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

STUDENT HANDBOOK

The PhD Program in Clinical Psychology at Queens College is accredited by the Commission on Accreditation of the American Psychological Association (APA).

This handbook is designed to provide information on all aspects of the Clinical Psychology at Queens College program for current and prospective students and to facilitate student progress through the program. Current students are expected to be familiar with the material contained here and in the CUNY Graduate Center handbook, as well as in the APA “Ethical Principles of Psychologists and Code of Conduct” (http://www.apa.org/ethics/code/index.aspx). In accord with the Guidelines and Principles for Accreditation of Programs in Professional Psychology, this handbook includes information about the Clinical Psychology at Queens College program and CUNY Graduate Center policies and procedures regarding degree requirements, evaluation, due process and grievance procedures and grounds for termination. The Clinical Psychology at Queens College program recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality and ethical sensitivity. Moreover, in the interest of continuing quality improvement of the Clinical Psychology at Queens College educational experience, this manual will be revised and updated annually, and as such, flexibility and adherence is expected. Suggestions and comments about this handbook are welcome and should be directed to the Clinical Psychology at Queens College Director of Clinical Training and/or the Program Coordinator or placed in the Clinical Psychology at Queens College suggestion box.

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

Important Notice of Possible Changes: The Clinical Psychology at Queens College program reserves the right, because of its ongoing commitment to program improvement, to make modifications to the academic program and requirements without advance notice. Students will be apprised of any changes that occur. The Clinical Psychology at Queens College program regrets any inconvenience this may cause.
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THE GRADUATE CENTER OPERATES A DORM FOR GRADUATE STUDENT HOUSING LOCATED AT 165 EAST 118TH STREET IN MANHATTAN.

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INTRODUCTION

Clinical Psychology at Queens College

Program Mission

The mission of the PhD Program in Clinical Psychology at Queens College is to prepare students to be highly qualified, ethical clinical psychologists with evidence-based acumen and well developed diversity competency skills, ready for successful careers in clinical research, clinical practice, and/or academia. The program ensures students acquire knowledge, skills, and experience of scientific psychology as well as competency-based training in the practice of professional psychology. It is based on a rigorous curriculum that is sequential, cumulative, and graded in complexity, combining foundational coursework with outstanding clinical training and research experiences. Students are trained to integrate empirical evidence for the practice of Health Service Psychology.

Our model stresses the student’s professional and personal development over the course of training. Our goal is to prepare graduates for careers as scientist-practitioners in Clinical Psychology who are ethical and culturally-responsive professionals with expertise in evidence-based interventions and assessments. Foundational training in clinical psychology is enhanced by program-specific competency training in neuroscience and neuropsychology. The multidisciplinary nature of our highly qualified research/teaching faculty, combined with our on-campus clinic that serves a diverse community, and our wide-ranging network of licensed psychologists in external applied training sites, is uniquely suited to implement our training mission.

The program’s training model is based upon the Standards of Accreditation (SoA) set forth by the American Psychological Association. In addition, given that our program specific competencies focus on Neuropsychology, our program fully endorses the training model proposed by Division 40 of the American Psychological Association (APA), and, in particular, the progression of training suggested by the Houston Conference (http://www.uh.edu/hns/hc.html).

PROGRAM PHILOSOPHY AND AIMS

The core philosophy of the Clinical Psychology at Queens College program is based on three broad goals, which focus on: (1) the scientific and theoretical foundations of clinical psychology, (2) professional applications of clinical psychology that are informed by scientific principles, and (3) the scientific and theoretical foundations of neuroscience in relation to psychopathology and neural dysfunction. Integral to all goals is the expectation that students will apply these professional standards in increasingly complex real world settings integrating ethical, legal, and quality assurance principles as well as applications with diverse populations.

