### HPCS Contact Information

#### CORE FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evelyn Behar, Ph.D.</td>
<td>Associate Professor</td>
<td><a href="mailto:Evelyn.Behar@hunter.cuny.edu">Evelyn.Behar@hunter.cuny.edu</a></td>
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<td>Cheryl Carmichael, Ph.D.</td>
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<tr>
<td>Tracy Dennis-Tiwary, Ph.D.</td>
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<td>Joel Erblich, Ph.D.</td>
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<tr>
<td>Jennifer Ford, Ph.D.</td>
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<td>Professor</td>
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</tr>
<tr>
<td>Margaret Rosario, Ph.D.</td>
<td>Professor</td>
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<td>Christopher Stults, Ph.D.</td>
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</tr>
<tr>
<td>Deborah Walder, Ph.D.</td>
<td>Professor</td>
<td><a href="mailto:DWalder@brooklyn.cuny.edu">DWalder@brooklyn.cuny.edu</a></td>
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#### AFFILIATED FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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<tbody>
<tr>
<td>Jon Rendina, Ph.D., MPH</td>
<td>Adjunct Associate Professor</td>
<td><a href="mailto:JRendina@gwu.edu">JRendina@gwu.edu</a></td>
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<tr>
<td>Nicholas Sibrava, Ph.D.</td>
<td>Associate Professor</td>
<td><a href="mailto:Nicholas.Sibrava@baruch.cuny.edu">Nicholas.Sibrava@baruch.cuny.edu</a></td>
</tr>
<tr>
<td>Tyrel Starks, Ph.D.</td>
<td>Associate Professor</td>
<td><a href="mailto:Tstarks@hunter.cuny.edu">Tstarks@hunter.cuny.edu</a></td>
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#### ADMINISTRATIVE SUPPORT

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<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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<tbody>
<tr>
<td>Renee Warden</td>
<td>Administrative Assistant</td>
<td><a href="mailto:rwarden@hunter.cuny.edu">rwarden@hunter.cuny.edu</a></td>
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#### FINANCIAL AID PAPERWORK

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<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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<tbody>
<tr>
<td>Valerie Khait, Ph.D.</td>
<td>Research Associate, Hunter</td>
<td><a href="mailto:psychadj@hunter.cuny.edu">psychadj@hunter.cuny.edu</a></td>
</tr>
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#### PSYCHOLOGY EXECUTIVE OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
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<tbody>
<tr>
<td>Richard Bodnar, Ph.D.</td>
<td>Executive Officer of Psychology</td>
<td><a href="mailto:rbodnar@gc.cuny.edu">rbodnar@gc.cuny.edu</a></td>
</tr>
<tr>
<td>Executive Office Staff</td>
<td>Graduate Center - Room 6304.07, Phone: 212-817-8750</td>
<td><a href="mailto:Psychology@gc.cuny.edu">Psychology@gc.cuny.edu</a> Use this email to for any inquiries related to academic progress</td>
</tr>
</tbody>
</table>
This **Student Handbook** informs and systematically guides HPCS students through the doctoral training program. It complements the Graduate Center’s policies and procedures, which are outlined in the Graduate Student Handbook. [https://www.gc.cuny.edu/student-handbook](https://www.gc.cuny.edu/student-handbook)

As a training area within Psychology, HPCS adheres to the Psychology program’s procedures and policies. Those policies and forms needed for GC academic requirements can be found on the Psychology website. [https://www.gc.cuny.edu/psychology/forms-and-procedures](https://www.gc.cuny.edu/psychology/forms-and-procedures)

It is the responsibility of all HPCS students to familiarize themselves with the policies and procedures described in this Handbook and to seek clarification from their advisors, the Director(s) of Clinical Training, the Executive Officer of Psychology, or other faculty/administrators about any requirements that are not clear to them.

Generally, the Handbook that is in effect during the first Fall semester in which a doctoral student enrolls in HPCS is the Handbook that guides a student’s program requirements. However, because graduate training evolves over time, the program may institute changes to program requirements that apply to all students regardless of when they enrolled. Should the HPCS leadership deem such changes necessary, the program directors will notify students in writing as to the nature of those changes and to whom they apply.
The Health Psychology and Clinical Science (HPCS) doctoral training program at the City University of New York is housed within the Graduate Center, and co-sponsored by Hunter College. Doctoral students in HPCS receive a thorough grounding in clinical and health psychology, including current theoretical perspectives, the conduct and evaluation of scientific research methods, and evidence-based prevention and intervention practice across a diverse set of populations. The program embodies a clinical science model of training in the evidence-based practice of health service psychology. HPCS has a commitment to examining the interaction between physical and mental health, a focus on health disparities, and the influence of sociocultural contexts, and the advancement of health equity from a biopsychosocial perspective.

**Commitment to Diversity and Social Justice**

HPCS is committed to diversity and social justice in its training and among its students, faculty, and staff. Diversity refers, but is not limited, to groups that have been marginalized in society because of their age, ability, culture, ethnicity, gender, gender identity, language, national origin, race, religion, sexual orientation, or socioeconomic status. Social justice pertains to advancing equity and inclusion of diverse populations. The HPCS community, led by the Committee on Diversity and Social Justice, works towards these aims in multiple ways, including:

- Addressing the ways in which HPCS can train the next generation of health and clinical scientists to work in their multiple professional roles to improve the health of diverse populations
- Ensuring diversity within the curriculum and within students’ research and clinical training
- Integrating diversity into colloquia and professional development seminars
- Promoting recruitment, retention, and professional growth of diverse students, faculty, and staff.
- Examining regularly the degree to which HPCS is meeting its diversity, equity, and inclusion goals
- Informing students and faculty of special events and diversity training opportunities
- Helping students and faculty address barriers to career advancement

**HPCS Training Goals**

HPCS trains doctoral students to be highly qualified professional clinical psychologists/scientists, ready for successful careers in academic clinical research, clinical practice, medical centers, and/or academia. Thus, the programmatic aims of our training are to produce students and alumni who competently:

- Engage in exemplary clinical science.
- Engage in activities related to health service psychology, including therapeutic intervention, psychological assessment, clinical supervision, teaching and mentoring, and professional consultation.
- Exhibit adherence to professional standard and ethics, knowledge and respect for cultural and individual diversity, and a commitment to continued learning and development.
- Possess a depth of knowledge in the broad and general areas of psychology.
- Possess knowledge in health psychology and the interaction of mental and physical health.

To achieve these aims, we focus on five areas:
• **Knowledge of psychological science.** Graduates of the program will be expected to have an in-depth knowledge of clinical science and health psychology. Students will develop expertise in the psychological bases of physical and mental health and illness, including such topics as the biopsychosocial determinants of health and illness, stress and coping processes, and how the social, cultural and temporal contexts alter health-behavior processes. They also will develop a broad knowledge of many of the basic areas of psychology (e.g., social psychology, cognitive psychology, developmental psychology, neuroscience) and other related areas (e.g., public health), as these areas interface with clinical science and health psychology. In addition to the mechanics of research design, students will develop the ability to conceptualize research problems in terms of broader theory as a means to understand physical and mental health-relevant phenomena in more meaningful ways.

• **Empirical research skills.** Students will develop advanced research skills, including the ability to understand, integrate, and critically evaluate the literature in the breadth of scientific psychology, and the ability to design, conduct, and analyze empirical research. The program emphasizes the development of laboratory, field, and translational research skills, including the conduct of randomized clinical trials and program evaluation. Students are expected to maintain an active research program in collaboration with faculty members throughout their doctoral training so as to enhance the breadth and sophistication of their research skills and to produce new knowledge in one or more specialized areas through directed research experiences and the successful completion of a dissertation.

• **Clinical intervention.** Students become equipped to competently engage in activities related to health service psychology, including therapeutic intervention, psychological assessment, clinical supervision, teaching and mentoring, and professional consultation. Our program provides exposure to a broad range of client populations through highly structured and supportive practicum experiences in preparation for internship.

• **Professional skills.** Students will develop proficiency in teaching, writing research grants, presenting their work at research conferences, and publishing in professional journals.

• **Cultural diversity and ethical practice.** Students will develop the competence to study and interact with individuals from a variety of cultural backgrounds, to conduct research that is culturally sensitive, and to develop skills to work collaboratively.

**Mentoring, Faculty Advising, and Course Planning**
Each student is required to have a faculty mentor/advisor who is a core member of the HPCS faculty for the duration of his/her course of study. In ongoing consultation with the student, the advisor reviews program requirements and deadlines, advises students on courses taken each semester, reviews student progress, approves registration and other forms and requests, and manages faculty reviews of student progress. In addition, the student will be incorporated into the mentor’s research lab or another faculty member’s lab (with the agreement of the mentor). The mentor/advisor will be responsible for completing paperwork and evaluations on behalf of the student each year, ensuring that the student is properly registered for classes, and facilitating progress towards completion of milestones. Although students must identify a primary mentor, students are free to work with more than one faculty member during their doctoral training as long as they are making satisfactory progress toward program goals. Students may also switch mentors during the course of graduate training; however, students are encouraged to do so only after completion of the first doctoral examination project, except in unusual circumstances.
If a student is experiencing problems with his or her faculty advisor at any time, the Program Directors should be contacted for assistance. If either the student or faculty mentor wish to have the student change mentors, either party may initiate the process for the identification of a new faculty advisor for the student in consultation with the Program Directors. Changes in mentorship should be discussed with the Program Directors in anticipation of such changes.

**Program Timeline**

The program is designed to be completed within five to six years. Primary requirements include coursework, clinical practica and externships (if applicable), the first doctoral examination, the second doctoral examination, the dissertation, and a 12-month full-time or 24-month half-time APA accredited pre-doctoral internship (if applicable). Students are expected to complete the first doctoral examination by the end of the second year, the second doctoral examination by the end of the fourth year, the dissertation proposal by October 1st of the fifth year (or the year students are applying for internship), the comprehensive research portfolio by the date of the dissertation defense, the pre-doctoral internship in the sixth year, and the completed dissertation by the end of the sixth year if one is on internship and by the end of the fifth year if one is not.

The program is a full-time, 12-months-per-year undertaking. Unlike undergraduate education, summers are not “free time.” Students are expected to be engaged in ongoing research every semester and summer, and (if applicable) clinical training nearly every semester.

HPCS requires that students: (1) complete a minimum of four full-time academic years of graduate study and (2) at least three years in residence at CUNY. Student pursuing clinical training also must complete an APA accredited predoctoral internship before receiving the Ph.D. degree.

**Organizational Structure**

HPCS is a doctoral training area within the PhD program in Psychology at The City University of New York (CUNY) Graduate Center. The degree conferred upon graduation is granted by the Graduate Center at CUNY. The HPCS Program is administered by the Directors of Clinical Training (DCT), Regina Miranda and Jennifer Ford, who report to the Executive Officer of Psychology at the GC, Richard Bodnar. The DCTs are responsible for program development and evaluation, course planning and staffing, managing the program budget and, for admitting high quality candidates an ensuring timely student progress to degree in collaboration with the Core Faculty. In addition, the DCT is responsible for quality of clinical practicum and practice training, including maintaining relationships and ensuring quality of practicum placements.

Under the direction of the Program Directors, official HPCS committees include: Admissions Committee; Clinical Training Committee; Curriculum Committee; Diversity and Social Justice Committee; and Faculty Membership Committee. Faculty and student members to these committees are elected at the end of an academic year for the following academic year.

The HPCS governance, approved by faculty vote on 11/14/19, and revised and approved by vote on 5/20/21 is appended to this Handbook.
Accreditation Status

The HPCS program is accredited on contingency by the American Psychological Association. Accreditation on contingency is given to newly accredited programs that are consistent with the APA’s Standards of Accreditation, but have not yet obtained or provided long-term data on their graduates. Students who graduate from a program that is “accredited on contingency” are considered to have graduated from an APA accredited program. This contingency status is due to expire on April 7, 2024. To renew accreditation, HPCS provided APA with an updated self-study on May 1, 2022, and in 2023, the program will be reviewed by APA for full accreditation status.

Up-to-date information on the accreditation status of the Program can be found on the APA Office of Program Consultation & Accreditation website at http://www.apa.org/ed/accreditation. Questions related to HPCS’s accredited status should be directed to the Commission on Accreditation Office of Program Consultation and Accreditation American Psychological Association 750 1st Street, NE, Washington, DC 20002. Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation

Documenting Student Progress

Maintaining APA accreditation requires extensive documentation and evaluation of our training processes and student progress. Research mentors, clinical supervisors, and program directors will provide regular, annual evaluations of students’ progress, including the following:

1. Faculty Evaluation Form (Fall and Spring of the first year; Spring of all other years)
2. Clinical Evaluation Form (Spring of all years the student is engaged in clinical training)
3. Annual Program Letter from the program indicating satisfactory progress in the program.

Students will also be asked to complete a variety of evaluations on a regular basis (see Appendix):

1. Evaluations of the HPCS program (anonymous)
2. Evaluations of your courses and instructors (anonymous)
3. Evaluations of your clinical practicum/externships and supervisors (confidential)
4. Annual updates of your progress in the program and scholarly activities/achievements (“Self-Evaluation” and “Program Worksheet”)
5. Annual reporting of clinical hours to the DCT(s)
6. Surveys on an “as-needed” basis that help the program remain aware of student experiences and concerns

It is imperative that when asked for an evaluation, students comply in a timely manner to provide the program with those evaluations. These evaluations are required for HPCS to meet the APA documentation requirements for accreditation and to provide students with the highest possible quality training experience.

Student Status Designations

The following Graduate Center student designations are markers of progress toward your degree and are also used for determining tuition charges. All students are classified at one of three levels:

- **Level I:** Upon entry to the program, students are classified as Level I.
- **Advancement to Level II:** Advancement to Level II requires the completion of 45 credits and successful defense of the first doctoral examination project.
- **Advancement to Level III:** Students are advanced to Level III after completing all coursework, successfully passing the Second Doctoral Examination, and having an approved Dissertation Topic Proposal. Program Directors will verify students’ completion of required course-work prior to
Keeping Records of your Graduate Training
When students apply for licensure in the future, they will be asked to provide detailed information about HPCS coursework and clinical hours during graduate training. Therefore, it is extremely important for each student to maintain his/her own records, including copies of all course syllabi and documentation of all clinical hours & supervision. Please note that HPCS program requirements meet APA accreditation criteria, but licensing requirements vary by state.

Continuing Contact with Graduates of HPCS
APA accreditation standards require that doctoral training programs track a variety of outcomes for graduates of the program (e.g., how many students become licensed, where students end up working, etc.). This includes sending graduates of the program a Program Evaluation Survey 2 years post-graduation and a Professional Activities Survey 5 years post-graduation. Therefore, we ask that all graduates of HPCS maintain contact with the program for at least 10 years following graduation, and that they notify us of new email addresses, mailing addresses, and telephone numbers. It is important that graduates respond to these periodic surveys in order for the program to maintain adequate records and meet accreditation requirements.

HPCS Records
A student record is maintained by the HPCS Program Directors in electronic format. Student records include:

- The most current admissions application
- APA annual report data
- Academic milestone and dissertation documents
- Student evaluations and CVs
- Record of teaching assignments
- List of clinical training sites
- Student petitions
- Internship confirmation letter
- Self-evaluation forms
Curriculum Plan and Paths to Degree

Below is a general description of the curriculum structure and requirements. The curriculum, which is a registered with New York State Department of Education as meeting the academic requirements for licensure, is designed to accomplish the HPCS training goals, meet Graduate Center standards, and provide students with the necessary background and skills to achieve professional success.

In concert with the Graduate Center’s required first and second doctoral examinations, the dissertation, and close faculty mentoring, our plan of study provides a core foundation for the fulfillment of the HPCS training objectives. The program requires successful completion of 72 credits, a first and second doctoral examination, a comprehensive assessment, the doctoral dissertation, and clinical practica and externships (if applicable). In the following pages are sample curriculum paths with timelines for course of study and course requirements for students in the HPCS training program. The first applies to students pursuing clinical training; the second to students who are research-only. This timeline does not include additional requirements and responsibilities (e.g., teaching, research, or grant appointments).

To count for the degree, all courses must be passed with a grade of B- or better.

Note: Two important changes have been made by the University to the uniform grading policy, effective the Fall 2021 semester: 1) The WU (unofficial withdrawal) grade, defined as a grade which is to be assigned to students who participate in an academically related activity at least once, completely stopped attending at any time before the culminating academic experience of the course, i.e., final exam, final paper, etc., and did not officially withdraw, is no longer considered a failing grade and is no longer calculated into the grade point average; 2) Graduate Students who receive an Incomplete (INC) grade must fulfill their academic obligation within one calendar year of the end of the semester in which the grade of Incomplete is given. Incomplete grades unresolved within the one-year time-period will become FIN (F from Incomplete) grades in student records. The FIN grade is calculated into the grade point average as a failing grade and may not be changed thereafter. These policies do not apply to any INC grades from prior semesters (Spring 2021 or earlier) which will remain non-punitive grades when they convert to permanent incomplete grades consistent with the policy as published in the GC Bulletin.

Course Requirements

Course requirements are divided into four components:
1. Foundational Courses (15 Credits)
2. Methodological and Research Courses (18 Credits)
3. Breadth Requirements (12 Credits)
4. Applied Clinical Training Requirements (27 Credits) or Additional Electives (for research-only students)
Required Foundational Courses (15 credits). All students are expected to complete the foundational courses by the end of fourth semester of Ph.D. study.

<table>
<thead>
<tr>
<th>Foundational Courses (15 credits)</th>
<th># of credits</th>
<th>Course #</th>
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<tbody>
<tr>
<td>Psychopathology</td>
<td>3</td>
<td>75500</td>
</tr>
<tr>
<td>Health Psychology</td>
<td>3</td>
<td>85300</td>
</tr>
<tr>
<td>Therapeutic Interventions I</td>
<td>3</td>
<td>83900</td>
</tr>
<tr>
<td>Psychosocial Determinants of Health Disparities and Diversity</td>
<td>3</td>
<td>83502</td>
</tr>
<tr>
<td>Seminar in Current Psychological Research</td>
<td>3</td>
<td>80000</td>
</tr>
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</table>

Notes on requirements:

**PSYCH 8000/70330**: The two courses collectively known as “Foundations” (Seminar in Current Psychological Research - PSYCH 80000 in the fall and Research Practicum – PSYCH 70330 in the spring, in the next section) are the touchstone of the program. They bring faculty and students together as a community and present information on research, clinical issues, ethics, and professional development that supplements required coursework. Students in all years are expected to attend presentations every semester in which they are in residence at CUNY (to the extent possible) as they serve as our program seminar series.

