training sites and learn more about their programs. Students are encouraged (but not required) to attend this to learn more about the available options.

5. All students will be required to work at 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. Any student wishing to attend a site that is not on the approved list must submit information about the site to the Externship Coordinator. This information will be reviewed by the EC to ensure that the site meets the rigorous training standards set by the program. If approved by the EC, Legal Counsel then determines whether an affiliation agreement can be put in place. Please allow a year prior to expected application for this process to be completed.

6. Students must submit a list of chosen sites to the Externship Coordinator prior to applying. Students must submit a ranking of the sites to the Externship Coordinator after the student has interviewed at the sites and decided which placements are most desired.

7. Externships taken in the second externship year (fourth year of the program) receive a total of six course credits; three in the fall semester (70344) and three in the spring semester (70345).

8. Externships taken after the first two externship years (fifth year of program and beyond) 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, once evaluation and hours are submitted by the primary supervisor to the DCT, the information is kept in the student’s folder, and successful completion of the externship site will be noted on the student’s official transcript.

9. Students should complete and hand in to the Clinical at QC Program Coordinator all externship paperwork (ECER, mypyschtrack summary, and excel printout of hours) and complete the online student’s evaluation form of the externship site. Information for 70344 is due on December 1. Information for 70345 is due on July 15, after all hours have been completed on June 30th. Students who do not hand in their paperwork and complete the online evaluation will not be allowed to register for the following semester or will have a hold placed on their registration. Note: Externship courses 70341, 70342, 70343, 70344 and 70345 are only offered once per year, so failure to register for these courses will delay progress an entire year.

**Externship Oversight/Evaluation**

1. Students who would like to take an externship at a site not approved by the Clinical at QC Program need to have the site seek such approval. This approval must be obtained before the student commits to working at the site. Students should provide specific
information about the site to the Externship Coordinator and the site must be approved by the Executive Committee. Please be advised that approval via CUNY legal can take time and students are requested to submit interest in any unlisted site a minimum of one year in advance. Although most sites that meet program’s rigorous standards (including adherence to NYNJDOT standards for hours of licensed supervision), there are nonetheless are some instances where affiliation agreements cannot be worked out between CUNY and the proposed site.

2. At the end of each semester of training (two times per year), students are required to submit a written record, the Externship Hours Documentation form, that documents contact hours, supervision hours, support hours and number of reports written, if applicable. The student must review the report with their externship site supervisor. Once the supervisor signs off on the report, it is submitted to the Clinical at QC Externship Coordinator and Program Coordinator. The report will serve as documentation of the student’s externship experience.

3. In addition, at the end of each semester of training, externship supervisors will be asked to complete an online evaluation of the extern’s performance, the Extern Competency Evaluation Record (ECER). Areas of evaluation are related to Clinical at QC 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. The supervisor reviews the student’s Externship Hours Documentation form and confirms the student’s hours. The entire evaluation is then reviewed with the extern before the supervisor submits their online survey.

4. Students must also complete a site and supervisor(s) evaluation online at the end of the fall and spring semesters (two times per year).

Students are responsible for keeping track of all clinical, supervision and support hours. Each evaluation will require these hours 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. An example of the Externship Hours Documentation form is on the next page.

Hours collected during clinical research may be accrued only if the following criteria are met: 1) Research is consistent with the Clinical at QC’s training goals, 2) Clinical research is supervised by a licensed psychologist, 3) The student must demonstrate adequate competencies as noted by the supervisor’s evaluation, and 4) Approval by the Executive Committee prior to the accrual of hours (the student must provide the committee with the name and license number of the supervisor and a brief description of the nature of the work they are doing for it to be approved). A maximum total of 80 hours of clinical research will be approved for any student.
Externship Hours Documentation

Below is a selected summary of hours matching the APPIC application. Please complete this form and bring it to your evaluation meeting with your supervisor. Your supervisor will input these hours into their online Survey Monkey evaluation and verify that they are accurate.