The program’s training goals and objectives are presented on the next page.
### Clinical Psychology at Queens College

#### Training Goals and Objectives

<table>
<thead>
<tr>
<th>Aim I: Scientific and Theoretical Foundations of the Discipline of Psychology and the Professional Specialty of Clinical Psychology</th>
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<td>Objective I.A</td>
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<th>Aim II: Professional Applications of Clinical Psychology</th>
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<td>Objective II.A</td>
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<td>Objective II.B</td>
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<th>Aim III: Scientific and Theoretical Foundations of Neuroscience in Relation to Biological Bases of Behavior</th>
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<td>Objective III.A.</td>
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<td>Objective III.B.</td>
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PROGRAM OVERVIEW

The training in the Clinical Psychology at Queens College program is sequential, cumulative, graded in complexity and designed to prepare students for practice or further organized training. The program is expected to take six years, although the mean length of completion has ranged from 6.4 to 7.15 years, and the median number of years to completion is 7. Students progress through different stages of training, building on their skills. Students begin their first two years taking classes in foundational Discipline Specific Knowledge (DSK) and Profession Wide Competencies (PWC) in psychological science. Simultaneously, during their first two years, they are involved in research and clinical experiences. Research experiences include working on master's level research under a faculty member's mentorship, and clinical experiences include working with and observing higher level students, engaging in community outreach, and running a manualized group with peers. Training proceeds such that in their third year, students begin developing their dissertation research and have focused clinical training within the program's specialized community clinic, the Queens College Psychological Center (QCPC). The QCPC serves a diverse population of varying cultures, ethnicities, socio-economic level, and ages ensuring students become well-versed in culturally sensitive practice of Health Service Psychology. While in QCPC, students conduct supervised, evidence-based assessment and intervention with adults and children. Students also complete advanced, integrated, coursework in clinical neuropsychology and neuropsychological assessment, thus building on their foundational training with more focused program-specific competencies. For their fourth and fifth years in the program, students complete externship placements at external hospital and clinical settings while completing their doctoral dissertation research. At the start of their fourth year they also receive additional coursework and clinical experiences in supervision and consultation and advanced systems of psychotherapy. For their sixth year in the program, students complete a year-long clinical externship and their doctoral dissertation.

By the completion of the program, students are well-versed in: a) foundational, empirically supported disciple-specific knowledge, b) evidenced-based research in clinical psychology, c) ethical, culturally- and diversity-responsive behavior and practice, d) profession-wide competencies in clinical psychology and research, and e) program specific competencies in neuropsychology and neuroscience.

STATEMENT ON PROFESSIONAL AND ETHICAL CONDUCT

The Clinical Psychology at Queens program explicitly follows operating procedures consistent with the a) professional and ethical conduct and standard procedures dictated by the American Psychological Association Ethics Committee Rules and Legal guidelines and b) requirements of our institutions of Queens College and The Graduate Center of the City University of New York (CUNY) within the State of New York. The goal of the program is to demonstrate that students apply ethical standards of clinical and research practices and principles in contributing to the field of Clinical Psychology. Guidance and maintenance of all ethical and legal rulings are integrated from the standards and conduct of both the APA rulings as well as the University’s guidelines for students and faculty. In full recognition of training in the context of providing a model of professional behavior and performance, our program integrates and explicitly informs students of ethical guidelines and principles required for the profession.
STATEMENT ON DIVERSITY  The program students and faculty have worked collaboratively to write a Clinical Psychology at Queens College Diversity Mission Statement as a shared vision for inclusion.

## Clinical Psychology at Queens Diversity Mission Statement

We acknowledge that our students, faculty, and staff have individual experiences and perspectives, both under- and over-represented. We further recognize that every individual “is in certain respects like all other individuals, like some other individuals, and like no other individual (Murray & Kluckhohn, 1953).”

<table>
<thead>
<tr>
<th>We acknowledge and honor the fundamental value and dignity of all individuals.</th>
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<tbody>
<tr>
<td>We embrace students of all backgrounds -- including our differences in race, ethnicity, culture, nationality, place of origin, class, ability, caste, religion, belief, gender identity and expression, language, sex and sexual orientation, sex characteristics, body size, age, health, and/or other status. We celebrate our multiple identities and intersectionalities and seek to support a safe learning environment where all members can thrive, feel valued and be respected.</td>
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### Representation is essential.

Diversity, equity, and inclusion help us realize our academic and professional ideals and aspirations. Lack of diversity can cause and has caused harm in academia and to the greater good of society. Our goal is to embody the community that we, psychologists, have the privilege of serving across many settings. Our profession has the power to amplify diverse voices and to transform the communities that we inhabit for the better. We empower our students and community to cultivate intellectual curiosity and generosity, and foster critical thinking to challenge stereotypes.