First year students should register for the Foundations courses (80000 and 70330) for 3 credits each semester. Students in years 2+ may register for the Foundations courses for as long as they would like for 1 credit, for as long as they are attending the course. Note that the default setting for Psych 80000 may appear on CUNYfirst as 1 credit; you can toggle and change this to 3 credits.

Although Foundations credits will continue to count towards your full-time status each semester and be recorded on your transcript, only the original six credits will count towards achieving the program’s required 72 credits (i.e., 66 credits must be achieved with non-Foundations coursework to be distributed as outlined in the Program’s curriculum requirements). That is, only the first 3 credits for Psych 80000 and Psych 70330 (6 credits total) are counted toward the required credits for the program.

In years 3 or 4, if you are taking only 1-2 courses to complete your requirements, you will still need to maintain full-time registration. To do this, you may register for Foundations for 1 credit and take the rest as weighted instructional units (*WIUs*, pronounced *wee-you’s*).

**Methodological and Research Courses (18 credits).** In addition to the research training students receive in their work with faculty, students are expected to complete coursework in research methods. Students are expected to enroll for credit in PSYC 70330 (Research Practicum) in the spring of the first year, as it is part of the “Foundations” sequence.

<table>
<thead>
<tr>
<th>Methodological and Research Courses (18 credits)</th>
<th># credits</th>
<th>Course #</th>
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</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>3</td>
<td>70310</td>
</tr>
<tr>
<td>Statistics I</td>
<td>3</td>
<td>70500</td>
</tr>
<tr>
<td>Statistics II</td>
<td>3</td>
<td>70600</td>
</tr>
<tr>
<td>Ethical and Legal Issues for Psychologists</td>
<td>3</td>
<td>77100</td>
</tr>
<tr>
<td>Research Practicum</td>
<td>3</td>
<td>70330</td>
</tr>
<tr>
<td>Psychometric Methods</td>
<td>3</td>
<td>76000</td>
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</tbody>
</table>
Breadth Requirements (12 credits). The effects of biological, psychological, and social forces are critical to understanding the risk and protective processes that underlie physical and mental health. Thus, the breadth requirements are meant to provide the opportunity for exposure to core areas of knowledge. In consultation with their advisors, students can select courses that fulfill these areas that are best matched with their interests and training objectives. In most cases, students should select the recommended courses listed below (approval is needed from the Curriculum Committee for any alternative course, to assure they meet the APA requirements.

<table>
<thead>
<tr>
<th>Breadth Requirements (12 credits)</th>
<th># of credits</th>
<th>Recommended Course #</th>
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<tbody>
<tr>
<td>Biological Bases</td>
<td>3</td>
<td>75102</td>
</tr>
<tr>
<td>Cognitive-Affective Bases</td>
<td>3</td>
<td>71103</td>
</tr>
<tr>
<td>Developmental/Lifespan Bases</td>
<td>3</td>
<td>72000</td>
</tr>
<tr>
<td>Social Systems Bases</td>
<td>3</td>
<td>74600</td>
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The Biological Bases requirement is satisfied by any course designated by the program as satisfying the biological bases area. The recommended course is: PSYC 75102 Biological Basis of Behavior. The Cognitive/Affect Bases requirement is satisfied by any course designated by program as satisfying the cognitive-affective breadth area. The recommended course is: PSYC 71103: Cognitive and Affective Aspects of Behavior. The Developmental/Lifespan Bases requirement is satisfied by any course designated by the program as satisfying the developmental/lifespan breadth area. The recommended course is PSYC 72000 Developmental Psychology. The Social Systems bases requirement is satisfied by taking any course designated by the program as satisfying the social systems breadth area. The recommended course is Social Bases of Behavior (Psych 74600).

Note: If alternate courses from other CUNY PhD programs or other training areas within Psychology (such as the History of Psychology within Philosophy or Assessment I-II and Personality at John Jay) have previously been approved by the Curriculum Committee as appropriate for HPCS students to meet the requirements for HPCS, these courses do not have to be re-approved by the Curriculum Committee.

For Students Pursuing Clinical Training:

The remainder of your credits (27) involves Applied Clinical Training (24 credits) and an elective (3 credits). This includes both knowledge-based and clinical practicum and externship courses.

<table>
<thead>
<tr>
<th>General Electives and Applied Clinical Training (24 credits + 3-credit elective)</th>
<th># of credits</th>
<th>Course #</th>
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<tbody>
<tr>
<td>Assessment I: Intellectual and Cognitive Functioning</td>
<td>3</td>
<td>82700</td>
</tr>
<tr>
<td>Assessment II: Personality Functioning</td>
<td>3</td>
<td>82800</td>
</tr>
<tr>
<td>Therapeutic Interventions II</td>
<td>3</td>
<td>83902</td>
</tr>
<tr>
<td>History of Psychology</td>
<td>3</td>
<td>70000</td>
</tr>
<tr>
<td>Clinical Practicum I &amp; II (can be repeated)</td>
<td>6</td>
<td>84100/84200</td>
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<tr>
<td>Clinical Externship I &amp; II (can be repeated)</td>
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<td>70341/70342</td>
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<td>Elective</td>
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Students pursuing the clinical track generally have their 72 fulfilled by foundational, methodological/research, and applied clinical training courses. You can take more elective courses, of course, until you reach Level III, but those credits won’t make a difference after the required 72 credits for the degree. Students who transfer in any of their required courses from a previous graduate program may replace that requirement with an elective course (see below).

**For Research-only students:**

An additional 27 credits of elective courses should be taken to reach the 72-credit total. (The General Electives and Applied Clinical Training categories, described above, are not required). These courses should be chosen in consultation with their advisor and with the Director of Clinical Training, in order to strengthen the student’s career path. Elective courses can include advanced statistics and methods courses, courses within other training areas in the PhD program in Psychology, or doctoral-level courses within the Inter-University Doctoral Consortium (see below).
## Sample Curriculum Path – Clinical Training

This path is to be used as a framework for planning your progression through your doctoral training. This provides an example of the typical sequence through the program. **Milestones are in red**; Non-credit bearing courses and activities are in teal.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td><strong>1st year</strong></td>
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</tr>
<tr>
<td>75500 Psychopathology I</td>
<td>83900 Therapeutic Interventions I</td>
</tr>
<tr>
<td>85300 Health Psychology</td>
<td>83502 Psychosocial Determinants of Health Disparities</td>
</tr>
<tr>
<td>70500 Statistical Methods in Psychology I</td>
<td>70600 Statistical Methods in Psychology II</td>
</tr>
<tr>
<td>70310 Research Methods and Design</td>
<td>72000 Developmental/Lifespan Bases Requirement</td>
</tr>
<tr>
<td>80000 Seminar in Current Psychological Research</td>
<td>70330 Research Practicum</td>
</tr>
<tr>
<td><strong>2nd year</strong></td>
<td></td>
</tr>
<tr>
<td>82700 Assessment I: Intellectual &amp; Cognitive Functioning</td>
<td>82800 Assessment II: Personality Functioning</td>
</tr>
<tr>
<td>83902 Therapeutic Interventions II</td>
<td>74600 Social Systems Bases Requirement</td>
</tr>
<tr>
<td>70000 History of Psychology</td>
<td>77100 Ethics/Legal Issues for Psychologists</td>
</tr>
<tr>
<td>71103 Cognitive &amp; Affective Bases of Behavior</td>
<td>75102 Biological Bases</td>
</tr>
<tr>
<td>84100 Clinical Practicum I</td>
<td>84200 Clinical Practicum II</td>
</tr>
<tr>
<td>Seminar in Current Psychological Research</td>
<td>Research Practicum</td>
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<tr>
<td><strong>3rd year</strong></td>
<td></td>
</tr>
<tr>
<td>76000 Psychometric Methods</td>
<td>70342 Clinical Externship II</td>
</tr>
<tr>
<td>70341 Clinical Externship I</td>
<td>Elective</td>
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<tr>
<td>Seminar in Current Psychological Research</td>
<td>Seminar in Current Psychological Research</td>
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<tr>
<td><strong>4th year</strong></td>
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<tr>
<td>Registered on Record</td>
<td>Registered on Record</td>
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<tr>
<td>Clinical Externship</td>
<td>Clinical Externship</td>
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<tr>
<td>Seminar in Current Psychological Research</td>
<td>Seminar in Current Psychological Research</td>
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<tr>
<td><strong>5th year</strong></td>
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<tr>
<td>90000 Dissertation Research</td>
<td>90000 Dissertation Research</td>
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<tr>
<td>Clinical Externship</td>
<td>Clinical Externship</td>
</tr>
<tr>
<td>Seminar in Current Psychological Research</td>
<td>Seminar in Current Psychological Research</td>
</tr>
<tr>
<td>Dissertation Proposal (defended by Oct. 1)</td>
<td>Comprehensive Portfolio *</td>
</tr>
<tr>
<td><strong>6th year</strong></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>Internship</td>
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*The Comprehensive Portfolio can be submitted any time during your graduate training, until the Dissertation Defense. Courses may only be taken one time for credit. All HPCS students are encouraged to attend the “Foundations” seminars (Seminar in Current Psychological Research in the fall and Research Practicum in the Spring) every year.*
This path is to be used as a framework for planning your progression through your doctoral training. This provides as sample of the typical sequence through the program. **Milestones are in red;** Non-credit bearing courses and activities are in teal.

Research-only HPCS students take six elective courses based on their intellectual interests. Electives can be offered through the Graduate Center’s Psychology PhD program or other GC PhD programs (e.g., Sociology, Educational Psychology) or through the PhD Psychology courses offered by the GC’s IUDC consortial partners (see below). The electives below are simply suggestions.

<table>
<thead>
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<tr>
<td>71103 Cognitive &amp; Affective Bases of Behavior Requirement</td>
<td>75102 Biological Bases Requirement</td>
</tr>
<tr>
<td>Electives (2)</td>
<td>76000 Psychometric Methods</td>
</tr>
<tr>
<td>Seminar in Current Psychological Research</td>
<td>Elective</td>
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<td></td>
<td>Research Practicum</td>
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<td></td>
<td>First Doctoral Exam Deadline (Advance to Level II)</td>
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<tr>
<td>3rd year</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Elective</td>
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<tr>
<td>Seminar in Current Psychological Research</td>
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<tr>
<td>4th year</td>
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<tr>
<td>Registered on Record</td>
<td>Registered on Record</td>
</tr>
<tr>
<td>Seminar in Current Psychological Research</td>
<td>Seminar in Current Psychological Research</td>
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<tr>
<td></td>
<td>Second Doctoral Exam Deadline</td>
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<tr>
<td></td>
<td>Submit Dissertation Topic Proposal (Advance to Level III)</td>
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<tr>
<td>5th year</td>
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</tr>
<tr>
<td>90000 Dissertation Research</td>
<td>90000 Dissertation Research</td>
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<td>Second Doctoral Exam Deadline</td>
</tr>
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<td></td>
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<td></td>
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<tr>
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*The Comprehensive Portfolio can be submitted any time during your graduate training, until the Dissertation Defense. Courses may only be taken one time for credit. All HPCS students are encouraged to attend the “Foundations” seminars (Seminar in Current Psychological Research in the fall and Research Practicum in the Spring) every year.
HPCS CURRICULUM POLICIES

Transfer Credits
Transfer credits may be applied toward the Ph.D. degree, provided the courses were completed with a grade of B or higher within an appropriate period preceding the time of application and are equivalent to comparable courses offered at the Graduate Center.

Although the Graduate Center allows for a maximum of 30 credits to be transferred that have been taken prior to admission to a doctoral program, students cannot transfer more than 12 credits toward the HPCS requirements.

As a rule, HPCS will consider accepting course transfers that meet the following requirements:
Statistics I (e.g., PSYCH 70500)
Statistics II (e.g., PSYCH 70600)
Psychometric Methods (e.g., PSYCH 76000)
History of Psychology (e.g., PSYCH 70000)
Biological Bases of Behavior (e.g., PSYCH 75102)
Cognitive/Affective Bases of Behavior (e.g., PSYCH 71103)
Developmental/Lifespan Bases of Behavior (e.g., PSYCH 72000)
Social Bases of Behavior (e.g., PSYCH 74600)

Except under extenuating circumstances, HPCS will not consider accepting transfer credits to fulfill key Foundational courses (Psychopathology, Interventions I, Health Psychology, Psychosocial Determinants of Health Disparities); Applied Clinical Training courses (Assessment I and II, Interventions II, Practicum, Externships); or Methodological and Research courses (Research Methods, Ethical and Legal Issues). A written petition describing the extenuating circumstance(s) must be submitted to the Curriculum Committee, which will review the request on a case-by-case basis.

The HPCS Curriculum Committee will make an evaluation of previously earned credits before the end of the student’s first year in residence. See more at: https://www.gc.cuny.edu/psychology/forms-and-procedures.

Procedures for Requesting Transfer Credit for HPCS
To request a transfer of credit, write a memo to the Curriculum Chair. The memo must be dated and must be a Word document, not an email. For each course for which you are requesting transfer credit, you must provide the following information:
1. The name and course number (700- or 800-level) of the class you are requested to be waived and for which you will receive transfer credit.
2. The university, name, course number, semester taken, and # credit hours.
3. A brief description of how the course content meets requirements for a doctoral level course
4. A brief description of how the content of the course to be transferred is similar to that of the GC course it is replacing.
5. A .pdf of the full syllabus (with any assignments) that you are requesting transfer credit for. The syllabus must contain the following elements: university, course name, course number, semester and year, breakdown of topics, full list of readings, and description of assignment(s) required for the grade.
6. A .pdf of your transcript indicated the grade you received for the course.

Within three weeks after the application, the Curriculum Committee will provide a memo stating whether the
transfer credit was approved. This memo will be placed in the student’s official file and students should also keep a copy.

Once transfer credits are approved, the student shall complete a "Transfer Credit Recommendation" Form and have it signed by the Chair of the HPCS Curriculum Committee. Students can download the Transfer Credit Form from the Psychology website. The student must then submit the form to the Psychology Program Office, along with the approval memo from the Curriculum Committee. Psychology Program Staff (not HPCS) will ensure that the form is signed by the Psychology Executive Officer and routed to the GC Registrar’s office, where the Registrar will formally recognize the fulfillment of transferred requirements. We encourage students to double-check their transcript and/or contact the Registrar's Office to ensure that the transfer of credits and fulfillment of program requirements are complete.

Course Substitution
Occasionally, students and their mentors believe that a student’s training goals would be better served by taking a course different from the recommended required course for a particular domain. For example, although most students take PSYC 75102 (Biological Bases of Behavior) to fulfill the biological breadth requirement, a student may wish to take an alternative course(s) that (a) better meets his/her training needs, and (b) provides an option if the course is not offered during the semester in which the student must take it or if the course conflicts with the student’s externship. Students who wish to do this should provide a copy of the syllabus for the requested course to their advisor and the chair of the Curriculum Committee, who will screen the initial request. The request will then be formally reviewed by the Curriculum Committee to ascertain that the course meets APA requirements.

Enrolling in Courses at Other Universities: Inter-University Doctoral Consortium
The Graduate Center is a member of the Inter-University Doctoral Consortium (IUDC), which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences at many institutions within the tri-state area. To participate in IUDC courses, students must be matriculated full- or part-time in a doctoral program at one of the participating institutions, and be between the second and sixth year of enrollment. The courses available for cross-registration should not normally be available at the home institution. Required courses can be taken at other institutions only in the rare circumstance that the course is not offered at the home institution or because of a time conflict due to externship. Taking courses through the IUDC requires that the student coordinate with the office of Student Services at the Graduate Center. For more information on the IUDC, the participating institutions, and the specific procedures and forms, please go to https://www.gc.cuny.edu/academics/programs/interuniversity-doctoral-consortium.

IUDC courses must be approved by the HPCS Curriculum Committee before the student registers. To obtain approval, you must obtain a copy of the most recent course syllabus for the course they are proposing to take and submit it to the HPCS Curriculum Committee for content review. Students will be permitted to take the course (either as an elective or in fulfillment of a program requirement) only after the HPCS Curriculum Committee grants approval and the syllabus has been determined to meet program standards and requirements.

Please note that only courses taken at universities in the consortium and during the standard academic year are covered under students’ financial aid awards. Students who elect to take courses during the summer or at institutions outside of the consortium are responsible for paying any tuition and fees.

Auditing Courses
Matriculated students may audit courses in which they have an interest so that they can increase their
knowledge and proficiency. Students must formally register to audit courses in the same manner as for any other course. The registration should indicate "AUD" in the credits field. "Unofficial" auditing is not permitted. Auditor status cannot be changed to credit status after the change-of-program period has ended. Likewise, credit status cannot be changed to auditor status after the same period. The grade notation "AUD," which carries no credit, cannot be changed to any other grade. Students must obtain the approval of the Program Directors to audit a course. Once a student has advanced to candidacy, they may not audit courses (per Graduate Center policy).

**Incomplete and “No Record of Progress” Grades**

Students who will not be able to complete course requirements for a given course must so notify the course instructor prior to the end of the semester to request an incomplete grade (INC) and negotiate with the instructor a contractual schedule for completing all remaining course requirements. Students should be aware that instructors might choose not to accept late course completions. To resolve incomplete grades, students must fulfill their course obligations within the next two semesters in residence. If not completed in that time, the incomplete grades automatically will become Permanent Incomplete (INP) grades. Unless otherwise noted, students who have two or more pending INC’s or permanent INP’s will be targeted by the Registrar’s Office for automatic review by the Program each semester. A student who has more than two pending incomplete (INC) grades at any time will be considered as not making satisfactory progress in the Program. To receive financial aid students may not have more than two incomplete grades on their records.