Intervention

Individual therapy face-to-face hours
  Older adults (65+): ________
  Adults (18-64): ________
  Adolescents (13-17): ________
  School age (6-12): ________
  Preschool (3-5): ________
  Infants/toddlers (0-2): ________

Group counseling face-to-face hours
  Adults: ________
  Adolescents (13-17): ________
  Children (12 and under): ________

Family Therapy face-to-face hours: ________
Couples Therapy face-to-face hours: ________
Other therapy face-to-face hours: ________

Assessment

Psychodiagnostic Testing face-to-face hours (include symptom assessment, projectives, personality, objective measures, achievement, intelligence, career assessment): ________

Neuropsychological Assessment face-to-face hours (include intellectual assessment in this category only when it was administered in the context of neuropsychological assessment involving evaluation of multiple cognitive, sensory and motor functions): ________

Other testing face-to-face hours: ________
How many supervised integrated psychological reports written ________

Supervision

Hours of individual supervision received: ________
Hours of group supervision received: ________

Support

Total support activities hours (e.g., Case conferences, Case management/consultation, Didactic training/seminars/Grand Rounds, Progress Note/Clinical Writing/Chart review, Psychological Assessment Scoring/Interpretation and Report Writing, and Video-Audio-Digital recording review): ________

<table>
<thead>
<tr>
<th>Hours Summary</th>
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<tbody>
<tr>
<td>Intervention hours (including face-to-face therapy, consultation, outreach, &amp; peer supervision): ________</td>
</tr>
<tr>
<td>Assessment Hours: ________</td>
</tr>
<tr>
<td>Supervision Hours: ________</td>
</tr>
<tr>
<td>Support &amp; Didactic Hours: ________</td>
</tr>
</tbody>
</table>
**EXTERNSHIP GRADING**

Externships are graded as Pass or Fail. The Extern Competency Evaluation Record (ECER) is completed by the externship supervisor online at the end of each semester to generate a grade for all externship classes (70341-70345). The ECER contains 50 items. It is divided into two main categories, I. Foundational Training and II. Primary Training Objectives, each with subcategories of areas of competency that the student is rated on. The questions are each graded on a scale of 1 = Not Satisfactory to 5 = Advanced/Outstanding. Student ratings are compared to what is expected at a similar level of training and experience. Some questions may not be applicable to particular sites and this can be noted. The areas covered include: I. Foundational Training Objectives (A. Knowledge of Strategies of Scholarly Inquiry, B. Individual and Cultural Diversity, C. Professionalism, D. Ethical and Legal, E. Reflective Practice/Self-Assessment/ Self-Care) and II. Primary Training Objectives (F. Psychodiagnostic Assessment and Diagnosis, G. Neuropsychological Assessment and Diagnosis, H. Clinical Interventions, I. Consultation, J. Supervision).

To receive a “Pass” BOTH of the following criteria must be achieved:

a. **Minimum score** of 150 out of a total of 250 points possible (50 items). If questions are noted to be “not applicable,” this changes accordingly (e.g., 45 items yield a pass score of 135).

b. **Critical items**: All “Ethical and Legal” items (n=4) AND “Individual and Cultural Diversity” items (n=2) must EACH receive a grade of “3” or greater.

If criteria **a. Minimum score** and/or **b. Critical items** are not met, a “Pass” grade cannot be entered into the student’s record. Rather, an “Incomplete” (INC) will be entered and an individualized Remediation Plan and Re-evaluation will be required. The Remediation Plan must be developed and signed off by the primary externship supervisor, the DCT and the student. The Re-evaluation will formally document the outcome of the Remediation Plan and must occur prior to resolving the grade change in the student’s record. The grade change will be entered into the student’s record by the DCT (or primary faculty or record) and the Program Coordinator. If the Remediation Plan is not complete by the last grade day of the following semester, the grade of Fail is entered into the student’s record.

**CLINICAL INTERNSHIP**

As part of the PhD requirements, all students must complete a one year, full-time clinical internship. The Clinical at QC 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 **apply** for internship in the fall, students must meet all requirements to be at Level III (i.e., all courses completed with no incompletes, completed Second Doctoral Exam (including...
revisions made and accepted to the written document), submitted the Dissertation Proposal Approval Form and submitted the Dissertation Topic and Committee Selection Form, completed 20 Colloquium Credits, and have passed their CCE by June 30th in the year students want to apply. Program faculty will meet during or after each spring semester to determine which students will be permitted to apply for internship that fall based on milestone completion and professionalism.