<table>
<thead>
<tr>
<th>We commit to building an environment of ongoing education and growth.</th>
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<tr>
<td>Leading with humility, we understand that each one of us is at a different stage of development and understanding of our own and others’ identities. We encourage the community to “listen to understand” with patience, kindness, and compassion and to create opportunities to explore commonalities in their diversity. Our shared humanity prepares us to thrive in and contribute to our complex global society.</td>
</tr>
</tbody>
</table>

### The overdue reckoning with inequality and injustice in our society, and in our discipline, lead us to continually reflect on our program.

We have come together as a community and created a shared vision for diversity, inclusion and equity. We believe in the importance of having a responsive, supportive, accessible, and accountable grievance process to address any student concerns. We stand together in believing that discrimination and hate cannot be tolerated. We acknowledge that this process is complex and may be uncomfortable and difficult; nevertheless, we believe the results will be transformative.

*This is a living document and will be reviewed annually at a minimum by the Clinical Psychology at Queens Diversity, Equity and Inclusion Committee.*
DOCTORAL PROGRAM IN PSYCHOLOGY AT CUNY

The Graduate Center (GC) is the doctorate-granting institution of the City University of New York (CUNY) system, serving as the administrative hub and housing an Executive Officer (EO) for each discipline who allocates available centralized resources and coordinates the course offerings and schedules to allow each training program to succeed (see https://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Governance#! for more information). The EO reviews and signs key student forms and certifies students’ advancement through the program to graduation. The day-to-day student training, however, occurs with the graduate faculty at separate CUNY locations.

In Psychology, a total of four programs offer training in Clinical Psychology on four separate CUNY campuses. Three make up the GC Psychology Clinical Cluster and are grounded in the Science/Practitioner training model, each with separate program specific competencies. The three include: The Clinical Psychology at Queens College program with an emphasis in Neuropsychology; the Clinical Psychology Program at John Jay with an emphasis in Forensic Psychology; and the Health Psychology and Clinical Science Program at Hunter College with an emphasis on the study of risk and protective processes to inform mental health interventions. The Clinical Psychology Program at City College is grounded in a Scholar/Practitioner training model. Each program functions independently of the others with its own Director of Clinical Training (DCT), core faculty, and student body on four separate campuses. The three Clinical Cluster programs have some shared general courses that cover discipline specific knowledge areas that are typically given at the Graduate Center. Information about the Doctoral Program in Psychology, including a complete listing of all doctoral courses, can be found at the Graduate Center Psychology Program web site (http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Training-Areas).

Psychology Executive Office at CUNY Graduate Center

Executive Officer: Patricia Brooks, PhD
APO for Administration and Program Management: Swe Swe Htay
Assistant Program Officer Academic Support, Student Progress: Basya Kasinitz

GOVERNANCE OF THE CLINICAL PSYCHOLOGY AT QUEENS PROGRAM

The Governance is the official set of bylaws for the Clinical Psychology at Queens program. In brief, the program is administratively, academically, and clinically led by the Director of Clinical Training (DCT) who also chairs the Executive Committee (EC). The Director of the Training Clinic oversees all aspects of clinical training.

Program faculty who devote 50% or more of their time to the program are core faculty who oversee all policies and procedures related to the program. All core faculty serve on the Executive Committee and each also has specific areas of oversight and responsibility within the program. Faculty who contribute to the program, via teaching, research mentorship or clinical supervision, but who spend less than 50% of their time working for the program are associated faculty.
CURRENT FACULTY AND ADMINISTRATORS

Clinical Psychology at Queens College

**DIRECTOR OF CLINICAL TRAINING (DCT):** Veronica J. Hinton, PhD

**DIRECTOR, QUEENS COLLEGE PSYCHOLOGICAL CENTER:** Yvette Caro, PhD

**PROGRAM COORDINATOR:** Angela Levy

**CORE FACULTY (MEMBERS OF EXECUTIVE COMMITTEE):**
Desiree Byrd, PhD, ABPP-CN
Yvette Caro, PhD
Melinda Cornwell, PhD
Emily A. Jones, PhD
Veronica J. Hinton, PhD
Yoko Nomura, PhD
Laura Rabin, PhD
Justin Storbeck, PhD