A grade of “No Record of Progress” (NRP) is to be used for students at Level III who have not made progress on their dissertation research over the semester. The NRP grade provides a way for the dissertation adviser to indicate to the student and to the Executive Officer that the student is not making progress on his or her research. It is intended to bring all parties together to set in motion a plan to get the student's work on track toward successful completion.

**Satisfactory Progress**

The Graduate Center requires that all doctoral students maintain Satisfactory Progress during their training. Satisfactory progress requires grades of B or better in all doctoral courses. In addition, the Graduate Center maintains certain timelines for completion of course work, doctoral examinations and incompletes. These can be found in the GC Student Handbook. Failure to meet these deadlines or having 2+ incomplete grades leads to unsatisfactory progress. If a student receives a Satisfactory Progress report – which denotes Unsatisfactory progress – they should speak with the Training Directors immediately, who are not copied on that report. Often they are mistakes or simple solutions.
In addition to required coursework, the Graduate Center requires that all doctoral students pass three examinations in order to receive the doctorate. The nature of these examinations is determined by the specific program and within Psychology, the training area; the third doctoral examination is the written dissertation and oral defense of the written document.

In HPCS, the content, learning objectives, and process of the first and second doctoral examinations are quite different. The **first doctoral examination** is a piece of original research carried out by the student. The **second doctoral examination** is a systematic review, meta-analysis, or a grant proposal that shows in-depth knowledge of a particular topic. The **dissertation** is an independently conducted empirical investigation that represents an original contribution to the field.

Forms to have your milestones approved by the HPCS Training Directors and recorded by the Registrar can be found on the forms and procedures page on the Graduate Center’s website: [https://www.gc.cuny.edu/psychology/forms-and-procedures](https://www.gc.cuny.edu/psychology/forms-and-procedures). Specific HPCS procedures are described below. The paperwork is ultimately submitted to the Executive Office by the Directors of Clinical Training.

**Qualifications of Committee Chairs and Members for all HPCS Milestones**

No former graduates of HPCS may serve on examination committees. Faculty with doctoral degrees from other CUNY psychology training areas may not be on committees within 10 years of receiving their degree.
To pass the first doctoral examination, HPCS students must successfully complete a mentored empirical research project. This includes a written publication-worthy research manuscript of the completed empirical project and an oral presentation of the completed research as part of the HPCS colloquium series or some other appropriate venue (e.g., a national conference). The research project should be designed in collaboration with a faculty member. It can involve the collection of new data, the analysis of data from a faculty advisors’ existing research, a secondary data analysis on a national set, or an extension of a faculty-approved research project. In all cases, but particularly when using data from existing or ongoing research, students should take significant responsibility in forging the research question. The analyses (qualitative or quantitative) must be conducted by the student, and the manuscript must be written independently by the student. Faculty advisors may edit the manuscript before it is seen by the other committee members if they chose, but the first doctoral examination should be student’s ideas and writings, not the faculty member and not by a research group.

The learning objectives of the first doctoral examination are to:

1. Understand some of the major concepts and theoretical perspectives related to the area of study and how past research has supported these perspectives.
2. Understand and apply basic research methods in psychology, including research design, measurement, data analysis, and interpretation.
3. Demonstrate use of critical and creative thinking, skeptical inquiry, and the scientific approach.
4. Communicate effectively in a variety of formats, including written and oral presentations.
5. Apply federal and APA ethical guidelines when conducting research.

First Doctoral Exam Committee
A three-person committee will supervise and evaluate the students’ first doctoral examination. The committee is comprised of:

1. Faculty chair (typically the student’s faculty advisor, who must be an HPCS core faculty member)
2. Two committee members: At least one of these must be a core member of the HPCS doctoral faculty.

Completion Deadline
The first doctoral examination must be completed, approved by both committee members, and submitted to the Program Directors by the end of the student’s fourth semester of enrollment (typically, this is the last day of the semester of the second year).

Note: According to Graduate Center policies, if students have not successfully completed the first doctoral examination by the time that they have completed 45 credits of coursework, they will automatically receive a Satisfactory Progress Report from the Registrar denoting unsatisfactory progress in doctoral studies. If this occurs, the student should talk with the Director(s) of Clinical Training immediately. Many students complete 45 credits by the start of the fourth semester; if that happens, the Executive Officer will note on the form that it should be “erased” from the student’s permanent record.

Assessment of First Doctoral Exam
The first doctoral examination will be evaluated by the three committee members on the learning objectives described above, which will lead to the ultimate determination of “pass”, “qualified pass”, or “fail”. This will be reported on the cover sheet of the examination and reflected in the First Doctoral Examination Assessment Rubric that will be completed by the Advisor and signed by the student.
A “pass” from both members of the committee indicates that the student has successfully completed the requirement and no revisions to the written work will be required.

A “qualified pass” from at least one member of the committee indicates that minor revisions are required that can be approved by the chair (advisor).

A “fail” indicates that significant and substantial revisions are required in order to pass the exam, and the revised exam must be re-evaluated by both committee members. In the instance of a failure of the first doctoral exam, discussion of the full faculty will occur regarding determination if remediation is needed and whether continuance in the program is recommended.

In situations in which a student does not receive a pass from all three faculty members, the committee members will suggest revisions. These revisions can include additional analyses and/or rewriting. The student can resubmit the project with revisions to the committee for its consideration within one month of the exam date. The same faculty members must pass the revised doctoral examination. Students will be allowed only one resubmission. If the resubmission does not receive a “pass” or “qualified pass” from both committee members by the first day of the fifth semester of matriculation, the student may be asked to withdraw from the doctoral program in Psychology.

**Submission of the First Doctoral Examination**

Students are expected to write a ready-for-submission APA-style manuscript of their research project (Introduction, Methods, Results, Discussion). As described above, the completed manuscript will be evaluated by the three committee members. Once the committee members have approved the first doctoral examination, the Approval Form (see the Forms section of this Handbook) should be completed by the student and signed and dated by the committee members. The signed Approval Form and the final, “clean” first doctoral examination paper should be sent to the Director of Clinical Training (DCT) as a single .pdf file. The DCT will sign it and will send official notification to the Psychology Executive Office (EO), stating successful completion of the examination. The EO Office notifies the Registrar, and the milestone (passing the first doctoral examination) will be noted on the student’s official transcript. The signed form and examination will be maintained in the student’s HPCS file. Students should keep a copy as well.

The Chair of the doctoral examination committee must complete the First Doctoral Examination Assessment Rubric (found in the Faculty Dropbox) within two weeks of exam completion. Both the Chair and the Student must sign this form and submit it to the Director of Clinical Training, who will sign it and place it in the student’s file. The Doctoral Examination Assessment Rubric is not sent to the Executive Office and should not be attached to the completed examination.

**Acceptance of Prior Graduate Work in Fulfillment of the First Doctoral Examination**

In the case in which a student has entered the program with a Master’s degree in Psychology, a completed thesis may be accepted as fulfilling the first doctoral examination requirement if it is deemed appropriate to the level of scholarship of first doctoral exams within the HPCS program. Students should make this request no later than the end of the first semester of study. Students should submit the master’s thesis to their advisor and to the Program Directors, who will use the same evaluation rubric that is used for the HPCS first doctoral examination. Once approved by the HPCS Directors, students will give an oral presentation of the work as part of the HPCS colloquium series or some other appropriate venue (e.g., at a national conference). Once this is done, they will have successfully completed the first doctoral examination requirement.

**En-Route Master’s Degree**

Enrollment in the Program is for the purpose of working toward the Ph.D. degree. Upon completing 45 credits
with an average grade of B, passing the First Examination, and satisfactory completion of a major research
dpaper, students may apply for an en-route M.A. degree from the Graduate Center. To apply for the en-route
M.A. degree, you must be enrolled during the semester you apply and have met your financial obligations to
CUNY. It is the student’s responsibility to complete the paperwork, which can be found on the Psychology
website. We recommend that you submit your application at the same time that you submit your first doctoral
examination paperwork, as the three committee members of your first doctoral examination must sign your en
route Masters degree application. Full information and the en route master’s and the application form can be

It is the student’s responsibility to communicate with their externship sites to ensure that they comply with the
externship’s need for a Master’s degree to have been awarded by the externship’s start date.

SECOND DOCTORAL EXAMINATION

The second doctoral examination involves successful completion of either: 1) an integrative review or meta-
analysis, or 2) a research grant proposal. The second doctoral exam is designed for students to integrate
knowledge across two or more areas of psychology as it pertains to the focused topic, and apply this
knowledge to a specific scientific area of inquiry. In both options, students gain competence to conduct an indepth literature review of a given topic, conceptually integrate theories from diverse areas that are relevant to
the topic chosen, and provide evidence of their potential to develop a rigorous program of research.

The learning objectives of the second doctoral examination are to:

1. Demonstrate ability to integrate advanced knowledge of basic discipline specific content areas (i.e.,
   biological, social, cognitive, affective, developmental) as they apply to a chosen topic.
2. Demonstrate use of critical and creative thinking, skeptical inquiry, and the scientific approach.
3. Apply knowledge and critical evaluation of research methods to answer, or propose to answer, an
   important research question in health psychology and clinical science.

Regardless of which option is chosen, the project must demonstrate integration of at least two discipline
specific breadth areas of psychology (i.e., biological, social, cognitive, affective, developmental).

Examination Project Structure
Students can choose to produce either an integrative review/meta-analysis or a grant proposal. Students
should make this selection with their faculty advisor and committee members as appropriate to their project
and career goals. The second doctoral examination should be the independent work of the student.

Option 1: Integrative Review Paper or Meta-Analysis. The paper should pose a question that is answerable by
systematically reviewing and critically evaluating the research literature in a particular area. Models for such
papers can be found in Psychological Bulletin (https://www.apa.org/pubs/journals/bul), Clinical Psychology
Review (http://www.journals.elsevier.com/clinical-psychology-review/#), Health Psychology Review
(https://www.tandfonline.com/journals/rhpr20), and the Annual Review of Clinical Psychology
(https://www.annualreviews.org/journal/psych), among others. The paper should be substantial and ultimately
publishable. The manuscript should be no more than 30 double-spaced pages (excluding references and
tables). The chosen topic may be focused on the student’s envisioned dissertation research or a different
topic. Regardless, the project must demonstrate integration of at least two discipline specific breadth areas of
psychology (i.e., biological, social, cognitive, affective, developmental). We suggest that students use the
PRISMA guidelines (https://prisma-statement.org) to help structure the manuscript.
Option 2: Grant Proposal. This option involves the preparation of a ready-to-submit NIH or NSF grant proposal. Students should discuss with their advisor the options for selecting the grant format to be utilized. The advisor and the Training Directors must approve the selected format before writing commences. Use of a common NIH grant format is typical (e.g., R36 or F31 [Ruth L. Kirschstein National Research Service Award] grant mechanism); in certain cases, proposals for private foundation grants may be used if the student plans to submit the dissertation grant to that agency for funding. The grant proposal should give appropriate attention to theoretical, ethical, diversity, and methodological issues. One does not need to include the ancillary component of the body of the grant (i.e., budget pages, letters of recommendation, or F31 training plan), although a timeline is required.

Option 3: Original Study. This option involves collection of original data and a written publication-worthy APA-style research manuscript (Introduction, Methods, Results, Discussion) of the completed empirical project. This project should involve collection of original data for research designed by the doctoral student, rather than analysis of an existing dataset. The project should also be distinct from the first doctoral examination, although it can build on work conducted for the first doctoral exam, and it can be used to build towards the dissertation (e.g., it could ultimately become Study 1 of a multi-study dissertation).

Second Doctoral Exam Committee
A three-person committee will supervise and evaluate the students’ second doctoral examination. The committee is comprised of:

1. Faculty Chair (typically the student’s faculty advisor; must be a core member of the HPCS faculty)
2. Another core member of the HPCS doctoral faculty
3. A member of the HPCS doctoral faculty (core or affiliated) or a member of the broader Psychology Doctoral Faculty at the CUNY Graduate Center or an appropriate scholar from another institution who holds a Ph.D. or equivalent degree in an area of expertise pertinent to the dissertation project. If a committee member that is not a member of the CUNY Psychology faculty is chosen, the student must first receive approval from the Executive Office using the Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member form: https://www.gc.cuny.edu/sites/default/files/2021-07/Request-for-Approval-of-Non-CUNY-Doctoral-Faculty-Dissertation-Committee_21-02-10.pdf.
4. No former graduates of HPCS may serve on committees. Faculty with doctoral degrees from other CUNY psychology training areas may not be on committees within 10 years of receiving their degree.
5. Students should choose their committee members in concert with their faculty advisor. Committee membership must be approved by the HPCS Program Directors before the doctoral examination is begun. The committee should be composed after the student and faculty advisor have chosen the option and identified a proposed topic, and committee members should be chosen for their expertise.

Completion Deadline
The second doctoral examination must be completed, approved by all three committee members, and submitted to the Director of Clinical Training by the end of the student’s eighth semester of enrollment (typically the last day of the semester or the end of the fourth year). If the student fails to complete this requirement by this time, it will be considered a failed examination. If the examination is failed, the student may not be allowed to participate in externships during their fifth year (ninth and tenth semesters). The student has one semester from the failed exam to complete an acceptable second doctoral examination (that is, by the end of the ninth semester).

Assessment of Second Doctoral Exam
The second doctoral examination will be evaluated by the three committee members on the learning
objectives described above, which will lead to the ultimate determination of “pass”, “qualified pass”, or “fail”.

- A “pass” from 2 of the 3 members of the committee and at least a ‘qualified pass’ from the third committee member indicate that the student has successfully completed the requirement and no revisions to the written work will be required.
- A “qualified pass” indicates that reasonable and minor revisions are required. In the event that a student receives a “qualified pass” from the majority of the committee, the student can re-submit the revisions for final approval by the second-doctoral committee chair (advisor).
- A “fail” indicates that significant and substantial revisions are required in order to pass the exam, and that the student has failed to meet the minimum requirements of the exam.
- The revised examination must be re-evaluated by all three committee members. In the instance of a failure of the first doctoral exam, discussion of the full faculty will occur regarding determination if further remediation is needed or whether continuance in the program is recommended.

The evaluation will be reported on the cover sheet of the examination and reflected in the Second Doctoral Examination Assessment Rubric that will be completed by the Advisor and signed by the student.

Students who do not receive a pass on their doctoral examination will submit a written remediation plan that includes criteria for successful completion, including a timeline for completion of the second doctoral exam components. This remediation plan should be developed with the Committee Chair and the other members of the second doctoral examination committee. The remediation plan must be submitted to the Program Directors within one month of failing the examination, and must be approved by the Committee Chair and the Program Directors. The student has one semester from the failed exam to complete an acceptable second doctoral examination or a recommendation may be made that the student withdraw from the doctoral program in Psychology.

**Submission of the Second Doctoral Exam**

Once all committee members have approved the second doctoral examination, two documents must be submitted to the Training Directors.

The Second Doctoral Examination Approval Form (found in the Student Dropbox) should be completed, and signed and dated by all committee members. The signed Approval Form and the final, approved second doctoral examination paper should be sent to the Director of Clinical Training as a single .pdf file. The DCT will sign it and will send official notification to the Psychology Executive Office (EO), stating successful completion of the examination. The EO Office notifies the Registrar, and the milestone (passing the second doctoral examination) will be noted on the student’s official transcript. The signed form and examination will be maintained in the student’s HPCS file. Students should keep a copy as well.

Note: The Chair of the doctoral examination committee must complete the Second Doctoral Examination Assessment Rubric (found in the Faculty Dropbox). Both the Chair and the Student must sign it and submit it to the Director of Clinical Training, who will sign it and place it in the student’s file. The Doctoral Examination Assessment Rubric is not sent to the Executive Office and should not be attached to completed examination.
COMPREHENSIVE ASSESSMENT PORTFOLIO

To complete the requirements of the HPCS Comprehensive Assessment Portfolio, students must engage successfully in a number of professional activities associated with the creation, communication, and dissemination of scholarship during their doctoral training. The primary learning objective of the comprehensive assessment is to disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level. To successfully complete this milestone, students are required to complete all of the following:

1. Attend two national or international conferences, with each conference hosted by a different organization. The conferences or meetings attended are subject to the approval of the student’s faculty advisor and HPCS Program Directors. The registration badge or a printed or electronic confirmation of attendance can serve as documentation of attendance.

2. Present a poster or paper at a regional, national, or international conference. The student must be first author of the presentation. The page from the conference program listing the poster or paper will serve as documentation. The conference or meeting to which the presentation is submitted is subject to the approval of the student’s faculty advisor and HPCS Program Directors.

3. Submit a first-authored manuscript to a peer-reviewed journal. The journal’s email of receipt of the manuscript and that the manuscript will be sent out for peer review will serve as documentation. The manuscript can be based on the first or second doctoral examination or any research project conducted during doctoral training at the Graduate Center. (That is, the manuscript cannot be based on a thesis or research project conducted during undergraduate or master’s training, or as a post-bac researcher.) The peer-reviewed journal to which the article is submitted is subject to the approval of the faculty advisor. The manuscript only has to be submitted to, not accepted by, the journal (although we hope it will be!).

The documentation should be submitted as a single .pdf file with the Comprehensive Assessment Form as the first page. The form must be signed by the faculty advisor and the Director of Clinical Training. The Comprehensive Assessment Form must be submitted before the oral dissertation defense, but can (and should) be submitted as soon as the four portfolio requirements are met.

Advancement to Candidacy

Students are advised to consult the Executive Office staff to be certain that all the requirements for the Ph.D. degree at the City University of New York have been met. See: https://www.gc.cuny.edu/psychology/governance. Within Psychology, before a student can be certified as a candidate for a doctoral degree (advancement to Level III of the process of earning the doctoral degree), he or she must have completed the following requirements:

- all required course work with at least an overall B average;
- the statistics requirement (PSYCH 75000 and 76000 or their equivalents) with a grade of B- or better
- passed the First and Second Doctoral Examinations
- filed an accepted Topic Proposal with the Executive Officer

Advancement to candidacy is handled by the Office of the Executive Officer in Psychology (Executive Office) and not by the HPCS Program Directors. Students are responsible for submitting all of the required forms and documents. If a student is missing any of the requirements for candidacy, they will be so notified by the Executive Officer who also will notify the Program Directors.
The doctoral dissertation is the culmination of the student’s research training. The scope of the research is more ambitious than that of the first doctoral examination research project, yet it should not be of such scope as to be incapable of meeting the time limit set by the Graduate Center for the completion of doctoral training. The expectation is that the research question and study design will be developed by the student in consultation with the student’s faculty advisor and dissertation committee.