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. Students are encouraged to defend their dissertation prior to leaving for internship.

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, externship 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.

The following timeline is suggested for students applying for internship:

<table>
<thead>
<tr>
<th>By end of spring semester (June 30)</th>
<th>• Reach Level III</th>
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<tbody>
<tr>
<td>o All courses completed with no incompletes</td>
<td></td>
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<tr>
<td>o Completed Second Doctoral Exam (including revisions made and accepted to the written document)</td>
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<tr>
<td>o Submitted the Dissertation Proposal Approval Form</td>
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</table>

- 53 -
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Director</td>
<td>Submitted the <em>Dissertation Topic and Committee Selection Form</em></td>
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<tr>
<td></td>
<td>Completed 20 Colloquium Credits</td>
</tr>
<tr>
<td></td>
<td>Passed the Clinical Competency Examination</td>
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<tr>
<td></td>
<td>Meet with Director of Clinical Training and discuss intent to apply to internship</td>
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<td></td>
<td>Attend Director of Clinical Training internship information session</td>
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<td></td>
<td>Meet with students from upper cohorts for advice on applying</td>
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<tr>
<td>Summer</td>
<td>Access application from APPIC site</td>
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<td></td>
<td>Write all essays</td>
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<td></td>
<td>- Personal</td>
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<td></td>
<td>- Orientation</td>
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<td></td>
<td>- Diversity</td>
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<tr>
<td></td>
<td>- Research</td>
</tr>
<tr>
<td></td>
<td>Document coursework, externship hours, and testing experience</td>
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<td></td>
<td>Update CV</td>
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<tr>
<td></td>
<td>Review potential sites</td>
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<td></td>
<td>Determine if any sites request additional information</td>
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<tr>
<td></td>
<td>Contact faculty/supervisors for letters of recommendation</td>
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<tr>
<td>Early fall,</td>
<td>Send essays to faculty members for feedback early September</td>
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<tr>
<td>September</td>
<td>Request letters of recommendation early September</td>
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<tr>
<td></td>
<td>Meet with Director of Clinical Training early September</td>
</tr>
<tr>
<td></td>
<td>- Work together to complete the Academic Program's Verification of Internship Eligibility and Readiness Form</td>
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<td>- Discuss sites of interest</td>
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<td></td>
<td>- Discuss strengths that should be highlighted in letter</td>
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<td></td>
<td>Request official transcripts</td>
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<tr>
<td></td>
<td>Choose sample report to submit and carefully de-identify it</td>
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<td></td>
<td>Work on cover letters</td>
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<tr>
<td></td>
<td>Work on any extra information requested by select sites</td>
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<tr>
<td>Mid fall,</td>
<td>Revise essays</td>
</tr>
<tr>
<td>October</td>
<td>- Have faculty review again if possible</td>
</tr>
<tr>
<td></td>
<td>Review and finalize documentation of coursework, externship hours and testing experience</td>
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<tr>
<td></td>
<td>Decide final sites of interest</td>
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<tr>
<td></td>
<td>Finalize essays</td>
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<tr>
<td></td>
<td>Finalize cover letters</td>
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<tr>
<td></td>
<td>Prepare all needed information for submission</td>
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<td></td>
<td>Please note that any outstanding QCPC professional responsibilities/</td>
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</tbody>
</table>
documentation must be completed by October 1st (APPIC open date). Further all continuing documentation and off service responsibilities for ongoing cases must be completed, without exception, prior to June 30 (and before Internship starts). This stands as a measure of trainee’s professional responsibility and any breech would suggest need for counseling and a remediation plan as determined by Clinical committee.

Late fall, November
- SUBMIT APPLICATIONS
  - Generally, deadlines are November 1 through December 15
  - Register for Match by December 1
  - Practice with mock interviews

December-January
- Interviews

February
- Rank order list due early February
- Match day late February

March
- APPIC second round for students who did not match

Students are required to have malpractice insurance during the course of their internship year.

Again, it is strongly advised that a student’s dissertation be complete or very near completion before the start of the internship year. Students are encouraged to defend their dissertation prior to leaving for internship.