**ASSOCIATED FACULTY BASED AT QUEENS COLLEGE:**
Jeff Beeler, PhD
Richard Bodnar, PhD
Claudia Brumbaugh, PhD
Joshua Brumberg, PhD
Giuseppe Cataldo, PhD
Kristina Denisova, PhD
Nancy Foldi, PhD
Daniel Jose Gaztambide, PsyD
Alea Holman, PhD
Joshua Jessell, PhD
Kathleen Mangiapanello, PhD
Valentina Nikulina, PhD
Carolyn Pytte, PhD
Robert Ranaldi, PhD
Kerstin Unger, PhD

**ASSOCIATED FACULTY AT OTHER CUNY CAMPUSES:**
Markus Bidell, PhD (Hunter College)
Joel Erblich, PhD (Hunter College)
Sarit Golub, PhD (Hunter College)
Anjali Krishnan, PhD (Brooklyn College)
Casey La Duke, PhD (John Jay College)
Sarah O'Neil, PhD (City College)
Laura Rabin, PhD (Brooklyn College)
Deborah Walder, PhD (Brooklyn College)
CLINICAL PSYCHOLOGY AT QUEENS COLLEGE COMMITTEES

The Clinical Psychology at Queens College program has an Executive Committee that oversees all aspects of the program, as well as a number of subcommittees focused on key areas of interest. The committees are chaired by core faculty.

The Executive Committee is chaired by the DCT and is composed of all core clinical faculty members plus two student representatives and the program coordinator. Students are elected for one-year terms. The full Executive Committee deliberates and proposes policies for the Clinical Psychology at Queens program, but decisions about specific students are made by the Executive Committee in the faculty-only executive session. The EC is also responsible for curriculum development and review, supervising admissions to the Clinical Psychology at Queens program, advising on comprehensive doctoral examinations, and approving and overseeing externship placements. Curricular changes are subject to ratification by the program faculty. Student representatives are elected by their peers. The Program Coordinator maintains up-to-date files for each student, documenting their milestones passed during their tenure in the program. In cases where students may not be meeting their milestones on time, the DCT will discuss their individual cases in the EC executive session (faculty-only) to support individual student progress.

The Clinical Committee is chaired by the Director of the Training Clinic, the Queens College Psychological Center (QCPC). All core faculty who are New York State licensed psychologists, and any associated licensed faculty involved in clinical supervision, participate in this committee. Decisions regarding clinical training, clinic policy, assessment of clinical competencies, quality of external externship placements, and new clinical initiatives are made via discussion and deliberation. Any substantive changes to the program are presented to the Executive Committee for consensus agreement.

The Diversity Equity and Inclusion (DEI) Committee is chaired by core faculty and comprised of faculty and student representatives to ensure an inclusive range of voices across the program. The committee helps to create a shared vision for inclusion and facilitate action plans to achieve the vision. In addition, the DEI Committee works to cultivate a program culture that is consistent with our vision. The committee meets on a monthly basis throughout the academic year and welcomes participation from all members of the program community.

The Admissions and Awards Committee, is comprised of a chair and a minimum of three faculty members, including the DCT, and interacts directly with the Psychology Executive Officer at the Graduate Center. This committee performs preliminary screening of annual applications, creates a “short list” of applicants based on the strength of the application (e.g., grades, personal statements, clinical experience, research experience, publications and presentations, letters of recommendations, etc.), and oversees the interviewing process. Final selection and distribution of awards are made by the Executive Committee core faculty in conjunction with funding provided by the EO. The Admissions Committee meets regularly during the period of applications and admission to the program.
The Neuropsychology Research Day Committee includes student volunteers, select associated faculty who have students in their labs, and is overseen by core faculty members. The committee organizes Neuropsychology Research Day, a full-day of graduate student research presentation presented at Queens College. Neuropsychology Research Day gives students the opportunity to present their research work to an audience in a formal setting. Student presenters gain experience in disseminating their work to a scholarly audience. The audience (comprised of students, faculty and the college community) get to learn more about the work being done in the program. As well, the committee selects and invites one key-note speaker from outside the graduate program to present to the audience. Neuropsychology Research Day generally occurs at the beginning of the spring semester. The committee begins organizing in the fall semester and meets on an as-needed basis until the event.