All HPCS dissertations must be original empirical research, produced individually by the student, and must clearly demonstrate the candidate’s ability to work at the frontiers of the field. The dissertation may contain one or more studies, and be quantitative, qualitative, or mixed methods research.

The learning objectives of the doctoral dissertation are to:

1. Demonstrate advanced knowledge of major concepts, existing research, and theoretical perspectives related to the project area of study.
2. Demonstrate use of advanced research methods in psychology, including research design, measurement, data analysis, and interpretation.
3. Apply federal and APA ethical guidelines when conducting research.
4. Communicate the research effectively in a variety of formats, including written and oral presentations.

From this point on, students will be using Graduate Center forms and following the Procedures of the Psychology program and the Graduate Center. There is a detailed step-by-step description of the process from Dissertation Proposal to Dissertation Defense on the Psychology program’s website. All required forms can be accessed on the Psychology website at https://www.gc.cuny.edu/psychology/forms-and-procedures.

Doctoral Dissertation Committee

A three-person committee will supervise and evaluate the student’s doctoral dissertation. The committee is comprised of:

1. Faculty Chair (typically the student’s faculty advisor; must be a core member of the HPCS doctoral faculty)
2. At least one core member of the HPCS doctoral faculty (core or affiliated)
3. A member of the HPCS doctoral faculty (core or affiliated) or Member of the broader Psychology Doctoral Faculty at the CUNY Graduate Center or an appropriate scholar approved by the faculty advisor and Program Directors who holds a Ph.D. or equivalent degree in an area of expertise pertinent to the dissertation project. [If a committee member that is not a member of the CUNY Psychology faculty is chosen, the student must receive approval from the Executive Office using the Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member form: https://www.gc.cuny.edu/sites/default/files/2021-07/Request-for-Approval-of-Non-CUNY-Doctoral-Faculty-Dissertation-Committee_21-02-10.pdf. Note: This form must be filed for the dissertation even if that same individual was approved as a committee member for the second doctoral examination.

Occasionally, a fourth committee member is added, for example, when the student is conducting secondary analyses of that person’s data. Procedures outlined in #3 should be followed.

Students should choose their committee members in concert with their faculty advisor. The committee must be approved by the Faculty Chair and the HPCS Program Directors. The dissertation committee works with the student to help prepare the dissertation proposal and advises the student during the phases of data collection, analysis, and writing. The committee serves as the core of the examining committee at the both the proposal
and dissertation proposal oral defense. Once a dissertation proposal has been approved, the student is advanced to candidacy and may identify as a Doctoral Candidate in their email signature line.

**Dissertation Proposal**
The dissertation proposal should contain the following sections (at a minimum): an in-depth review of the theories that undergird the study(ies); the relevant literature supporting the research questions; specific aims; hypotheses; a fully developed Methods section (including Research Design, Recruitment Procedures, Proposed Sample, and a detailed description of the measures); and a data analysis plan. Once the committee approves the written proposal, the student is responsible for coordinating a date for the defense meeting among dissertation committee members.

**Dissertation Proposal Defense**
The purpose of the dissertation proposal defense meeting is to provide a forum in which a student’s written dissertation proposal is presented to the three-member dissertation committee to obtain informed critique and (if needed) to revise the proposal before commencing data collection and analysis. A written dissertation proposal is prepared and submitted to the dissertation chair and committee members for approval. In most cases, the Dissertation Chair approves the proposal before it is given to the other two committee members. Committee members should be given at least 2 weeks to read and comment on the proposal. Discuss your Chair’s preferences how they like to handle the dissertation process before you start.

The dissertation proposal defense meeting, conducted by the Chair of the Dissertation Committee, should last between 1-2 hours. Unless there is a specific reason communicated to the Training Directors, other HPCS faculty members, other HPCS students, and family and friends are not invited to the proposal defense meeting.

Typically, the proposal defense begins with a brief 10-15-minute presentation made by the student regarding the theory, specific aims, and research design of the proposed study. This is followed by questions by the two members of the committee and the Chair. The goal of the meeting is to ensure that the theory is solid and the methods are the best possible. Upon completion of the discussion, the student is “sent out of the room” (or, for online meetings, moved to a breakout room) and the dissertation committee discusses the study and the student’s presentation votes on whether to accept or reject the proposal, and whether to request changes in the design at this time. If changes are required, they are to be submitted by the student no later than one month after the proposal defense meeting. All committee members must sign the Dissertation Proposal Approval Form, which can be obtained on the Psychology program website. This form indicates that the proposal has been approved and the research is ready to be initiated once IRB approval has been secured. When submitting the Dissertation Proposal Approval Form to the Executive Office, you must copy the Program Directors or Administrator so that a copy can be placed in your HPCS file.

Once a dissertation proposal is approved, it is seen as a contract. Any major changes to the research question or the study’s design (e.g., sample size or population, central measures, key analyses) must be approved in writing by the full committee. The approval memo, detailing the changes, must be placed in the student’s file. Students may change dissertation committee members only in rare circumstances (e.g., the faculty member is on sabbatical or leave and cannot be available; a faculty member resigns from the university and does not want to continue on the committee) and this must be recorded in the student’s file.
Human Subjects Approval

As described on the Psychology program website, all human subjects research, including the dissertation, must be approved before the study can commence. Although IRB materials can be prepared and even submitted for initial review to the appropriate IRB before the oral defense, any changes to the study requested by the committee must be submitted as amendments and reapproval must be received. This approval must be granted before the student begins the dissertation research. For detailed information, please go to the CUNY HRPP website: https://www.cuny.edu/research/research-compliance/human-research-protection-program/.

Unusual circumstances

In the extremely rare case in which a student wants to change their dissertation topic and study completely, possibly with a different Chair or committee, the student is required to resubmit and defend the new proposal according to the above guidelines. Please discuss this with the Training Directors as early as possible if this situation arises.

Writing the Dissertation

The dissertation should be written in APA style (currently 7th edition). Although the student consults with and obtain feedback from the Chair and committee members throughout the entire dissertation process, the dissertation is to be the independent work of the student and not a collaborative project.

A “Backwards Timeline”, which provides a timeline from completion of the dissertation proposal to oral defense, can be found at the end of this Student Handbook. Note that the Graduate Center deadlines for receiving the doctoral degree required that the approved and signed dissertation must be submitted several weeks before the date of degree receipt. Doctoral degrees are awarded by the Graduate Center three times a year. Official submission deadlines can be found on the Psychology program website.

Dissertation Defense

Once the dissertation document has been approved by the Chair and the other committee members, the student may schedule an oral defense. At this time two additional members join the three-person committee for the oral defense. These individuals are colloquially referred to as “Outside Readers”, although they are most likely members of HPCS of the Psychology PHD program at CUNY. No former graduates of HPCS may serve on dissertation committees. Faculty with doctoral degrees from other CUNY psychology training areas may not be on committees within 10 years of receiving their degree.

The role of the external reviewers is to read the final document and partake in the oral defense. Students should select these individuals in consultation with their Chair and with the approval of the Program Directors. The Graduate Center requires that at least three members of the dissertation defense committee be members of the Graduate Center doctoral faculty. If one or more the external reviewers is not a member of the CUNY Psychology faculty, the student must receive approval from the Executive Office using the Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member form https://www.gc.cuny.edu/sites/default/files/2021-07/Request-for-Approval-of-Non-CUNY-Doctoral-Faculty-Dissertation-Committee_21-02-10.pdf.

Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a dissertation defense close to the end of a semester or during the summer break (June, July, and August). It is the responsibility of the student to check with the Psychology Program Office (psychology@gc.cuny.edu) to see that all arrangements for the oral defense have been made, including a reserved room at the Graduate Center and completion of all paperwork.
The dissertation oral defense lasts approximately two hours. It consists of a 15-20-minute presentation of the completed dissertation research by the student, followed by questions from the committee, often first from the “outside readers”, then the committee members, and then the Chair. All HPCS doctoral faculty are invited officially to the defense and questions from other faculty members may follow if they have read the dissertation. Other students or friends and family may be invited to the oral defense by the student who is defending, but they may not ask questions. After discussion and questions, the student and all individuals except for the dissertation committee leave the room. The dissertation committee deliberates to decide on whether the dissertation is approved as is, with major revisions, with minor revisions, or not approved.

**Assessment of the Doctoral Dissertation**

The doctoral dissertation is evaluated by all five committee members. The Graduate Center evaluation permits the following possible outcomes of the dissertation defense:

- Approved as the Dissertation stands
- Approved, except for minor revisions
- Not approved at this time because the dissertation requires major revisions
- Dissertation is unacceptable

This evaluation is recorded on the *Dissertation Evaluation Form*, a single form that is signed by all committee members. The form is submitted to the Executive Officer of Psychology who signs it and sends it to the Provost’s office for signature.

When revisions are required, the student will receive written notice from his or her dissertation Chair describing the changes to be made. If minor revisions are necessary, only the Chair need approve the revised dissertation and sign the *Approval of Revised Dissertation form*. If major revisions are necessary, all members of the dissertation committee must approve the revised dissertation and sign the form. Upon completion of the revisions, the *Approval of Revised Dissertation form* is sent to the Executive Officer of Psychology who signs it and informs the Provost and the Registrar. Students must complete the required revisions of their dissertations in a timely manner in consultation with their Chair.

**Submission of Dissertation Documents**

Once the dissertation has been approved, students should follow Graduate Center procedures for officially depositing their approved dissertation. These are detailed on the Psychology program’s website.

The dissertation should be deposited only after a student meets the academic degree requirements in their program of study and while enrolled at the Graduate Center (as per the Graduate Center Bulletin). For students pursuing clinical training, the dissertation may be deposited before, during, or after the clinical internship, although the doctoral degree will not be awarded until the student has completed the clinical internship.

Students must be registered in the semester in which the degree is granted and also in the preceding semester.

**ANNUAL REVIEW**

Every student will be reviewed by the full faculty on an annual basis at the close of each academic year. All first-year students and any students in years 2 through 6 who have not met satisfactory progress requirements, required remediation, or required special attention also are reviewed at the midyear
evaluation meeting. The purpose of the review process is to ensure that all students have ongoing feedback about their progress and that they receive continuous guidance regarding satisfactory completion of program requirements and continuous growth in the areas of independent and scholarly research, clinical development, and professional growth. The review is to delineate the strengths demonstrated in academic work, research, clinical work, and citizenship as well as areas for improvement.

**Review Procedures**

Approximately a month before the Annual Evaluation, students will submit the Self-Evaluation Worksheet, Program Worksheet, and current CV to their primary faculty advisor and a copy to the Program Directors (usually via Dropbox). Forms can be found at the end of the Student Handbook and in the HPCS Student Dropbox. The advisor should review these materials within two weeks after they are submitted. The advisor completes a draft of the Faculty Evaluation Form that includes both quantitative ratings scales and qualitative comments. After the annual evaluation meeting in May, where all faculty provide comments, the completed form may be revised by the Advisor. The completed form is then sent to the student and discussed with the student in a face-to-face meeting (in person or by Zoom). Written student responses should be added to the forms during the meeting. After the meeting, both the student and advisor will sign and date the evaluation form, which will be submitted to the Program Directors, who will sign it and place it in the student’s file. Because meetings occur at the end of the spring semester, the signed forms should be received by the Program Directors by the middle of June.

Student progress is evaluated in the following areas (clinical and intervention skill evaluation procedures are described in the next section:

- Research Competence
- Ethical and Legal Competence
- Individual and Cultural Diversity
- Professional Values and Attitudes
- Communication and Interpersonal Skills

The Faculty Evaluation Form will be maintained electronically in the student’s file, which is accessible to faculty and the student upon request. Following the student evaluation meeting, a letter discussing the faculty’s findings regarding each student’s progress is prepared by the Program Directors, e-mailed to each student, and placed in the student’s file.

**Remediation Plans**

In the case that faculty determine that a student is not making satisfactory progress or is not completing program requirements in a timely manner, or if a student received and unsatisfactory progress report from the Graduate Center Registrar, a remediation plan will be developed. A written remediation plan will be: 1) developed by the primary faculty advisor; 2) reviewed with the student; and 3) approved by the Program Directors. It will be signed by the Student, Advisor, and Program Directors and placed in the student’s file. The plan should be designed to set clear and realistic expectations, with clear timelines for completion, and set specific strategies for addressing the problems noted and maximizing student success.

Students with a remediation plan will receive communication in writing from the program directors if/when they have successfully completed their remediation plan.

Students in these circumstances who do not improve, however, may be asked to withdraw from the program. In such cases, students may appeal the decision as detailed in the **Grievances and Appeals Procedures** section of the Graduate Center Student Handbook. If there is evidence that fair procedures were not followed,
further appeals can be made to the Executive Officer of Psychology. Information on academic progress and appeals procedures can be found in the GC Student Handbook.
Clinical Training

Students receive extensive clinical training in practica and externships. Students are provided with annual evaluations of their clinical work by their clinical supervisors. Students who receive unsatisfactory evaluation ratings from their supervisors from two clinical placements may be asked to withdraw from the clinical track or terminated from the program, depending on the circumstances.

In rare circumstances, a student who has matched to an externship may encounter personal problems that prevent them from being able to begin the externship. Likewise, in rare circumstances a student on externship may encounter challenges that prevent the student from being able to complete the externship. Students should be aware that there are potential ramifications to renegoting an externship match and/or to leaving an externship without having completed it. Although we are sympathetic to the personal and professional challenges that might arise, it is imperative that the student be in close communication with the DCT if this occurs so that the DCT can help the student resolve the issue in the most professional manner possible. Failure to communicate with the DCT, and/or failure to attempt resolution of the issue in a professionally appropriate way, may lead to termination from the Program.

Although it is impossible to specify all of the variables that might influence a student’s ability to function professionally in a clinical role, these variables include (but are not limited to): the ability to develop and maintain appropriate relationships with clients and supervisors; the capacity for professionally appropriate intimacy with clients and supervisors; the personal integrity to not exploit clients; sensitivity/respect for each client’s racial, ethnic, religious, sexual, socioeconomic, and ideological background and identity; regular attendance to supervision meetings and didactic meetings; and compliance with professional standards of confidentiality and record keeping. For students who fail to perform adequately in their clinical work, the Program may help the student transition to graduate study within HPCS that does not include clinical training. This should be discussed with the DCT(s) in order to prepare a revised plan for degree completion. In such cases, the student will not be eligible for clinical placements, a predoctoral internship, or future licensure.

Students who wish to engage in mental health-related work (paid or otherwise) outside of those sanctioned by the program (e.g., practica, externships) must get approval from the Clinical Training Committee before engaging in this work. Disregarding this need for approval from the Clinical Training Committee, or engaging in activities that appear to be either unethical or inappropriate to your level of training, may result in termination from the Program.

All students are required to familiarize themselves with the APA Code of Ethics (www.apa.org/ethics), and to abide by these ethical principles in all of their clinical interactions. Failure to abide by our profession’s ethical standards may be cause for termination from the Program.

Students are provided with annual evaluations of their clinical work by their clinical supervisors. Students who receive unsatisfactory evaluation ratings from their supervisors for two practicum/externship placements may be asked to withdraw from the clinical track or terminated from the program.
**Practica and Externships**

Practica and Externship placements provide students with practical experience and prepare them for the predoctoral internship. Students are required to procure practicum placements during their second, third, and/or fourth years. Note that most practica and externships are 12-month commitments.

**Practicum.** In the program, Practicum will be defined as more elementary clinical training experience to be provided earlier in the student’s training, beginning in Year 2 (after or concurrently with relevant, basic clinical coursework). Practica will largely be offered by, but not limited to, those offered by HPCS faculty. Practica will have a cap of 10-12 hours/week of all training elements (intervention, assessment, note taking, supervision). Students may take a second year of practicum in the rare case that doing so would serve their training needs better than would an externship, but if the second practicum consists of the same training experience as the previous year, they must seek approval from the DCT and their advisor.

**Externship.** Following completion of the 12-month practicum, students will be allowed to enroll in externship training. Students must complete at least one year of externship. Externships will involve 12-16 hours of training per week (intervention, assessment, note taking, supervision). Notably, students planning to apply for NYS licensure must take externships that conform to a 16-hour per week requirement. Most externship sites are part of the NYNJADOT consortium and thus applications to these sites are part of a matching system. However, not all externships are part of this matching process, and students are permitted to take externships outside of the match (with approval by the DCT(s) and the Clinical Training Committee). Further, externships can involve training “in house” with primary HPCS faculty. However, there must be a clear distinction in training between students enrolled in those externship training experiences versus students enrolled in practica. Further, students must do at least one full year of training at an external site (either as a practicum or externship) before applying to internship. Although not strictly required, students are strongly encouraged to complete at least one externship experience that offers exposure to clinical health psychology/behavioral medicine.

**Externship Application Process**

In order to apply externship hours toward the internship application process, the DCT(s) must approve the externship placement, and a supervisor’s evaluation must be placed in the student’s file each year. Each fall, the DCT(s) hold a meeting to update students on placement sites, as well as to discuss current externship application procedures (as determined by the NYNJADOT consortium). All students planning to apply for externship are required to attend the meeting. A database of externship sites is maintained by the NYNJADOT consortium; in addition, HPCS students have informally maintained a listing of their experiences with various sites.

Students are required to prepare a list of sites to which they plan to apply and submit it to the DCT(s) by the annual announced deadline. Students then meet individually with the DCT(s) to discuss their proposed sites and their individualized training goals. The student must have the approval of the DCT(s) to apply to and accept a placement. This ensures that students’ training and supervision are of high quality and that, as a program, we continue to maintain strong, collaborative relationships with competitive, high quality placement sites. Practicum placements in New York City are competitive, and there are uniform dates for applying, interviewing, and accepting placements. These change each year and are sent by the DCT(s) to all students.