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, cc’ing the Clinical at QC Program Coordinator as well as the APO for Academic Support and Student Progress in Psychology at the GC. The letter must 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 and ensure the Clinical at QC Program Coordinator has a copy for the student’s records.

APPLYING FOR POST-DOCTORAL POSITIONS

Students are strongly encouraged to apply for post-doctoral positions only after successful completion of their doctoral dissertation defense. In order to apply for post-doctoral positions, the following minimum criteria are required: approval of both DCT and dissertation advisor, a complete draft of the dissertation and a scheduled dissertation defense date.
**LICENSING**

**LICENSING IN NEW YORK** 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, supervised by a licensed 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**

**GENERAL POLICIES**

Students will be assigned both Graduate Center and Queens College email accounts, which they are required to use for all program-related communications. Students must check both accounts daily to ensure they are aware of all relevant notices. The Clinical at QC program uses the Queens College email account and The Graduate Center uses their GC email addresses for all notices.

Students are required to maintain careful records of their progress throughout their tenure in the Clinical at QC program. All program related forms are to be submitted directly to the Clinical at QC Program Coordinator at QC who will oversee the submission to the Graduate Center (despite statements on the GC website suggesting students can submit to the GC directly). Also, students are required to cc the Clinical at QC Program Coordinator on all emails related to their progress.

**REGISTRATION**

Course listings: Current course listings and schedules for graduate courses can be found here: https://globalsearch.cuny.edu/CFGlobalSearchTool/search.jsp
New students: Registration information is sent from the Graduate Center to new students in late August. Incoming students are invited to a “One Stop Shop” at the Graduate Center (prior to or soon after the Queens College Orientation) where they obtain assistance registering for classes (they will receive an email from Queens College staff notifying them of which classes they must register). Then students will attend a Queens College new student Orientation wherein they obtain a Queens College ID, learn about program requirements, and can consult with program staff about any questions they may have. 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 Program Coordinator for assistance with registration questions. All registration is done online via CUNYfirst. 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). Students must carry 7 or more credits/weighted instructional units (WIUs) per semester. 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.

Incompletes: The incomplete policy is described in the GC Governance, Policies, & Procedures section. To resolve incomplete grades, students must fulfill their obligations within one calendar year after completion of the course. After one year, the incomplete (“INC”) will automatically become permanent; extensions will be granted only in exceptional circumstances upon written application and with the permission of the faculty member, the Executive Officer, and the Vice President for Student Affairs. Permanent incompletes will accrue no credit. Incomplete grades cannot be changed to letter grades after a student has been advanced to candidacy and has been moved to Level III.

Students with more than two incomplete courses will be brought to the attention of their Executive Officer to determine whether or not they are making satisfactory progress. Students will not normally be regarded as making satisfactory progress toward their degrees if they have more than two “INC”s on their records.

Change of grade guidelines: In the middle of each semester, please check your transcript on the CUNYfirst 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
CUNYfirst at the time of registration) with a cc. to the Clinical at QC Program Coordinator. 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 the Program Coordinator 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 CUNYfirst periodically. If after four weeks you still do not see that the grade change has posted, email the Program Coordinator 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 91 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 Bachelor’s Degree is six to seven years, with five to six years of full-time coursework, externship training and research, and one year of internship. Students are referred to the Clinical at QC “Blue Sheet” that shows the program requirements and sequence (pages 11, 12).

The decision as to how many graduate credits may be transferred from coursework completed prior to admission to the Program is made by the 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 although it is uncommon to transfer more than 12 credits. 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 recently taken doctoral level courses that are equivalent to program requirements and grades of B or higher were earned.

Students are not allowed to transfer credits for Clinical at QC core courses. The Clinical at QC core courses include: 75500 (Psychopathology), 85501 & 82908 (Systems of Psychotherapy I & II), 76601 & 76701 (Psychodiagnoses I & II), 85400 (Diversity Issues in Clinical Psychology), 84400 (Professional Issues in Psychology), 77100 (Ethics), 76101 (Neuropsychological Assessment), 81703 (Survey of Clinical Psychotherapy) and 70341, 70342, 70343 (Clinical Externships I,II,III – first year of clinical externship). It is critical for students to be trained according to the Clinical at QC 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 accumulated, the fewer the courses needed to be taken and the quicker Level II or III (with lower fee schedules) will be reached. On the other hand, the more credits entered with, the sooner the First Doctoral Examination must be taken. Thus, if previous courses were not preparatory for the First Doctoral Examination, it may not be advantageous to transfer all of these credits.