CURRENT CORE FACULTY POSITIONS

**Chair of Executive Committee:** Veronica J. Hinton, PhD  
**Chair of Clinical Committee:** Yvette Caro, PhD  
**Chair of Diversity, Equity and Inclusion Committee:** Desiree Byrd, PhD  
**Externship Coordinators:** Veronica Hinton, PhD & Melinda Cornwell, PhD  
**First Doctoral Exam Coordinators:** Emily Jones, PhD & Laura Rabin, PhD  
**Chair of Admissions and Awards Committee:** Justin Storbeck, PhD  
**Chairs of Neuropsychology Research Day Committee:** Veronica J Hinton, PhD & Yoko Nomura, PhD

ADMISSION REQUIREMENTS AND STUDENT SELECTION  There is one application for admission to the Graduate Center at CUNY. The application can be found at the Graduate Center website (http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Admissions) and must be submitted online.

On page 2 of the application, students must choose a Doctoral Program (Clinical Psychology @ Queens College or Psychology Neuro Clinical at Queens College). This application also includes supplemental application materials for International Students and Financial Aid. Students are not permitted to apply to more than one program within the CUNY Psychology doctoral program. Applicants must have a Bachelor’s Degree and should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. Other questions regarding admission to the CUNY Psychology doctoral Program are answered here http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/Admissions.

As per our Diversity Mission Statement, The Clinical Psychology at Queens College program welcomes students of all backgrounds. We celebrate our multiple identities and intersectionalities and seek to support a safe learning environment where all members can thrive, feel valued and be respected.
The application deadline is typically around December 1; following review by the admissions committee, a select number of applicants are invited for interviews with faculty and students remotely via zoom. Applicants are also given an opportunity to meet with current students remotely. Interviews are required for students applying to the Clinical Psychology at Queens program.

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

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

During student orientation, students are given the APA Ethical Principles of Psychologists and Codes of Conduct (2002) along with the student Handbook and requested to read through both and familiarize themselves with the content. Students are asked to sign an Acknowledgement of Receipt of these materials and return to the Program Coordinator to document their agreed-on responsibility.

STATEMENT ON ADVISING AND MENTORING Students receive advice and mentorship from individual faculty members, currently enrolled students, the Director of Clinical Training, and the Director of the Queens College Psychological Center (QCPC). Formal advice and mentorship is given with respect to program requirements and expectations, research development, teaching, clinical training and generalized professional development.

Students have regularly scheduled meetings with their faculty mentor who oversees their research development. All students also have yearly required individual meetings with the DCT for the tenure of their enrollment in the program. The DCT receives feedback from both the primary faculty research mentor and the student prior to their yearly review. These meetings are to ensure the student is meeting expectations in the program and is aware of which milestones they should next be concentrating on. Additionally, the yearly DCT meetings address and remediate any potential problems that arise. During students' first semester in the program they attend the Teaching Apprenticeship Program (TAP) that provides support and mentoring in their teaching skills.
During the clinical externship offered in the QCPC in students’ third year, students receive extensive supervision from the Director of the Clinic and the clinical faculty. Each student receives weekly individual and group supervision with three different faculty members in the areas of: adult clinical work, pediatric clinical work, and clinical assessment work. The Director of the Clinic, together with the clinical faculty, also provides individual systematic feedback on student’s progress at two points during the externship to ensure students are making appropriate gains. Additional external mentorship is provided during student placements in outside externships during their fourth and fifth years, including systematic feedback twice a year, and during their internship year.

Students in their 1st through 3rd years attend a weekly professional meeting that affords them opportunities to learn from one another and interact closely with faculty outside of the classroom setting. This weekly series of brown-bag lunch meetings includes invited speakers, student-only meetings, meetings with the DCT, program-wide Town Halls, program milestone preparation meetings, and professional development advice. Selective advice for particular program milestones include both faculty and peers. These include meetings prior to the first doctoral exam (at the end of their first academic year), prior to starting externship in the QCPC (at the end of their second academic year), prior to applying for external externships (fall of their third academic year), and prior to applying for internship (generally in the spring of their fourth academic year). Professional development meetings include oversight and support on CV development, interviewing skills, funding opportunities, and career choices, as well as other topics.

As well, students participating in clinic activities receive peer supervision from students in higher cohorts. Most students in labs also receive peer mentoring from students in higher cohorts.