It is recommended that students apply to the maximum number of placement sites allowed by NYNJADOT consortium guidelines. Most sites require letters of recommendation from the student’s advisor, the DCT, or a
clinical professor/supervisor. Additionally, many sites require a letter of readiness from the DCT. After meeting with the DCT(s), it is the student’s responsibility to provide to the DCT(s) (two to three weeks in advance of the date that the letters are needed) a list of the sites where the student plans to apply, contact information for each Site Director, and all application requirements. Students may not apply for placements prior to January 15, but are encouraged to apply as soon after that date as possible.

Once a student accepts a position (through the match process), they are obligated to attend that placement. Thus, students are encouraged to have ongoing discussions with their mentor, the DCT(s) throughout the process. We encourage students to obtain general clinical assessment and therapy placements prior to placements offering specialized training in the student’s area of interest. The choice of placements should be viewed as part of an entire clinical training program; thus, students should strive for breadth of knowledge and training activities early in training, followed by more depth of knowledge and specialized experiences by the completion of their fourth academic year.

**Course Registration**

Students must register for either Clinical Practicum (PSYC 84100 or PSYC 84200) or Clinical Externship (PSYC 70341 or PSYC 70342) each semester that they are participating in practicum or attending an externship placement. Enrollment in PSYC 70341 or PSYC 70342 involves attendance at group discussions and didactic trainings with the entire cohort (in addition to weekly practicum team meetings and supervision sessions) designed to enhance the first practicum experience. Students on externship (PSYC 70341 or 70342) will meet regularly in small groups with a clinical faculty member. All direct supervision and official responsibility for cases is provided onsite by supervisors at the externship site. However, all cases are double supervised by the core program faculty in order to ensure that placements are of a high quality, and in order to maximize student learning, particularly around best practices and empirically supported therapeutic techniques. Insurance liability is provided through registration in these courses. Students may not do clinical work of any sort without the approval of the DCT(s).

Likewise, there are potential ramifications to leaving an internship early, including the possibility of not being able to count the clinical hours for a partial year toward licensure. Although we are sympathetic to challenges that might arise either prior to beginning an internship year or during the internship year, it is imperative that the student be in close communication with the DCT(s) if this occurs so that those individuals can help the student resolve the issue in the most professional manner possible. Failure to communicate with the DCT(s) and/or failure to attempt resolution of the issue in a professionally appropriate way, may lead to termination from the Program.

**Student Liability Insurance**

In addition to institutional coverage, all students engaged in clinical training are required to maintain a student liability plan (available at [https://www.trustinsurance.com/Insurance-Programs/Student-Liability/Student-Liability-for-Graduate-Students](https://www.trustinsurance.com/Insurance-Programs/Student-Liability/Student-Liability-for-Graduate-Students)) for a nominal fee. This also covers any approved work you do outside of externship course (e.g., summer months). You are required to have your certificate of insurance coverage on file with the DCT at all times.

**Child Abuse Training**

As described in the Graduate Center Bulletin, all students pursuing clinical training are required to complete a two-hour course using the New York State–mandated curriculum in the “Identification and Reporting of Child Abuse” prior to graduation from the program. HPCS students must complete this requirement by the end of the first year, before they commence externships. The course can be taken online at: [http://nysmandatedreporter.org/TrainingCourses.aspx](http://nysmandatedreporter.org/TrainingCourses.aspx). Please email an electronic copy of your Certificate of
Completion to the DCT; it will be placed in the student’s file.

Mandated reporters can participate in this 2-hour web-based online training course at any time, 24/7. Users must complete the course within 30 days and within the course duration, which is the current calendar year. Progress is saved at the end of each section, so you can complete it at your own pace. Interactive exercises are customized for the major disciplines: Social Services, Education, Law Enforcement, Child Day Care, and Medical are included. Users also learn definitions, indicators, and how to make a report to the New York Statewide Central Register. The course is user friendly, fully narrated, and includes taped video segments that enhance learning points. This course meets the New York State Education Department mandatory requirements for Training in Child Abuse Identification and Reporting.

Documentation and Evaluation
To successfully complete an externship, students must:
• Submit data to the DCT regarding documentation of the clinical training received (Externship Evaluation Form).
• Have the placement supervisor submit the Clinical Evaluation Form at the end of each term.
• Receive a passing evaluation from the externship supervisor and their onsite faculty supervisor. Students who do not pass an externship placement will be expected to successfully complete an additional externship that includes the particular competencies found to be deficient. This placement would be determined in close collaboration with the DCT and would be monitored as part of a formal remediation plan. Students receiving questionable to poor evaluations from more than one placement, or students who fail to respond successfully to a remediation plan, may be terminated from the program.

Clinical Hours Documentation
Students are required to keep an ongoing record of their clinical hours throughout graduate training using the Time2Track system (www.time2track.com). Each summer, students are further required to submit a Time2Track report of their accrued hours to the DCT(s). The DCT(s) will review students’ hours as part of a comprehensive process to determine each individual student’s need for specific clinical training experiences. Clinical hours to be recorded include Intervention & Assessment Direct Service, Indirect “Support” Hours, and Supervision. The Program recommends that students accrue a minimum of approximately 450-550 Intervention & Assessment Direct Service hours before applying to internship. Research indicates that beyond 550 direct service hours, additional experience does not appear to substantially increase the likelihood of an APPIC applicant successfully matching to an internship.

Predoctoral Internship
The culmination of clinical training is the successful completion of a 12-month full-time predoctoral clinical internship. The predoctoral internship requires a minimum of 1,750 hours of supervised clinical experience.

HPCS Students who are obtaining clinical training from the Program are required to complete an APA accredited predoctoral internship. Students who fail to successfully complete a clinical internship by the end of the seventh year in the program may be terminated by the Program.

HPCS students may not apply for internship until they have successfully proposed their dissertation. Specifically, students must propose the dissertation by September 30 of the year they are applying to internship.

In rare circumstances, a student who has matched to an internship may encounter challenges that prevent that student from being able to begin the internship. It is also possible (although rare) that a student on internship
may encounter challenge with clinical supervisors, the director of the internship program, or the broader setting of the internship (e.g., a hospital system). Students should be aware that there are potential ramifications to reneging on an APPIC internship match, and that individuals who have reneged on a previous match may have trouble matching to a new internship in the future.

**Readiness to Apply for Internship**

Students who plan to apply for internships in the upcoming cycle should be in conversation with the DCT about their desire to apply. Students must be granted approval by the Clinical Training Committee before initiating any internship application processes. Students will be deemed ready to apply when: (1) they have successfully defended their dissertation proposal by September 30 of the year they plan to apply; and (2) the Clinical Training Committee has deemed their training experiences and performance minimally acceptable for internship readiness. In particular, students applying to internship must have satisfactory evaluations of their clinical skills, including competencies appropriate to their level of training.

Students must schedule an appointment with the DCT and provide a summary of their accrued hours in various categories. The Clinical Training Committee will examine the entire portfolio of experiences to make a recommendation about whether the student is “ready to apply.” It is the position of the program that many factors enter into decisions about whether/when to apply. For some students, it may be advisable to apply and complete the dissertation in their fifth year (often with an additional externship placement that includes more limited hours to build additional training experience).

Although the Clinical Training Committee will make a recommendation, it is up to students who have been deemed “ready to apply” to determine if they will apply. It is highly unadvisable for students to apply before they have completed the fourth year of doctoral study or against the recommendations of the Committee.

**Application for Internship**

The DCT works closely with students to identify appropriate internship programs. Students applying to internship should prepare the full AAPI (available at [www.appic.org](http://www.appic.org)). These applications are generally due between November 1 and December 15 of the year the student is applying. Students must apply to internship through the Match and may apply only to APA-accredited internships.

Throughout the process, mentors and the DCT(s) are available to students to discuss their individual training goals, how internship may or may not fit with these goals, strategies for securing an internship given student strengths and weaknesses, provide feedback on essays, conduct mock internship interviews, and discuss pragmatic issues. Students are advised to take advantage of these opportunities.

Students are expected to comply with the standards and procedures of the Association of Psychology Postdoctoral and Internship centers (APPIC) concerning internship admissions. A copy of the APPIC guidelines is available at [www.appic.org](http://www.appic.org).

**Walking at Commencement for Students in Clinical Training**

Graduate Center policy allows students in clinical psychology programs to walk at commencement in the Spring before they complete their internships (not before they start their internships) as long as they have 1) successfully defended and filed their dissertation by the Graduate Center’s cutoff date for that year and 2) have a letter of good standing from their Internship Director. The letter of good standing should be written by the Internship Director. It must state the start date and anticipated end date of your internship and indicate that you are making satisfactory progress towards completion of your internship. The letter should be sent to the DCT, who sends it to the Psychology Executive office no later than 1 week before the deadline for receiving a
doctoral degree and places it in the student file.

HPCS Program Policies, Procedures, & Resources

**Registration**

It is important that students register each semester within the time limit established by CUNY. Late registration is costly to the program and the student. Students who fail to register by the final cut-off date may not be permitted to register by the Graduate Center Registrar.

**New York State Residency**

Students are required to establish in-state residency as soon as possible, and no later than the beginning of their second year in the program. Forms and detailed instructions for establishing residency are available in the Office of the Registrar at the GC (Room 7201) or at [https://www.gc.cuny.edu/registrar/forms](https://www.gc.cuny.edu/registrar/forms). Students who fail to do so by their second year will be responsible for paying the out of state portion of their tuition. In addition, students should ensure that their home address is accurate and up-to-date in the CUNYFirst system, the Psychology Executive Office records, and in the Training Directors’ files. Report any change of address immediately. Any tuition reimbursements/financial disbursements (and other official communications from the Graduate Center) will be sent to this address. Please note that simply updating your address in CUNYFirst is not sufficient for establishing New York State residency.

**Full Time Attendance**

HPCS is based on full-time attendance, and only students who make a full-time commitment are admitted. Students enrolled in HPCS cannot be enrolled concurrently in any other academic institution nor are they permitted to maintain external employment. See also section below on Outside Employment.

**Time Limit for the Doctoral Degree**

Per Graduate Student policy, students must complete their doctoral degree within 8 years of matriculation (16 semesters). In unusual circumstances, where the student’s progress toward the doctoral degree has been delayed because of illness, financial considerations, or other demands, the faculty will consider a petition from the student for an extension of the eight-year limit. Students who require time beyond the eight-year limit for completion of the Ph.D. degree should, no later than two months prior to the end of the Spring semester of their eighth year, prepare, in conjunction with their advisor and the Program Directors, a contract setting forth a timetable of progress expected in the coming academic year. Further extensions must be requested annually and no later than two months prior to the end of each spring semester. These will be considered pending a review of the student's success in meeting the previous years' contract and the development of a new contract for the next academic year. The faculty will discuss contracts during the semi-annual reviews of students' progress in the program. All extensions require the approval of the Executive Officer of Psychology.

**Leaves of Absence**

It is sometimes the case that unexpected emergencies or life events make full participation in the program difficult. Students in such situations should discuss their particular situation with the Program Directors as soon as possible as it is frequently possible to make accommodations.

Although it is generally preferable to maintain matriculation, and the Program has been able to successfully assist students in managing emergencies through a variety of mechanisms, students who for personal reasons (e.g., illness of their own or members of their family) find it necessary to suspend work toward the degree may
apply for a leave of absence for up to one year. Students who are requesting a leave and who have incomplete courses pending should present, as part of their request, their plans for completing their courses when they resume matriculation. It should first be submitted for approval to the student’s advisor and the Program Directors, and then to the Executive Officer. A student may receive a maximum of four semesters leave of absence. Students who feel they require additional leave will need to resign from the Program and reapply for re-admission at a later time when they are able to return to continue progress toward the degree. There is no guarantee, however, that a student will be readmitted.

A student on a leave of absence is not permitted to use the resources of the Graduate Center or CUNY (e.g., library, computer center, mentor consultation) and may not take the First or Second Doctoral Examinations. A student may not defend their dissertation during the first semester after they return from leave. In other words, a student who has withdrawn and is subsequently readmitted may submit and defend the dissertation no earlier than the second semester after resuming active study. Finally, leaves of absence “stop the clock”; that is, they do not count toward the student’s time deadlines for satisfactory progress toward the degree.

The Psychology program’s policies and procedures for applying for a leave of absence can be found at https://www.gc.cuny.edu/psychology/forms-and-procedures. Full information about how a leave of absence affect a student’s progress and fellowships is provided there. In addition to the Graduate Center’s procedures, in Psychology, leave requests must be approved by the student's advisor. The completed form and an email from the advisor and the Training Directors approving the leave of absence should be sent to the Executive Officer for review. Obtaining the Executive Officer's signature and final processing should take place prior to the semester or academic year during which the leave will be taken. The form for a leave of absence can be found at https://www.gc.cuny.edu/sites/default/files/2021-07/LeaveOfAbsence_21-02-09.pdf.

Professional Conduct

HPCS students are in a professional training program, and those who do not behave in a professional manner throughout their training may be terminated from the program. Examples of unprofessional behavior include (but are not limited to): frequently arriving late for, frequently missing, or not being attentive during classes, supervision meetings, clinical appointments with clients, research supervision meetings, research participant appointments, or other professional meetings; failure to respond in a timely manner to communications with the program faculty or training directors; falsification of data or misrepresentation of research findings; cheating or plagiarism on coursework, exams, or research; excessive defensiveness with supervisors or instructors; rude, disrespectful behavior with faculty, supervisors, classmates, clients, or support staff; inappropriate dress during clinical activities; and intoxication or substance use on campus or at practicum and externship placements. Failure to abide by the standards of professional conduct required by the Program, student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc.), or student conduct required by the profession (APA Ethical Standards) may result in termination from the Program.

We are committed to the highest standards of academic honesty. Acts of academic dishonesty include, but are not limited to: plagiarism (in drafts, outlines, and examinations, as well as final papers); cheating; submitting the same paper to fulfill assignments for different classes; bribery; academic fraud; sabotage of research materials; sale of academic papers; and the falsification of data or records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action in accordance with the bylaws and procedures of the Graduate Center and of the Board of Trustees of The City University of New York.

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources
that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, comments offered in class or informal discussions, individuals/colleagues/collaborators, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism. Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult "Avoiding and Detecting Plagiarism," available at the Graduate Center in the Office of the Vice President for Student Affairs, (Room 7301), the Provost's Office (Room 8113), or on the web at https://web.gc.cuny.edu/sites/default/files/2021-07/AvoidingPlagiarism.pdf

Outside Employment
All students in the Program are matriculated as full-time student status, and therefore should not be accepting external employment of any kind while a student in the graduate program. Clinical experience in the form of clinical externship placements and clinical internship placements is not considered to be "employment". This is true even if the extern is paid a stipend, so long as the activity is discussed with the DCT and documented in the student's file as work towards the fulfillment of their degree. On-campus jobs, including teaching, research, or other that are above the work requirements for the PEF, GCF, Grad A, Grad B, Grad C, or Grad D stipend may be allowed at the discretion of the Program Directors, provided the student is in good academic standing and that the appointment does not violate workloads established by the Graduate Center. Not discussing outside employment with the Program Directors so that it can be approved and noted in the student's file may be considered a breach of ethical conduct.

Clinical Work Outside of HPCS
Occasionally, students have the opportunity to engage in clinical work in external agencies that are not part of Program-sanctioned practica or externships. In general, given the time constraints and responsibilities of HPCS students, taking on additional responsibilities such as these is discouraged. However, students who wish to engage in mental health-related work (paid or otherwise) must submit a request to the Clinical Training Committee prior to beginning the activity. The request should describe (a) the student’s specific goals, (b) the nature of the activity, (c) the time commitment per week, (d) the number of weeks required, and (e) the supervision to be received. The following conditions must be satisfied in order for the Clinical Training Committee to grant such a request:

- The activity supplements or enhances the student’s training in demonstrable ways.
- The activity is consistent with the core values of HPCS (e.g., scientifically supported/informed treatment or assessment)
- The activity is supervised by a licensed clinical psychologist
- The activity is delimited and specific in nature (e.g., a time-limited group therapy experience)
- The activity is not available through other parts of the training program
- The activity is approved by the student’s faculty advisor
- The student is making adequate progress toward his/her research milestones and degree completion
Professional Title and Supervision
Students, particularly when working in a clinical environment, should not practice psychology under a title using the words “psychologist,” “psychology,” or “psychological” unless they have attained a license to practice psychology. Furthermore, job placement in which psychological tasks are undertaken must be under the direction and supervision of a licensed psychologist, as required by the Ethical Guidelines of the APA. Students should refer to themselves as “Doctoral Student in Psychology” until they have advanced to candidacy, when they may use the title “Doctoral Candidate.”

Confidentiality
Students should consult the APA Ethical Principles on issues related to confidentiality. The principles of confidentiality apply to the work of psychologists in clinical and consulting relationships, in department committee work, and in research settings. Students should also maintain the standards of confidentiality in storing and disposing of data, in reporting research results, and in instances where students become privy to sensitive information during the course of their training experiences.

Research Policies and Research Ethics
Specific rules and guidelines apply to both students and faculty who wish to conduct research at CUNY. No student may conduct research without a faculty supervisor; all research projects must have a faculty Principal Investigator. Students who wish to conduct research must first obtain approval from their faculty principal investigator. Students must then apply for and obtain ethics approval from CUNY’s Human Research Protection Program (HRPP).

All research conducted under the auspices of the Program must conform to the guidelines of the American Psychological Association. Any study, research, or investigation utilizing data that is collected from human participants (directly or indirectly) must be documented by approval of the CUNY Human Research Protection Program (HRPP). The CUNY Human Research Protection Program (HRPP) is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff and students and RF CUNY staff. The program provides oversight, administrative support and educational training to ensure that CUNY research complies with federal and State regulations, University policy and the highest ethical standards.

Prior to the commencement of any research investigation, students are required to submit a research proposal to the HRPP Coordinator’s Office for ethics review. If the HRPP’s office determines that the research is either exempt or expedited, the student is notified and research may commence. If it is determined that the research requires full review, the research is referred to the centralized CUNY HRPP (IRB) for further review. Additional information on the CUNY HRPP’s review process can be found at https://www.cuny.edu/research/research-compliance/human-research-protection-program/. Researchers must remain aware of their project’s HRPP approval expiration date. No research, including data analysis, is permitted once the approval expires. In order to continue data collection, researchers must renew HRPP approval. Once approved by the HRPP, the research is recognized by CUNY and subsequent steps in the research process may be followed.