To transfer credits, you may obtain an Advanced Standing Transfer Credit Form from the Forms and Procedures Page on the Graduate Center website, however, all incoming first year students are provided the Transfer Credit Form during Orientation before the start of the Fall Semester of their first year. The form must be completed and, along with the appropriate documentation, submitted it to the Program Coordinator who will process the form. 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, the student 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 a student's admissions application is not complete, the student 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 the student wishes to transfer.

Although the deadline date for filing the form to transfer credits varies from semester to semester, it is suggested that students file as quickly as possible after the start of classes. Note that all transfers must be completed within one year of admission to the Clinical at QC 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 Clinical at QC core courses at these associated institutions. The Clinical at QC core courses include: 75500 (Psychopathology I), 85501 & 82908 (Systems of Psychotherapy I & II), 76601 & 76701 (Psychodiagnoses I & II), 85400 (Diversity Issues in Clinical Psychology), 84400 (Professional Issues in Psychology), 77100 (Ethics), 76101 (Neuropsychological Assessment), 81703 (Survey of Clinical Psychotherapy) and 70341, 70342, 70343 (Clinical Externships I,II,III – first year of clinical externship).

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, and the approval of the Vice President for Student Affairs at the Graduate Center. 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 CUNY Policy on Academic Integrity: https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/Academic-Integrity-Policy-051911.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 desired sequence of completion of requirements is listed on the Clinical at QC “Blue Sheet.” The GC has specific time limits for completion of requirements (students will not be permitted to continue in the program should they fail to meet these time limits).
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 Master’s Thesis must be completed with a grade submitted for 80200 by the end of the 6th semester.

The Second Doctoral Examination must be passed (including revisions accepted) 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 Dissertation Approval Form, the Dissertation Topic and Committee Selection Form and the Advancement to Candidacy for the Doctoral Degree form must be filed before 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 and all requirements of the program 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 the Master’s Thesis, Second Doctoral Examination, Clinical Competency Exam paperwork, or dissertation papers during the months of July or August.**

**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 Clinical at QC Program committees. Additionally, there are numerous occasions throughout the academic year that foster a sense of community among Clinical at QC 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 and their respective faculty research mentor 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 full faculty meets to review the progress of each student in the program and on the basis of completion of program milestones as well as professional development. The clinical committee determines which students are ready to apply for Internship in the upcoming fall semester. Issues of professionalism, 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. It is important to note that these yearly evaluation letters form the basis for the DCT’s letter of internship readiness. Professional issues
such as but not limited to lateness of assignments, significant delays in research related work or assignments, unresponsiveness to faculty requests, and unprofessional handling of the faculty-student relationship that remain a problem will likely be included in the DCT’s letter of internship readiness. 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), or 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 will bring 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. Appeal policies of the Graduate Center can be found in the GC Handbook.

**LABORATORY PARTICIPATION/CHANGING LABORATORIES**

Students are accepted into the Clinical Psychology at Queens College 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 Master’s 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 Master's Thesis 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.

Just as students can switch labs, faculty members have the right to terminate their research relationship with a student. Prior to doing so, the faculty member is advised to send the student a warning letter (email) indicating they are not performing adequately in their lab. A contract with timelines should be implemented and agreed upon. If the student fails to meet the requirements of the agreed upon contract and timeline, he or she may be asked to leave the lab. In this case, the student will meet with the DCT to discuss the situation, figure out what went wrong and how to remedy the situation in the future, and to help the student find a new lab.