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

STUDENT RIGHTS, RESPONSIBILITIES AND PROFESSIONALISM Everyone in the Clinical Psychology at Queens College program is expected to behave responsibly and professionally. All members of the program are expected to treat students, peers, faculty, support staff and all individuals with respect and courtesy and to be open and accepting of cultural diversity and diversity of thought. Similarly, students and faculty are expected to comply with the APA Ethical Principles of Psychologists and Codes of Conduct (2002) and the program Mission Statement on Diversity.

Students in the Clinical Psychology at Queens College program are afforded basic student rights including (but not limited to):

- The right to participate in a free exchange of ideas.
- The right to participate in all areas and activities of the program and University, free from any form of discrimination, including harassment.
- The right to be treated with respect and dignity.
- The right to personal privacy except as otherwise provided by law.
- The right to appeal disciplinary action arising from violations of program and CUNY rules and be assured a fundamentally fair process.
Students also have basic responsibilities that are expected of them. These include (but are not limited to):

- Completing all assigned work honestly and in a timely manner
- Checking both their Graduate Center and Queens College email accounts daily
- Responding to program-related emails (including course evaluations, externship evaluations and program related questionnaires) in a timely manner
- Submitting all program-related forms directly to the Clinical Psychology at Queens College Program Coordinator who will oversee the submission to the Graduate Center (despite statements on the GC website suggesting students submit to the GC directly).
- Keeping track of their own student records and maintaining copies of all submitted forms in their individual program electronic and/or paper binder
- Cc’ing the Program Coordinator on all emails related to their progress.

Students are asked to contribute to the overall quality of the Clinical Psychology at Queens College program by their scholarly and professional behavior and active participation in ensuring the program benefits all and reflects the highest possible standards. To this end, upper class cohorts are expected to be available and supportive to lower class cohorts. Upper classes are asked to contribute by welcoming incoming classes, being available to peers to answer questions, and helping prepare lower classes for milestones and experiences (such as starting externship placements).

Students are given opportunities to contribute to the overall running and oversight in the program by contributing to select committees. All students may contribute to the Diversity, Equity and Inclusion and Neuropsychology Research Day Committees, and two students are elected by their peers to serve as student representatives on the program Executive Committee. In addition, students are elected to serve as representatives to the CUNY Graduate Student Council at the Graduate Center and to the Graduate Center Psychology Executive Committee.

Students’ suggestions for possible improvements to the Clinical Psychology at Queens College program are valued and encouraged via discussion with their student representatives, the DCT or faculty, or via a virtual anonymous suggestion box maintained by the student representatives to the EC. https://forms.office.com/r/MvjVkairar

PROGRAM REQUIREMENTS

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

The Clinical Psychology at Queens program has foundational coursework in APA specified Discipline-Specific Knowledge as well as coursework in APA specified Profession-Wide Competencies, and Program-Specific Competencies in neuroscience and neuropsychology.

Please note that classes covering Profession-Wide Competencies must be taken with Clinical Psychology at Queens College faculty (or in some cases, associated GC clinical cluster faculty) and in general may not be transferred from other institutions. These include: 77100 (Ethical and Legal Issues in Clinical Psychology), 75500 (Psychopathology), 85501 & 82908 (Systems of Psychotherapy I & II), 76601 & 76701 (Psychodiagnosics I & II), 85400 (Diversity Issues in Clinical Psychology), 85408 (Supervision and Consultation), 83908 (Advanced Seminar in Psychotherapy) and 70341-70345 (Clinical Externships I-V).

The front and back of the Clinical Psychology at Queens College Program Curriculum, Program Requirements & Clinical Training sheet (or, “Blue Sheet”) is copied on the following pages.
# Clinical Psychology at Queens College

## Curriculum, Program Requirements & Clinical Training

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
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FOOTNOTES FOR CLINICAL PSYCHOLOGY AT QUEENS COLLEGE CURRICULUM PROGRAM REQUIREMENTS TABLE:

Clinical training noted in pale blue

1. 1st and 2nd year PhD students will take the following courses together: Diversity in Clinical Psychology, Cognitive & Affective Aspects of Behavior and Social Psychology.