Training in the Protection of Human Subjects and the Responsible Conduct of Research
As stated above, in order to carry out any research (whether for a First Doctoral Exam, dissertation, funded or unfunded, and whether the data are collected at CUNY or at another site), it is necessary to receive approval regarding the protection of human subjects. Before commencing any research as a CUNY student, students must first complete the Collaborative IRB Training Initiative (CITI) in order to obtain certification to work with human subjects. CITI is a well-respected, web-based training product that was designed, and is updated and maintained, by a number of nationally recognized IRB professionals. The CITI is designed around topic-specific
modules, each followed by a short quiz. CITI may be accessed at [https://citiprogram.org](https://citiprogram.org). CITI certificates expire in three years from the completion date. It is the student’s responsibility to renew their credentials (that is, take a refresher course and obtain a certificate). Failure to do so may affect the program’s APA accreditation and the student’s standing in the program.

All Graduate Center doctoral students also are required to complete training in the Responsible Conduct of Research (RCR). This training can be completed online through the CITI website and is good for five (5) years. Alternately, students may fulfill this requirement by completing a course offered by CUNY central or the Research Foundation CUNY.

Students should send the Certificates of Completion (with expiration dates) for both their HSR and RCR training to the Program Directors, where they will be placed in the student’s file. This must done before matriculation for entering students or within a week of recredentialing (i.e., when a refresher course is taken).

**Professional Development and Affiliation**

The Program seeks to facilitate students’ professional development. In accordance with this goal, students are provided many opportunities to participate in professional organizations, seminars and colloquia, and research collaborations at local, regional, national, and international levels. Students maintain student-affiliate memberships in professional organizations, such as the American Psychological Association, the Association for Psychological Science, the Association for Behavioral and Cognitive Therapies, the Society of Health Psychology, the Society for Behavioral Medicine, and others. The newsletters, newspapers, and journals offered by these organizations, often at reduced rates to student members, afford students the opportunity to remain abreast of current professional issues and research in the field of psychology. All students are encouraged and expected to attend and present research and educationally related talks at the national conferences of these organizations.

The Graduate Center provides a limited set of travel awards each semester through the Doctoral Student Council, which are determined by lottery. The Doctoral Student Research Grant Program (DSRG), a competitive grants program administered through the GC each January, provides small research grants to doctoral students in years 2-6. These grants allow a limited amount of travel funds connected to the proposed project.

**Student Publications and Presentations**

The faculty encourages students to present their research at professional meetings and recognizes that scholarly presentations by our students reflect well upon the Program. Students are expected to consult with their advisor prior to submitting an abstract for review by professional organizations and prior to making a presentation. Such consultation is also expected prior to submitting a manuscript for consideration for publication in a journal.

Arrangements for joint authorship among faculty and students are matters for those parties involved to decide in accordance with APA ethical guidelines. However, even in cases where students are the sole authors of a presentation or publication, consultation with their advisor and the Training Directors is required if they plan to present themselves as being affiliated with the HPCS Program. When submitting a manuscript to a journal, students should identify themselves in cover letters as having affiliations with the Health Psychology and Clinical Science training area within the doctoral program in psychology at the Graduate Center, City University of New York and as either graduate students or doctoral candidates (when they have advanced to candidacy). Submitting a manuscript using a professor or colleague’s data without the knowledge of that person is considered an ethical violation.
Financial Support
Currently, all graduate students in the Program receive five full years of financial support. This support includes tuition remission, a stipend (at standard fellowship pay levels), and health insurance eligibility (New York State Health Insurance Program, or NYSHIP). Students are required to pay nominal student fees for technology and health insurance. Accepted applicants receive a description of their financial support package within their HPCS letter offering admission, but the official award is officially detailed in a letter from the Financial Aid office that is sent a few days after the Graduate Center’s official offer of admission. First-year students will be asked to provide a pdf of the award letter(s) to the Program Directors to be placed in their files at the time of matriculation.

Note that all student fellowships provide in-state CUNY tuition remission award for the first 10 registered semesters of study.

Additional information about financial aid can be obtained from: https://www.gc.cuny.edu/fellowships-and-financial-aid. Most of the available funding packages include a service requirement. Typically, students who have fellowships with service requirements serve as teaching assistants, undergraduate course instructors, research assistants, tutors, writing fellows, or technology fellows. Note that students do not receive a stipend from CUNY during their internship year.

Students are expected to fulfill any and all duties as stipulated by protocol and/or their supervisor(s) relevant to these assignments. If confusion about such requirements arises (e.g., a student perceives his/her TA duties to be excessive), students are encouraged to attempt to resolve these issues directly with the involved parties. If students are unable to resolve the issues informally, they are encouraged to consult the Program Directors about the matter. Regardless of their award type, students are responsible for completing any and all forms and attending all training sessions as required.

Students may apply for additional support (usually in the form of federal loans or federal work study program) through the GC’s Office of Financial Aid. Students can contact the Office of Financial Aid, located at the GC in room 7201, by phone at (212) 817-7460 or email at financialaid@gc.cuny.edu.

Health Services and Insurance
Students are entitled to health insurance and are referred to the GC website for details https://www.gc.cuny.edu/student-affairs/student-health-insurance-nyship. It is very important that students reassess their health insurance paperwork and status anytime there is a change in funding. For questions, contact the Office of Student Affairs at the Graduate Center.

Grievance and Appeals Procedures
Both informal and formal procedures exist for students who have a grievance against another student, staff person, or faculty member, or who wish to appeal a decision of the faculty. Whenever possible, students are encouraged to resolve issues via informal means (i.e., through discussion with their advisors and/or the Program Directors). For the most part, any problems that cannot be handled by the student’s academic advisor are handled by the Program Directors, the HPCS Administrative Committee (which consists of the Program Directors, plus Deputy Director of Clinical Training, if one exists), or by the Psychology Program’s Ombuds Officer. Students are informed that appeals of academic decisions, such as examination grades, as well as other grievances, may be made to the Program Directors 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 Program Directors, is not reached, the Program Directors bring the appeal to the Administrative Committee within a further 30 days. Students always have the right to present their appeals or grievances directly to the Administrative Committee.
Decisions on these appeals by the Program Directors and/or Administrative Committee are made to students in writing.

The Program’s Ombuds Officer is readily available for confidential discussions with students who have unresolved problems with any aspect of the Program. The role of the Ombuds Officer is to serve as a neutral advocate for fairness, to listen, provide information, suggest options, and 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 with resolving problem situations. Also, with the permission of the complainant, the Ombuds Officer helps ensure that the nature of a particular or general problem is brought to the attention of the Program Directors and/or Administrative Committee.

The GC also has an Ombuds Officer for problems that are not resolved at the Program level. The role of this office is similar to the Program Ombuds Officer, to make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the GC Ombuds officer helps ensure that the nature of a particular or general problem is clarified with the DCT and/or Administrative Committee with hopes of informal resolution of disputes. In the event that informal mechanisms prove insufficient, or if a student elects to pursue a more formal route, they may follow GC procedures outlined below. In the case of grade appeals, the student has 30 days following written notification of the Program’s Administrative Committee's decision, to appeal to the Executive Officer of Psychology and the GC Provost's Office (see https://www.gc.cuny.edu/student-handbook, p. 71).

There are separate GC procedures outlined for academic grade disputes, administrative grade disputes, and for disputes about terminations, which are detailed in the GC Student Handbook. For complaints about faculty conduct, the student is referred to policy in the GC Student Handbook (https://www.gc.cuny.edu/student-handbook, p.72). For complaints involving sexual harassment, students are referred to the GC Student Handbook (see https://www.gc.cuny.edu/student-handbook, p. 85). Students who have complaints pertaining to harassment or discrimination may also wish to talk to the Affirmative Action/Employment Planning Officer at the GC if the complaint deals with faculty or staff. When an alleged action violates state or federal law, the student need not follow the GC’s complaint procedure and may investigate or pursue legal action.

Students who choose to present grievances or appeals directly to the Ombuds Officers or GC administrators should be aware of the fact that these entities/individuals are not required to inform the mentor or Program Directors of the student’s communication. There are many potential reasons for this, including confidentiality. If a student wishes for the Program to be aware of the grievance or appeal, the student must communicate directly with the Program Directors so that the Program is aware of the student’s concerns. If students do not feel comfortable communicating with the Program Directors, or if a Program Director is the subject of the complaint, the student should meet with the Executive Officer of Psychology to discuss the situation.

Note that, as per the Graduate Center’s Student Handbook, communications about resolutions to formal complaints are made in writing (see https://www.gc.cuny.edu/student-handbook).

**Disability Services**

The GC provide support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions that affect their performance in the classroom setting. Individuals requesting special services or equipment at the GC should consult with the Vice President for Student Affairs, Room 7301, 212-817-7400; the Director of Student Affairs; or the Disability Services Coordinator. They are...
advised to consult the GC’s handbook section entitled "Services for Students with Disabilities." The Graduate Center does not discriminate on the basis of disability in the admission and retention of students or the employment of faculty and staff. For more information, see https://www.gc.cuny.edu/student-disability-services.
Social Media
*(based on the recommendations for the University of Miami Clinical Program, developed by Annette La Greca and BreAnne A. Danzi)*

As communication channels proliferate, the lines between public and private information can blur. Personal websites, blogs, email signature lines, voicemail messages, Twitter, Facebook, and media interviews afford numerous avenues for personal expression and increasingly call for discretion and good judgment in how they are used. The following are guidelines (not requirements) intended to provide helpful suggestions for best practices as students navigate the usage of various forms of electronic communication and social media.

When using social media, we expect that students will act with courtesy and respect toward others. Students should keep in mind that as representatives of the PhD program in Psychology and the psychological profession, what is communicated on social media reflects on the university and can have an impact on the public’s perception of mental health services. For this and other reasons, we recommend that you consider the following:

- Internship and post-doctoral training programs conduct web searches on applicants’ names.
- Employers conduct on-line searches prior to granting interviews or job offers.
- Prospective clients conduct web-based searches on potential therapist names.
- Clients often approach therapists via networking sites and email.
- Legal authorities review personal websites for evidence of illegal activities.

In particular, be aware that:
- Once you have posted something via social media, it is out of your control. Others may see it, repost it, save it, forward it to others, etc. Retracting content after you have posted it is practically impossible.
- Any content that you host (e.g., comments posted by others on your site) can have the same (negative) effect as content you post.
- Email signature lines and voicemail greetings that might express your individuality or reflect your sense of humor also may not portray you in a professional manner.

Consider that quotations on personal philosophy, religious beliefs, and political attitudes might cause unanticipated reactions from people with differing backgrounds and viewpoints.

Guidelines for responsible social media practices include the following:

- Keep an eye on your social media “presence.” Conduct periodic Google searches on yourself, or set up a Google Alert, to find out what information can be accessed about you on the Internet. For more information see: [http://www.apa.org/gradpsych/2015/11/corner.aspx](http://www.apa.org/gradpsych/2015/11/corner.aspx)
- Consider using the highest privacy settings available (i.e., “Friends only”) on Facebook, Twitter, and other social networking websites. Monitor these settings periodically to ensure that privacy settings previously selected remain intact.
- Never become a “friend” of a therapy or testing client online, thereby enabling them to access personal information about you. This is an important ethical boundary that must be maintained at all times.
- Be respectful and thoughtful about what you post on public psychology forums, including those sponsored by professional organizations such as the American Psychological Association (APA).
- Check APA’s social media policy at [https://www.apa.org/about/social-media-policy](https://www.apa.org/about/social-media-policy)
- Make sure the content you post is in harmony with APA and state ethical and professional guidelines. For more information about “best practices” check this link: [https://www.apa.org/monitor/2014/02/ce-corner](https://www.apa.org/monitor/2014/02/ce-corner).
**Retention, Remediation, & Termination**

Although it is extremely rare for a student to be terminated from the Program, it can happen. In these rare cases, students will receive considerable written advance warning about lack of progress or quality of coursework, research, clinical work, or professional behavior, with explicit guidance regarding the actions the students must take to be viewed as being in good standing in the Program. It is only after receiving feedback on multiple occasions with insufficient improvement that a student will be formally terminated. The Program recognizes that all students need to develop over time, and students should remember that all students receive suggestions for improvement in their annual evaluation that do not rise to the level of grounds for termination. The Program is devoted to all students’ ultimate success, and nearly all of our students ultimately succeed.

**Coursework**
Students must receive a grade of B- or higher in all required courses to remain in good standing in the Program. Students who receive a grade below B- in any required course MAY be given the option of retaking the course. Students who fail to repeat the course with a grade of B- or higher may be terminated from the program.

Students must also maintain a minimum GPA of 3.0 throughout their doctoral work in order to graduate. Failure to maintain the minimum cumulative GPA of 3.0 will result in placement on probation. Any student on probation must only achieve a 3.0 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements might result in dismissal from the Program. The GC policy on satisfactory academic progress and termination can be found in the Graduate Student Handbook.

**Research and Milestones**
Students are expected to maintain active programs of research during their time in the Program. They are expected to successfully complete the first doctoral examination by the end of their second year in residence; the second doctoral examination by the end of their fourth year in residence; and the dissertation by the end of their sixth year in the program. Students who do not meet these deadlines will be placed on probation per the policies of the Graduate Center (see https://www.gc.cuny.edu/registrar/policies-and-procedures#section-7008).

In addition to Graduate Center criteria for unsatisfactory progress, HPCS students who are not making satisfactory progress on their milestone projects will not be in good standing and may not be allowed to apply to externships, allowing them to focus on completing those projects). Students are provided with annual evaluations of their scholarship by their research mentors. Students who receive unsatisfactory evaluation ratings from their research mentors for two academic years, and who fail to comply with remediation plans outlined by the mentor and/or program directors, may be terminated from the program.

**Remediation**
The Program provides students with an opportunity, wherever possible, to remediate their performance or behavior. Several steps are taken as part of the remediation process:
Written Notification of the Problem(s)
Students are provided with detailed, specific feedback in written evaluation letters when their progress is unsatisfactory or when they are not in good standing in the program. This information can be relayed to the student in the end-of-year letter from the program directors, or it can be relayed via a letter specifically intended to address the specific challenge the student is facing. In addition, written notification includes the name of at least one faculty member (e.g., research mentor, DCT) who is available to discuss the feedback with the student. In most cases, students will have already received feedback from a clinical supervisor, research mentor, or course instructor that their performance has not met minimum levels of achievement. Written notification may be sent to the student immediately once the problem has been assessed, or following some time (e.g., end of the semester or academic year) when informal attempts to help the student have been unsuccessful. At any point in the process, students are able to discuss their concerns with any member of the HPCS faculty, the course instructors, or their clinical supervisors. All written communications are maintained in the student’s file during and following their graduate training.

Remediation Plans
Remediation plans are developed in cases where the problem is considered to be remediable. For example, a student who consistently evidences difficulty meeting research deadlines and is at risk of not finishing milestone projects on time may receive written notification clearly describing the program’s concern and steps to remediation. Steps to remediation typically include measurable or observable behaviors, specific deadlines for products (e.g., deadlines for data analysis completion, a finished methods section). Students who comply with the remediation plan will receive feedback, in writing, detailing their accomplishments and telling them that the remediation process is complete. Students who do not comply with the remediation plan will receive feedback, in writing, regarding this lack of compliance and plans for further remediation or termination from the program.

Appeals Process
The Graduate Center has an appeals process that is delineated in the section of the Student Handbook titled “Student Appeals Policies and Procedures”.

Personal Problems
The APA’s Ethical Principals of Psychologists and Code of Conduct states: “Psychologists refrain from initiating an activity when they know, or should know, that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner. When Psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.”

HPCS students who encounter personal problems must take such appropriate measures to ensure competent, professional behavior. Examples of personal problems include (but are not limited to): untreated psychological or physical health issues; substance abuse; maladaptive social behaviors; dishonesty in dealing with peers, supervisors, and clients; expiration of HRPP certification; ethical violations, including calling oneself a psychologist; inappropriate use of social media; and fraud in using grant, lab, or GC funds.
Profession-Wide Competencies

All health service psychologists are expected to demonstrate competence in a variety of skill areas. The APA Commission on Accreditation (CoA) has established a list of nine profession-wide competencies. HPCS students are expected to be continually cognizant of these competencies, and to strive to advance & refine their skills in these areas in all aspects of the training program. Successful completion of the program requires students to demonstrate evolving and increasing competence in these nine areas. The following table outlines each of the nine competencies, how they are defined, the specific ways in which HPCS aims to train students in each of these definitions, how they are measured, and the minimum level of achievement required for demonstrating competence in each area.