**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. If the student has a GC fellowship, s/he can stop the clock for one year and not lose his/her fellowship. An online writeable version of the leave of absence form can be found on the department website: http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures

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 re-admittance 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.
GRIEVANCE POLICY  When feasible, a grievance resolution attempt should always be made between the parties. However, if the resolution is not satisfactory or the circumstances warrant program level attention, then individual or groups of students have multiple means to express grievances at the program level. (1) They may report to their student/peer representative. (2) They may share their concerns with the DCT at their annual end-of-year meeting. (3) They may request a meeting with the DCT to discuss their concerns. (4) They may meet with a core faculty member. (5) They may submit an anonymous form to the suggestion box located in the adjunct office in the Psychology Department (the suggestion box is in Science Building E 324 in the lower right hand corner of the student/adjunct mailboxes in). In all of these cases, the student(s) concerns will be discussed at a designated program Executive Committee meeting, where a consensus decision on how to proceed will be determined and documented (as detailed below). If the student(s) speak to their peer representative, a faculty member, or the DCT, the person who shared the student’s grievance at the Executive Committee meeting will: a) report back to the student who initiated the grievance, b) share the decisions of the committee on how the committee will proceed, and c) provide contact information of the Ombuds Officer at the Graduate Center, should the student(s) wish to pursue further or different action.

Students are encouraged to try and resolve complaints informally via the above stated procedures, and/or by working with the Ombuds Officer at the Graduate Center. Students may also consult with the Chief Student Affairs Officer at the Graduate Center for information about the applicable procedure the student should follow for specific complaints. For more detailed information about filing a formal complaint, students are referred to the CUNY manual of general policy. Procedures may differ depending on the specific nature of the grievance.

http://policy.cuny.edu/policyimport/manual_of_general_policy/article_v/policy_5.01/5/5.2/index.html#Navigation_Location

For our program, Clinical Psychology at QC, all documentation related to a grievance is maintained in one file (secured in the program office, in a locked cabinet, with access restricted to the Program Coordinator, DCT and Training Area Coordinator). Should one of those individuals be the subject of the grievance, the file will be stored in a separate location and the alleged individual will not be permitted access to that specific file. If the grievance is initiated by a student who has identified her/himself, a memo is placed in the student’s file that states the identifier for the grievance with no additional information. All grievances are entered into a database maintained by the Program Coordinator, and reviewed at the Executive Committee meeting at the end of each semester. [If a grievance is high risk/high concern it would be reviewed at the next monthly meeting or a special meeting would be called.] Data may be de-identified as appropriate to maintain confidentiality of students, staff and faculty filing the grievance. Analysis and review of the database at the designated meetings will allow for tracking trends, noting and addressing of emerging issues before they become systemic problems, and allows for the ongoing and timely follow up of corrective actions and their outcomes. Each corrective action will have a description of the plan, a timeframe, identification of the person(s) responsible to implement such and an outcome assessment.

The program considers quality improvement an ongoing process, and is always looking to identify areas where to develop and enhance our program, our student’s, staff’s and faculty’s experience in the program.
OMBUDS OFFICER  An Ombuds Officer is available at the Graduate Center for confidential discussions with students who have unresolved problems with any aspect of the program. Information about the Ombuds Office can be found at http://www.gc.cuny.edu/About-the-GC/Administrative-Services/Ombuds. The Ombuds Office is located in room 3311 in the Graduate Center and may be contacted via email at ombuds@gc.cuny.edu or by phone at (212) 817-7191.

The Ombuds Office at the GC provides a neutral, impartial person to speak with confidentially about problems related to work and study in the program. The Ombuds Officer is an advocate for fairness whose job is to listen, to provide information, to suggest options, and to clarify institutional procedures for dispute resolution. The Ombuds Officer 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 in resolving problem situations.

Concerns that people bring to the Ombuds Office include:
- Disagreements about grades
- Problems with tuition changes
- Interpersonal conflicts
- Professional/scientific misconduct
- Academic dishonesty
- Safety concerns
- Sexual harassment, racism or other types of discrimination
- Ethics and whistle blowing
- Working conditions
- Intellectual property issues

STUDENT ELECTIONS  Each year, students elect representatives to Clinical at QC Program committees and Graduate Center organizations for the following academic year. The Clinical at QC Program committees are: Executive Committee, Admissions and Awards Committee, and Curriculum Committee. The GC organizations are the Doctoral Students Council and the Psychology Council. Elections are organized by the Admissions Faculty Coordinator.

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 or not the student is a New York State resident.

TUITION LEVELS

See the Graduate Center webpage for the most up-to-date information on tuition rates and fees: https://www.gc.cuny.edu/Prospective-Current-Students/Prospective-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 Clinical at QC 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/Institutional-Aid/Fellowships-and-Grants. All students receive some financial assistance from the Graduate Center including either tuition remission or a Graduate Center Fellowship (GCF).