Although this is a detailed table, it is not exhaustive; students should aim to maximize their training and acquisition of competence in each of these areas whenever and wherever possible. Questions regarding these competencies should be directed to the Director(s) of Clinical Training.
# HPCS Profession-Wide Competencies (PWCs)

## PWC #1: Research

<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to formulate research activities that are of high quality.</td>
<td><strong>First Doctoral Exam</strong></td>
<td>First Doc - Signature Page &amp; Assessment Rubric</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td><strong>Second Doctoral Exam</strong></td>
<td>Second Doc - Signature Page &amp; Assessment Rubric</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td><strong>Dissertation</strong></td>
<td>Dissertation - Signature Page Assessment Rubric</td>
<td>Pass</td>
</tr>
<tr>
<td>Ability to conduct research or other scholarly activities.</td>
<td><strong>Coursework</strong> in Research Methods &amp; Quantitative Methods (and all other courses emphasizing research)</td>
<td>Courses: *PSYCH 70310 (Research Methods) *PSYCH 70500/70600 (Stats I &amp; II) *PSYCH 76000 (Psychometrics) PSYCH 75000 (Psychopathology) PSYCH 85300 (Health Psychology) PSYCH 83502 (Health Disparities &amp; Diversity) PSYCH 83900/83902 (Interventions I &amp; II)</td>
<td>B- or better</td>
</tr>
<tr>
<td></td>
<td><strong>Conducting Research</strong> – all students get mentored and engage in research</td>
<td>Student Self-Evaluation Form Program Progress Worksheet Faculty Evaluation Form – “Research Performance” Items</td>
<td>Mentor ratings of 2+</td>
</tr>
<tr>
<td>Ability to disseminate research via publications &amp; presentations.</td>
<td><strong>Present First Doc to HPCS (“Research Day”)</strong></td>
<td>Present</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Comprehensive Assessment Portfolio:</strong></td>
<td>Student Self-Evaluation Form Program Progress Worksheet Faculty Evaluation Form – “Research Performance”</td>
<td>Present &amp; Submit</td>
</tr>
<tr>
<td></td>
<td>1) 1st author on conference poster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2) 1st author on submitted paper</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## PWC #2: Ethical & Legal Standards

<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing &amp; acting in accordance with (a) APA Code of Conduct, (b) laws/rules/policies for health service psychology, and (c) professional standards &amp; guidelines.</td>
<td><strong>Coursework</strong> in Ethics (and other courses emphasizing ethics in practice &amp; research)</td>
<td>Courses: *PSYCH 77100 (Ethics) PSYCH 83900/83902 (*Interventions I &amp; II) PSYCH 82700/82800 (*Psych Assessment I &amp; II) PSYCH 70310 (*Research Methods) PSYCH 70500/70600 (*Stats I &amp; II) PSYCH 76000 (<em>Psychometrics)</em></td>
<td>B- or better</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Clinical Work - demonstrate ethical knowledge &amp; behavior</td>
<td>Faculty Evaluation Form – “Ethical &amp; Legal” items Clinical Evaluation Form – “Ethical &amp; Legal” items</td>
<td>Ratings of 2+</td>
</tr>
<tr>
<td>Ability to recognize ethical dilemmas and apply ethical decision-making to resolve them.</td>
<td><strong>In Research:</strong> Learn to apply ethics in data monitoring, reporting of methods/findings, IRB guidelines/practices, &amp; ethical treatment of subjects.</td>
<td>Faculty Evaluation Form – “Ethical &amp; Legal” items</td>
<td>Ratings of 2+ Certificate</td>
</tr>
<tr>
<td></td>
<td><strong>In Clinical Work:</strong> Learn to apply ethics regarding dual relationships, confidentiality, &amp; risk assessment/reporting.</td>
<td>Clinical Evaluation Form – “Ethical &amp; Legal” items</td>
<td>Ratings of 2+</td>
</tr>
<tr>
<td>Ability to conduct oneself ethically in all professional activities.</td>
<td>Research &amp; Clinical Work - various opportunities to demonstrate ethical behavior.</td>
<td>Faculty Evaluation Form – “Ethical &amp; Legal” items Clinical Evaluation Form – “Ethical &amp; Legal” items</td>
<td>Ratings of 2+ Certificate</td>
</tr>
</tbody>
</table>

In Research: Learn to apply ethics in data monitoring, reporting of methods/findings, IRB guidelines/practices, & ethical treatment of subjects.

In Clinical Work: Learn to apply ethics regarding dual relationships, confidentiality, & risk assessment/reporting.

Ability to conduct oneself ethically in all professional activities.
### PWC #3: Individual & Cultural Diversity

<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
</table>
| Understanding how one’s own history/attitudes/biases affect how one understands & interacts with others who are different. | **Coursework** with relevant exposure to the literature on multicultural competence & diversity, and assessment of knowledge. | Courses:  
PSYCH 83900/83902 (*Interventions I & II*)  
PSYCH 83502 (*Health Disparities & Diversity*)  
PSYCH 85300 (*Health Psychology*)  
PSYCH 75500 (*Psychopathology*)  
PSYCH 82700/82800 (*Psych Assessment I & II*)  
PSYCH 84100 (*Clinical Practicum*) | B- or better |
| HPCS Colloquia |  |  | Regular Attendance |
| Knowledge of theory & science as it relates to addressing diversity in all professional activities (research, training, supervision/consultation, & service). | **Coursework** in Health Disparities, as well as other courses infusing issues of cultural diversity and/or individual differences | Courses:  
PSYCH 83502 (*Health Disparities & Diversity*)  
PSYCH 83900/83902 (*Interventions I & II*)  
PSYCH 82700/82800 (*Psych Assessment I & II*)  
PSYCH 85300 (*Health Psychology*)  
PSYCH 75500 (*Psychopathology*)  
PSYCH 84100 (*Clinical Practicum*) | B- or better |
| Research & Clinical Work | Faculty Evaluation Form – “Individual & Cultural Diversity”  
Clinical Evaluation Form – “Individual & Cultural Diversity” |  | Ratings of 2+ |
| Ability to integrate awareness & knowledge of individual & cultural differences in the conduct of professional roles. | **Research & Clinical Work** – various opportunities to apply this in a professional roles | Faculty Evaluation Form – “Individual & Cultural Diversity”  
Clinical Evaluation Form – “Individual & Cultural Diversity” | Ratings of 2+ |
| Demonstrate knowledge, ability to articulate an approach to working with diverse individuals, & apply approach effectively. | **Research & Clinical Work** - discuss attitudes/behaviors toward diverse groups | Faculty Evaluation Form – “Individual & Cultural Diversity”  
Clinical Evaluation Form – “Individual & Cultural Diversity” | Ratings of 2+ |
<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
</table>
| Behave in ways that reflect values of psychology (e.g., integrity, deportment, professional identity, accountability, lifelong learning, concern for welfare of others). | Coursework that emphasizes adoption of a professional identity and professional behavior (e.g., self-reflection, supervision responsiveness, record keeping, etc.) | Courses: PSYCH 80000 (*Seminar in Psychological Research*)  
PSYCH 83900/83902 (*Interventions I & II*)  
PSYCH 77100 (*Ethics*) | B- or better |
| Research & Clinical work                                                                 |Faculty Evaluation Form – “Professional Values & Attitudes”  
Clinical Evaluation Form – “Professional Values & Attitudes” | ratings of 2+ | |
| Self-reflection about personal & professional functioning; maintaining and improving performance, wellbeing, & professional effectiveness. | Research & Clinical work – engage in discussions with mentors/supervisors, and seek feedback on these areas formally and informally | Faculty Evaluation Form – “Professional Values & Attitudes”  
Clinical Evaluation Form – “Professional Values & Attitudes” | Ratings of 2+ |
| Seek & demonstrate openness and responsiveness to feedback & supervision.                | Research & Clinical work – engage in & be responsive to feedback                                 | Faculty Evaluation Form – “Professional Values & Attitudes”  
Clinical Evaluation Form – “Supervision” | Ratings of 2+ |
| Increased independence over time for responding professionally to increasingly complex situations | Research & Clinical work – engage in training in increasingly complex situations in terms of values (e.g., appreciation of EBP), behaviors (e.g., timeliness & reliability), and attitudes (e.g., attention to own biases) | Faculty Evaluation Form – “Professional Values & Attitudes”  
Clinical Evaluation Form – “Professional Values & Attitudes” | Ratings of 2+ |
### PWC #5: Communication & Interpersonal Skills

<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop &amp; maintain good relationships with a wide range of individuals (colleagues,</td>
<td>Coursework emphasizing communication &amp; interpersonal skills in clinical work – including</td>
<td>Courses:</td>
<td>B- or better</td>
</tr>
<tr>
<td>communities, supervisors, supervisees, &amp; clients).</td>
<td>clear communication with clients and other professionals, and behavior reflecting</td>
<td>PSYCH 83900/83902 (<em>Interventions I &amp; II</em>)</td>
<td></td>
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<tr>
<td></td>
<td>professional values (e.g., compassion, justice)</td>
<td>PSYCH 82700/82800 (<em>Psych Assessment I &amp; II</em>)</td>
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<td></td>
<td><em>Research &amp; Clinical work</em></td>
<td>PSYCH 84100/84200 (<em>Clinical Practicum</em>)</td>
<td></td>
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<tr>
<td></td>
<td>Faculty Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td>Clinical Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td>Ratings of 2+</td>
</tr>
<tr>
<td>Produce &amp; comprehend oral, nonverbal, &amp; written communications that are</td>
<td>- <strong>Coursework</strong>: Oral &amp; written participation</td>
<td>First Doc Signature Page &amp; Scoring Rubric</td>
<td>Pass</td>
</tr>
<tr>
<td>informative; demonstrate grasp of professional language &amp; concepts.</td>
<td>- <strong>Research Projects</strong>: written communication, oral defense</td>
<td>Second Doc Signature Page &amp; Scoring Rubric</td>
<td>Conference Presentation</td>
</tr>
<tr>
<td></td>
<td>- <strong>Participation in conferences.</strong></td>
<td>Dissertation Signature Page &amp; Scoring Rubric</td>
<td></td>
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<tr>
<td></td>
<td>Student Self-Evaluation</td>
<td>Program Progress Worksheet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td>Clinical Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td>Ratings of 2+</td>
</tr>
<tr>
<td>Demonstrate effective interpersonal skills and the ability to manage difficult</td>
<td><strong>Communication</strong> with participants, clients, peers, colleagues, research supervisors, &amp;</td>
<td>Faculty Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td>Ratings of 2+</td>
</tr>
<tr>
<td>communication well.</td>
<td>clinical supervisors</td>
<td>Clinical Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td>Clinical Evaluation Form – “Communication &amp; Interpersonal Skills”</td>
<td></td>
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</tbody>
</table>
## PWC #6: Assessment

<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
</table>
| Select & apply assessments drawing from empirical literature & science; collect relevant data using multiple sources & methods relevant to the assessment questions, and to diversity issues. | **Coursework** emphasizing assessment, psychometrics, & other relevant issues. | Courses:  
*PSYCH 82700/82800 (*Psych Assessment I & II*)  
PSYCH 76000 (*Psychometrics*)  
PSYCH 83900/83902 (*Interventions I & II*)  
PSYCH 75000 (*Psychopathology*) | B- or better |
| Interpreting assessment results to inform case conceptualization, classification, & recommendations – while avoiding decision-making biases and distinguishing between subjective/objective elements. | **Practicum & Externships** - training in diagnostics, neuropsych assessment, or personality assessments.  
**Research** - some faculty research entails comprehensive assessments. | Clinical Evaluation Form – “Assessment Competence”  
(Observations & performance ratings by clinical supervisors to measure assessment performance and communication of results.) | Ratings of 2+ |
| Communicate orally and in written documents the findings & implications of assessment for a range of audiences. | **Practicum & Externships** - training in diagnostics, neuropsych assessment, or personality assessments.  
**Research** - some faculty research entails comprehensive assessments. | Clinical Evaluation Form – “Assessment Competence”  
(Observations & performance ratings by clinical supervisors to measure assessment performance and communication of results.) | Ratings of 2+ |
<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing &amp; maintaining effective relationships with clients.</td>
<td><strong>Coursework</strong> – includes learning about the therapeutic alliance.</td>
<td>PSYCH 83900/83902 <em>(Interventions I &amp; II)</em>&lt;br&gt;PSYCH 84100/84200 <em>(Practicum I &amp; II)</em>&lt;br&gt;PSYCH 70341/70342 <em>(Externship I &amp; II)</em>&lt;br&gt;<strong>Clinical supervision</strong> – addresses patterns in the relationship &amp; alliance.</td>
<td>B- or better</td>
</tr>
<tr>
<td>Developing evidence-based intervention plans specific to therapy goals.</td>
<td><strong>Coursework</strong> – includes learning about evidence-based interventions.</td>
<td>PSYCH 83900/83902 <em>(Interventions I &amp; II)</em>&lt;br&gt;PSYCH 84100/84200 <em>(Practicum I &amp; II)</em>&lt;br&gt;PSYCH 70341/70342 <em>(Externship I &amp; II)</em>&lt;br&gt;<strong>Clinical work</strong> – focuses on the use of evidence-based interventions.</td>
<td>B- or better</td>
</tr>
<tr>
<td>Implementing interventions informed by scientific lit., assessment findings, diversity, and contextual variables.</td>
<td><strong>Clinical training</strong> – incorporates all of these elements.</td>
<td>Clinical Evaluation Form - “Intervention Competence”</td>
<td>Ratings of 2+</td>
</tr>
<tr>
<td>Applying relevant research literature to clinical decision making.</td>
<td><strong>Coursework</strong> – includes learning about evidence-based interventions.</td>
<td>PSYCH 83900/83902 <em>(Interventions I &amp; II)</em>&lt;br&gt;PSYCH 84100/84200 <em>(Practicum I &amp; II)</em>&lt;br&gt;PSYCH 70341/70342 <em>(Externship I &amp; II)</em>&lt;br&gt;<strong>Clinical work</strong> – focuses on the use of evidence-based interventions.</td>
<td>B- or better</td>
</tr>
<tr>
<td>Modifying &amp; adapting evidence-based approaches when a clear evidence base is lacking.</td>
<td><strong>Coursework</strong> – discusses dilemmas &amp; ethics of adapting approaches that were developed for &amp; evaluated on clients whose characteristics do not match the current client.</td>
<td>PSYCH 83900/83902 <em>(Interventions I &amp; II)</em>&lt;br&gt;PSYCH 84100/84200 <em>(Practicum I &amp; II)</em>&lt;br&gt;PSYCH 70341/70342 <em>(Externship I &amp; II)</em>&lt;br&gt;<strong>Clinical supervision</strong> – emphasizes collecting ongoing effectiveness data.</td>
<td>B- or better</td>
</tr>
<tr>
<td>Evaluate intervention effectiveness, and adapt goals &amp; methods consistent with ongoing evaluation.</td>
<td><strong>Coursework</strong> – addresses methods &amp; implications of treatment outcome research.</td>
<td>PSYCH 83900/83902 <em>(Interventions I &amp; II)</em>&lt;br&gt;PSYCH 84100/84200 <em>(Practicum I &amp; II)</em>&lt;br&gt;PSYCH 70341/70342 <em>(Externship I &amp; II)</em>&lt;br&gt;<strong>Clinical supervision</strong> - emphasizes collecting ongoing effectiveness data.</td>
<td>B- or better</td>
</tr>
<tr>
<td>How this PWC is Defined</td>
<td>Required Training &amp; Activities</td>
<td>How this PWC is Measured</td>
<td>Minimum Level of Achievement</td>
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</table>
| **Demonstrating knowledge of supervision models & practices.** | **Coursework** –  
(a) **“Foundations” course** (PSYCH 80000) – weekly reading, some of which emphasizes issues within supervision  
(b) **Interventions I** (Psych 83900) – supervision discussed from a professional development perspective  
**Practicum & Externships** – weekly reading & instruction in modules and models of supervision; exposure to multiple supervision styles | Courses:  
PSYCH 80000 (*Seminar in Psychological Research*)  
PSYCH 83900 (*Interventions I*)  
PSYCH 84100/84200 (*Practicum I & II*)  
PSYCH 70341/70342 (*Externship I & II*)  
Clinical Evaluation Form - “Supervision Practice” | **B- or better**  
**Ratings of 2+** |
## PWC #9: Consultation & Interprofessional/Interdisciplinary Skills

<table>
<thead>
<tr>
<th>How this PWC is Defined</th>
<th>Required Training &amp; Activities</th>
<th>How this PWC is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
</table>
| **Demonstrating knowledge and respect for the roles and perspectives of other professions.** | **Practicum & Externships** – engage with other health professionals & providers.  
**Research** – engage with investigators, ethics professionals, study interventionists, etc. | Courses:  
PSYCH 84100/84200 (*Practicum I & II*)  
PSYCH 70341/70342 (*Externship I & II*) | B- or better |
| **Demonstrating knowledge of consultation models and practices.** | **Coursework** –  
“*Foundations*” course (PSYCH 80000) – weekly reading, some of which emphasizes issues within consultation  
**Practicum & Externships** – weekly reading & instruction in models of consultation & interprofessional communication; communication about clients via report writing; release of info forms; formal letters to other professionals | Courses:  
PSYCH 80000 (*Seminar in Psychological Research*)  
PSYCH 84100/84200 (*Practicum I & II*)  
PSYCH 70341/70342 (*Externship I & II*) | B- or better |
| **Communication** to other professionals via report writing & feedback sessions. | | Clinical Evaluation Form - “Consultation & Interprofessional /Interdisciplinary Skill Competence”  
Faculty Evaluation Form - “Consultation & Interprofessional /Interdisciplinary Skill Competence” | Ratings of 2+ |
Discipline Specific Knowledge

All health service psychologists are expected to demonstrate knowledge of psychology in a variety of areas, both broadly in psychological science and specifically in clinical psychology. The APA Council on Accreditation (CoA) has established Discipline-Specific Knowledge (DSK) requirements for all trainees in clinical psychology. In addition, students must demonstrate advanced integrative knowledge of two or more basic DSK content areas. Students typically meet DSK requirements through a combination of coursework and research experiences. Students must work with their academic mentors to ensure that they meet all DSK requirements.