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 ($71.59/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** (For the most updated financial information please check on the Graduate Center website or with QC Psychology Department)

**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 QC 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 $5,984/term.

Graduate Assistant lines are covered by the PSC-CUNY union contract.

**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 $71.79 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.

**Financial Assistance for New Students (GC Funds)**

**Graduate Center Fellowships:**

The Graduate Center Fellowships provide students with tuition and $26,128 each year for the first five years of study. The fellowship consists of a $24,128 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 Remission 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](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](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 Clinical at QC PhD students must complete the Teaching Apprenticeship Program (TAP) during the fall semester of their first year in order to teach in the Psychology Department at Queens College, regardless of their type of fellowship award.

Upon *successfully* completing all of the requirements of TAP (described below), Doctoral students are eligible to teach as adjunct lecturers.

Compensation for those not awarded a teaching fellowship who teach as adjunct lecturers begins at a rate of $71.59 per contact hour. 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. Additionally, the preceding requires the adjunct to hold a scheduled weekly, in-person office hour.

Compensation and required teaching hours for those awarded teaching fellowships varies in accordance with the specific requirements of a given fellowship. Any adjunct teaching additional contact hours beyond those required of a fellowship will be paid those extra hours at the standard adjunct rate as described above.

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 including Advanced Experimental Psychology courses in the areas of Learning, Applied Behavior Analysis, Cognition, and Sensation and Perception.

Graduate students in the Teaching Apprenticeship Program are required to attend the TAP seminar course. The seminar is given annually in the fall, and occasionally in the spring on an as need basis (dependent upon whether demand exceeds Fall enrollment limits). This seminar meets for one, 2-hour meeting each week for a minimum of 8 weeks (and may meet an additional week dependent on enrollment). During the Fall semester, the seminar begins in mid-September and ends in mid- to late November.

This TAP course offers practical experience to those interested in teaching undergraduate psychology courses, as well as those wishing to further their teaching skills. Emphasis is placed on the mechanics of teaching, classroom management and policy. The course is semi-structured in nature, allowing not only for the practice and fine tuning of teaching skills, but also the opportunity for peer discussion with respect to the components of best practices in teaching. Time will be spent on the basics of teaching including syllabus and lecture planning, test
construction and grading, college policy, and instructor resources. Although specifically designed to address teaching within the Psychology Department at Queens College, students will find that the material covered in this course generalizes to other disciplines as well as other institutions.

As a requirement of the TAP course, the student is also assigned to both an instructional and faculty mentor, and must attend at least two lectures given by the instructional mentor that semester. The student and the instructional mentor then meet to plan a lecture (minimum of 50 minutes) that the student must give. After the student has presented the lecture to the class, the mentors critique the student’s performance and sends an evaluation to the TAP seminar coordinator.

Students must **successfully complete all components** of the TAP program in order to be placed on the list of approved Queens College instructors for the subsequent academic semesters. This approved teaching list is maintained by the QC Psychology Deputy Chair/Director of Instruction.

**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](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](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/](http://queenscollegehousing.com/)

Most students live in rental apartments in Queens, Brooklyn, the Bronx, and nearby Nassau County. Rental apartments range from about $1500-2300 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 [4http://qcpages.qc.edu/Library/4T] and the Graduate Center’s Mina Rees Library [http://library.gc.cuny.edu/](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) 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/](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/auth/login.aspx](https://citrix.gc.cuny.edu/Citrix/AGEE/auth/login.aspx)

**Lounges**

The Adjunct Lounge: Science Building E-324 houses graduate student mailboxes and the Clinical at QC suggestion box, 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 undergraduate student is required to participate for two hours.

**Grants office and institutional review board**

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?](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](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](http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/International-Students)
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, Email address: mschoengood@gc.cuny.edu. 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.

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.cunydsc.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 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 (https://careerplan.commons.gc.cuny.edu/). 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 may 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. For a list of Core and Associated Clinical Faculty members, please go to the Graduate Center website at http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas/Clinical-Psychology-@-Queens-College/Clinical-Psychology-@-Queens-College-Faculty