Although this is a detailed table, it is not exhaustive; students should aim to maximize their training and acquisition of competence in each of these areas whenever and wherever possible. Questions regarding these competencies should be directed to the Director of Clinical Training.
### HPCS Discipline-Specific Knowledge (DSK)

#### DSK #1: Foundational Knowledge

<table>
<thead>
<tr>
<th>Elements of this DSK</th>
<th>Required Coursework or Activities</th>
<th>How this DSK is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>History &amp; Systems of Psychology</td>
<td>PSYCH 70000 (<em>History of Psychology</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Affective Aspects of Behavior</td>
<td>PSYCH 71103 (<em>Cognitive/Affective Aspects of Behavior</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Biological Aspects of Behavior</td>
<td>PSYCH 75102 (<em>Biological Basis of Behavior</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Cognitive Aspects of Behavior</td>
<td>PSYCH 71103 (<em>Cognitive/Affective Aspects of Behavior</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Developmental Aspects of Behavior</td>
<td>PSYCH 72000 (<em>Developmental Psychology</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Social Aspects of Behavior</td>
<td>PSYCH 74600 (<em>Social Psychology</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
</tbody>
</table>
### DSK #2: Research Methods & Quantitative Methods

<table>
<thead>
<tr>
<th>Elements of this DSK</th>
<th>Required Coursework or Activities</th>
<th>How this DSK is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods</td>
<td>PSYCH 70310 (<em>Research Methods &amp; Design</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Quantitative Methods</td>
<td>PSYCH 70500/70600 (<em>Statistical Methods in Psychology I &amp; II</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
<tr>
<td>Psychometrics</td>
<td>PSYCH 76000 (<em>Psychometrics</em>)</td>
<td>Grade in course</td>
<td>B- or better</td>
</tr>
</tbody>
</table>

### DSK #3: Integrative Knowledge of Content Areas

<table>
<thead>
<tr>
<th>Elements of this DSK</th>
<th>Required Coursework or Activities</th>
<th>How this DSK is Measured</th>
<th>Minimum Level of Achievement</th>
</tr>
</thead>
</table>
| Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History & Systems) (You must show evidence of ability to integrate the knowledge from DSK #1 & DSK #2) | **Coursework:**  
PSYCH 71103 (*Cognitive/Affective Aspects of Behavior*)  
PSYCH 80000 (*Seminar in Current Psychological Research*)  
(both have a cross-curricular focus on integrating knowledge from multiple content areas)  
**Second Doctoral Examination:**  
Grant proposal, meta-analysis, or integrated literature review. Project must demonstrate integration of at least 2 DSK areas. Students also include a special section discussing how they have successfully integrated core areas of knowledge. | Grade in course | B- or better |
|                      | Second Doctoral Exam Assessment Rubric | Pass or Pass with Minor Revisions |                           |
Governance plan for the Health Psychology and Clinical Science (HPCS) Training Area

PhD Program in Psychology at the Graduate Center, City University of New York

Approved 11/14/19, revised 5/20/21*

*Note that governance is currently undergoing revisions to accommodate circumstances in which the program is run by two Co-Directors of Clinical Training (DCT), instead of one DCT and one Director of Research Training (as described below).

Note: In cases of conflict between this governance document and the bylaws of the PhD Program in Psychology, the CUNY Graduate Center, and/or the CUNY Board of Trustees, the provisions of those bylaws shall prevail.

1. The Administrative Committee of HPCS shall oversee the operations of the training area including coordinating regular meetings of the HPCS doctoral faculty, drafting policy, and overseeing the day-to-day operations of the training area. It will consist of individuals in some or all of the following roles:
   - Training Area Head
   - Director of Clinical Training
   - Director of Research Training
   - Deputy Director of Clinical Training (as needed)

The position of Training Area Head is required by the PhD Program in Psychology and may be dually held along with one of the Director roles; election of the Training Area Head shall follow the governance of the PhD Program in Psychology.

The Director of Clinical Training (DCT) and Director of Research Training (DRT) will be appointed for three-year terms by majority vote of all eligible, active HPCS doctoral faculty (i.e., votes needed = number of faculty / 2 + 1) and will jointly oversee administer the training area. As determined appropriate, the DCT may appoint a Deputy to work with them to execute the duties of their position.

These members shall constitute the voting membership of the Administrative Committee, there being a quorum with two (2) members present.

2. HPCS shall consist of the following additional standing committees.

Admissions Committee: The Admissions Committee is responsible for overseeing the graduate admissions process including, but not limited to, any open house, HPCS marketing materials and strategy, setting priorities for faculty receiving students in the coming year, organizing and planning the interview process, and overseeing the process of extending student offers (including creating and maintaining the prospective student waitlist).

Clinical Training Committee: The Clinical Training Committee (CTC) is responsible for the oversight and quality of all clinical training experiences undertaken by HPCS students. The CTC meets regularly to develop strategic plans for student clinical training to ensure that all students meet clinical competencies and to develop plans for students whose clinical performance requires remediation. The CTC maintains relationships with clinical practicum and externship directors, personnel, and supervisors, and oversight of the externship and internship sites to which students apply to ensure that selected sites offer training that is consistent with the values and mission of HPCS. The CTC conducts externship site visits and reviews annual evaluations provided by clinical supervisors as well as evaluations of practicum & externship sites by student trainees. The CTC examines each
student's clinical training portfolio to determine whether the student is ready to apply for internship.

**Curriculum Committee:** The Curriculum Committee maintains oversight of coursework and other doctoral training milestones. Oversight includes assessment of curricular needs, the coordination of course schedules for each semester, approval of transfer or substitute coursework, soliciting student feedback on courses, curricular compliance with APA standards, and ongoing evaluation and assessment of student progress through standardized reporting instruments (e.g., milestone rubrics).

**Diversity and Social Justice Committee:** The Diversity Recruitment and Retention Committee facilitates training in diversity issues. It addresses factors that impact recruitment and retention of diverse students and faculty. It addresses factors that impact recruitment and retention of diverse students and faculty, as well as ways to make the HPCS environment more inclusive, and free of discrimination of any kind.

**Faculty Membership Committee:** The Faculty Membership committee sets guidelines for joining and maintaining faculty membership in the HPCS training area. The committee generates and periodically assesses standards and expectations for faculty membership status in the training area, reviews current faculty members’ ongoing involvement with the training area to maintain faculty membership status, processes applications from CUNY faculty who wish to join the training area, and solicits and compiles feedback on applicants from faculty and students.

Each Committee shall consist of at least three (3) and no more than five (5) voting members who are active HPCS doctoral faculty. Committee members shall be elected by majority vote of active HPCS doctoral faculty, there being a quorum. One committee member shall be elected to the role of Chair by majority vote of the committee’s voting members on an annual basis. Additional faculty may be asked to join the committee on an ad hoc basis with voice but not vote.

Each Committee, with the exception of the Admissions Committee, shall have at least one (1) and no more than three (3) student members with voice but not vote. (Students are involved with Interview Day and making recommendations to the Admissions Committee, but cannot see student files.) A slate of students nominated for each committee shall be provided to the committees annually during the spring semester, from whom the voting faculty members of the committee will select the student members at the last faculty meeting of the year (usually May) for the following academic year. Students completing their first through fourth academic years during the spring in which the nominations occur shall be eligible for committee membership, excluding those with a planned internship in the following academic year. During discussion of sensitive topics, including student and faculty issues, the Chair of the committee will place the committee into Executive Session during which student members will be recused.

Committees shall meet no less than twice per semester (fall and spring) and detailed minutes, including any votes taken, shall be submitted by the Chair or their designee to the Administrative Committee. These reports will be distributed to the full HPCS doctoral faculty, as appropriate, and retained in on the program’s confidential server. These reports may be included in the Self-Study documents used for re-accreditation by APA.

Committees will be responsible for both executing standard procedures and the review and management of relevant HPCS policy. Procedural changes within committee shall be approved by majority vote of eligible voting members of the committee present, with quorum being achieved by at least two (2) voting members present. HPCS policy changes may originate within committee but shall be proposed within a meeting of the HPCS doctoral faculty and shall require a majority of eligible voting HPCS doctoral faculty, there being a quorum.
a. HPCS may have working groups for the purpose of conducting ongoing business or focused work on special topics of limited duration. Working groups may be approved either by majority vote of the Administrative Committee or majority vote of eligible voting HPCS doctoral faculty, there being a quorum.

b. For the purposes of the procedures outlined herein, the body of “eligible HPCS doctoral faculty” shall be defined by the Faculty Membership Committee, with a current count being determined at the beginning of each academic semester and prior to all relevant votes to ensure quorum and majority.

c. Ratification of this governance plan shall occur by two-thirds affirmative vote of a quorum of eligible HPCS doctoral faculty and commence immediately thereafter. A quorum is 50% + 1 of the active faculty. Subsequently, proposed amendments to the governance plan shall be voted upon using the same criterion.

d. Ratification of this governance plan shall occur by two-thirds vote of the eligible HPCS doctoral faculty (i.e., votes needed = number of faculty / 2 + 1) and commence immediately thereafter. Subsequently, proposed amendments to the governance plan shall require two-thirds vote of the eligible HPCS doctoral faculty (i.e., votes needed = number of faculty / 2 + 1) for ratification.

Student Committee. The Student Committee consists of all current HPCS students. The Chair or Co-Chairs may be the peer advisor(s) for the year or another student elected by at least 2/3 of the student body. Peer advisors are selected at the last Student meeting of an academic year and serve from July 1 to June 30 of the following year. The Chair(s) are responsible for planning for and running student meetings throughout the year, meeting with the first years as appropriate throughout the year to ensure a comfortable and smooth transition to HPCS, and serving as liaisons with the Training Area Director(s). HPCS Student Committee members serve on the Clinical, Curriculum, Diversity, and Faculty Membership Committees, although they are not voting members. HPCS Student Committee members are responsible for planning the HPCS Open House (typically in October) and HPCS Interview Day (typically in February).
FORMS
Student Self-Evaluation Form

Student’s name:

Academic Year Began Program: Fall 20___

Current Faculty Advisor:

Past Advisor(s) (and years):

Instructions: Please describe your progress in each of the following areas for the current time period (basically since the last review). Please provide thorough responses but not necessarily long ones. For students in years 2 and above, please indicate how you have addressed any concerns raised in your last annual review. Insert answers to each question and create one continuous document. When completing tables, do not change the shape/size, so that they can be pasted together easily.

It may help to update your CV and complete the Program Worksheet before answering the questions below.

1. Please describe the progress you have made toward meeting program milestones this year (e.g., completed first or second doctoral examination, finished all required coursework, received approval for dissertation research, etc.). Please indicate plans for completing milestones in the next academic year.

2. Please describe the progress you have made in terms of your mentored and independent research this year. Comment on whether you met your own personal goals for research this year and what your plans are for next year.

3. Please describe any clinical practica (if applicable) that you have been involved with this year. Include site, type of population served, type of clinical contact and supervision, as well as time commitment devoted to practicum activities. Please describe what you feel you learned through these practica, and what your goals are for next year.

4. Please describe any teaching experiences that you have been involved in this year. If you taught a course, please include a copy of syllabus, student evaluations, and any other relevant supporting documentation. If you were a TA, please indicate your responsibilities.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Course Title</th>
<th>Course #</th>
<th>Teach or TA?</th>
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</table>
5. For the academic years that you have been in the program please prepare a table of any service (i.e., committees, events) that you participated in within CUNY (for the HPCS training area, the PhD program in Psychology and/or your campus department) and in local and national professional organizations.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Role (e.g., Chair, member)</th>
<th>Organization</th>
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<tbody>
<tr>
<td>2013-2014</td>
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<td>2017-2018</td>
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<td>2018-2019</td>
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6. In the following table please list any internal or external grants you applied for and/or received this academic year. Do not include your “base” funding (e.g., GCF, Grad A).

<table>
<thead>
<tr>
<th>Name of grant/fellowship</th>
<th>Funding Source</th>
<th>Submitted or Awarded?</th>
<th>If awarded, for what time period and what are the total direct costs?</th>
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7. Please describe your plans and goals for academic work for the 2017-2018 academic year, including the upcoming summer. Please be specific about what you intend to accomplish. Please briefly state your action plan to address any relative weaknesses.

8. Briefly, reflect on this academic year as a whole. Did anything open your eyes or take you in a new direction? What were the barriers (if any) to meeting your goals? What is the essential thing the faculty should tell next year’s incoming class at orientation?

**Please attach the following documents to this report:**

1. The completed Program Worksheet
2. A copy of your current CV
<table>
<thead>
<tr>
<th>Course</th>
<th>Course #</th>
<th>Instructor</th>
<th>Grade</th>
<th>Semester</th>
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<tbody>
<tr>
<td><strong>Foundational Courses (15 credits)</strong></td>
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<tr>
<td>Health Psychology</td>
<td>85300</td>
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<tr>
<td>Psychopathology</td>
<td>75500</td>
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<tr>
<td>Psychosocial Determinants of Health Disparities &amp; Diversity</td>
<td>83502</td>
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<tr>
<td>Seminar in Current Psychological Research</td>
<td>80000</td>
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<tr>
<td>Therapeutic Interventions I</td>
<td>83900</td>
<td></td>
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<tr>
<td><strong>Methodological and Research Courses (18 credits)</strong></td>
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<tr>
<td>Research Methods</td>
<td>70310</td>
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<tr>
<td>Statistics I</td>
<td>70500</td>
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<tr>
<td>Statistics II</td>
<td>70600</td>
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<td></td>
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<tr>
<td>Ethical and Legal Issues for Psychologists</td>
<td>77100</td>
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<td>Research Practicum</td>
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<tr>
<td>Psychometric Methods</td>
<td>76000</td>
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<td><strong>Breadth Requirement Courses (12 credits)</strong></td>
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<tr>
<td>Biological Bases</td>
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<td>Cognitive-Affective Bases</td>
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<td>Developmental/Lifespan Bases</td>
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<td>Social Systems Bases</td>
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<td><strong>Applied Clinical Training Requirements (24 credits)</strong></td>
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<tr>
<td>Assessment I: Intellectual &amp; Cognitive Functioning</td>
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<td>Assessment II: Personality Functioning</td>
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<td>Therapeutic Interventions II</td>
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<td>Clinical Externship</td>
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<td><strong>Elective Courses</strong></td>
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</table>
# COMPLETION OF MILESTONES

## 1. First Doctoral Exam

<table>
<thead>
<tr>
<th>Title</th>
<th>Faculty Chair</th>
<th>Committee Members</th>
<th>Date Completed</th>
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## 2. Second Doctoral Exam

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<tr>
<th>Title</th>
<th>Faculty Chair</th>
<th>Committee Members</th>
<th>Date Completed</th>
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## 3. Dissertation

<table>
<thead>
<tr>
<th>Title</th>
<th>Chair</th>
<th>Committee Members</th>
<th>Outside Readers</th>
<th>Date Topic Proposal Approved</th>
<th>Date Proposal Approved</th>
<th>Date of Oral Defense</th>
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</table>
Title of First Doc Paper

Name of Student

EMPL # [fill in]

First doctoral examination submitted to the Graduate Faculty in Psychology in partial fulfillment of the requirements for the degree of Doctor of Philosophy
The Graduate Center, City University of New York

Signatures go above the lines

[Chair/Advisor’s name goes here] (Chair) Date

[2nd committee member’s name goes here] Date

[3rd committee member’s name goes here] Date

Dr. Regina Miranda or Dr. Jennifer Ford
Director of Clinical Training Date

revised 8/2022
Title of Second Doctoral Examination

Name of Student

EMPL # [fill in]

Second doctoral examination submitted to the Graduate Faculty in Psychology in partial fulfillment of the requirements for the degree of Doctor of Philosophy

The Graduate Center, City University of New York

Signatures go above the lines

[Chair/Advisor’s name goes here] (Chair) ____________________________ Date

[2nd committee member’s name goes here] ____________________________ Date

[3rd committee member’s name goes here] ____________________________ Date

Dr. Regina Miranda or Dr. Jennifer Ford

Director of Clinical Training ____________________________ Date

revised 8/2022
# COMPREHENSIVE ASSESSMENT FORM

**NAME OF STUDENT:** ___________________  **EMPL #** ______________

Check box if requirement has been met. Documentation, as described in the Student Handbook, should be attached and all should be submitted as a single pdf. Submit this form when all requirements are met; the last day to submit it is the day before your dissertation orals.

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| 1. | Attend **two** national or international conferences, with each conference being hosted by a different organization.  
   - The registration badge serves as documentation of attendance. |
| 2. | Present a first-authored poster or paper at a regional, national, or international conference.  
   - The page from the conference program listing the poster or paper will serve as documentation. |
| 3. | Submit a first-authored manuscript to a peer-reviewed journal.  
   - The journal’s letter/email of receipt of the manuscript will serve as documentation. |

---

**Date** ___________________________________  **Dr. Regina Miranda or Dr. Jennifer Ford**  
**Director of Clinical Training**

revised 8/2022
## Backwards Timelines for Completing a Dissertation

### Spring Graduation

(All final dates vary by year and are approximate; This timeline can be adapted for October and February degrees)

<table>
<thead>
<tr>
<th>No later than:</th>
<th>Faculty Responsibilities</th>
<th>Student Responsibilities</th>
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<tbody>
<tr>
<td>October 1</td>
<td></td>
<td>If any member of your committee is not on CUNY graduate faculty, Executive Office must receive a copy of his/her CV and mailing address for review and submission for Provost approval.</td>
</tr>
<tr>
<td>December 1</td>
<td></td>
<td>Full draft of dissertation to Chair Obtain Dissertation Forms and completes top portion for each committee member</td>
</tr>
<tr>
<td>January 5</td>
<td>Provide detailed feedback on full draft</td>
<td>Student makes revisions and submits them to Chair for immediate approval</td>
</tr>
<tr>
<td>February 1</td>
<td>Dissertation draft approved by Chair. Dissertation sent to other (2) committee members.</td>
<td>Start thinking about outside readers.</td>
</tr>
<tr>
<td>February 15</td>
<td>Feedback received from committee members.</td>
<td>Student makes revisions.</td>
</tr>
<tr>
<td>March 1</td>
<td></td>
<td>Second draft sent to committee members.</td>
</tr>
<tr>
<td>March 15</td>
<td>Committee members approve dissertation. Chair and committee members sign Dissertation Approval Forms and file with Executive Office.</td>
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<tr>
<td>No later than</td>
<td>Faculty Responsibilities</td>
<td>Student Responsibilities</td>
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<tr>
<td>March 1</td>
<td></td>
<td>Chair and Student select “outside” readers and ask them if they are available. If any outside reader does not have a CUNY doctoral faculty appointment, the Executive Office needs to receive a copy of his/her CV and mailing address for departmental review and Provost Office approval.</td>
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</table>
| March 15      |                          | Dissertation sent to outside readers  
Student uses this time to assure that the dissertation sent to outside readers meets the GC’s formatting requirements.  
Set a defense date and time with committee members and outside readers and communicate this to Executive Office (at least 3 weeks before defense date). Provide Executive Office with the names of your committee members, their affiliations; date, time and location of defense. All of these are needed for official forms from Provost’s Office. |
| April 5       | Executive Office must receive signed dissertation approval forms from 3 committee members and at least one outside reader before defense can be set. |                          |
| April 1-15    | Dissertation defense held | Final revisions made |
| April 20      | Revisions approved by Chair |                          |
| **April 30**  |                          | Last day to deposit dissertation to receive a May/June degree. This is GC policy. Exact dates will vary. May/June is only date diplomas are printed with formal graduation. |

**Final date is approximate and will vary by year, as will date of graduation.**