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

3. Master’s Thesis: The Master’s Thesis is expected to be completed by the end of the 4th semester. If the Master’s Thesis is not completed by the end of the 4th semester, the student will be given an “incomplete” grade (INC) for the requirement and will be placed on probationary status in the program. A grade for 00200 must be submitted NO LATER THAN the end of their third year.

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

5. Students will be assigned to the Queens College Psychological Center (QCPC) beginning the second semester of their 2nd year (70341) and will continue in clinic through the summer and their third year. Two full days per week in the clinic are required. This will count as their 1st year of their 3-year clinical externship requirement. Students will register for 70342 & 70343 in the fall semester and 70344 & 70345 for the spring semester of year 3.

7. Clinical Psychopharmacology is an elective course.

8. The 2nd and 3rd year clinical externships are placements outside of Queens College and are selected from a variety of approved clinical and hospital settings. No credits are given.

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

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

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

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

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

**Eligible students may also choose to apply for an optional en-route Master’s Degree via the Graduate Center.**

14. Register for 90000 until the dissertation is deposited, even while you are on internship. The one credit per semester documented on your student transcript is not part of the 81 credit curriculum of the program and are therefore listed as “0” on this summary. Students are advised to ensure they register course with their mentor.

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

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

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

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

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

YEAR 1 - FALL SEMESTER

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

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

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

72000 Developmental Psychology I: A lifespan perspective, from conception to death, on the development changes in sensory and perceptual functions, language, cognition, personality, and psychosocial adaptation. Contributions of adversity, stress and protective factors will be considered. Specific factors related to developmental age that impact on mental health will be reviewed.

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

YEAR 1 - SPRING SEMESTER

70600: Statistical Methods in Psychology II (Prerequisite: 70500): The study of behavior is a critical component of psychology. The purpose of this course is to introduce students to the systematic scientific process by which knowledge in the field of psychology is acquired and analyzed. This course will provide a detailed treatment of advanced statistics, including multiple regression, multivariate analyses of variance, mediation and moderation, survival analyses, logistic regression, nonparametrics, and an introduction to multilevel modeling. Assignments will
require the use of SPSS, a statistical computer package. The course will require basic mathematics skills, as well as a good knowledge of basic statistical theory and methods.

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

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

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

**85501: Systems of Psychotherapy:** (Prerequisites: Psych 75500, 77100). Systems of Psychotherapy I is the foundation course for the Program’s Psychotherapy Series. This course provides a grounding in relevant history, evolution, and current status of intervention methods from theoretical, empirical, and applied perspectives. While two of the most influential psychotherapy systems (Cognitive Behavioral and Psychoanalytic) will be the thrust of the course; a number of other approaches will be critically examined as well. The course’s emphasis will be on how clinical psychologists practice ethically and scientifically; and utilize evidence-based treatments and evidence-based practice (integrating empirical evidence with clinical expertise and client preferences, to make informed judgments in individual cases). General issues and controversies related to clinical-research and evidenced-based practice will be discussed. Clinical training exercises (e.g. simulations, training videos, observations, reflection exercises, and role playing) will help students experience what practice may “actually look and feel like” and provide practical skills learning of aspects of intervention strategies and clinical techniques. The course structure blends theoretical, empirical, and clinical readings, presentations by the instructor, and group discussions, with a concerted effort to demystify “psychotherapy.”
YEAR 2 - FALL SEMESTER

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

76601: Psychodiagnosics I: Assessment and Intelligence Testing: This course will provide an introduction to clinical assessment and to the administration and interpretation of measures of intelligence (e.g., Wechsler Intelligence Scale for Children – V and Wechsler Adult Intelligence Scale – IV) and to test-report writing. The concept of intelligence will be discussed in the historical context, with a focus on the harmful effects of misuse and misinterpretation of findings. This will be contrasted with highlighting benefits of careful use of intelligence measures. Individual and cultural characteristics (e.g., age, gender, ethnicity, educational level, and sexual orientation) will be considered with respect to test administration, interpretation of test findings, diagnostic issues, and rapport during testing.

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

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

YEAR 2 - SPRING SEMESTER

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

**70940: Basic Neuroscience: Behavioral Neuroscience** (Prerequisites: 70910, 70920): This course is designed to provide students with an overview of behavioral neuroscience, with an emphasis on animal models. The course covers such topics as reward, reinforcement learning, memory, associative processes, appetitive regulation, habit, emotional regulation, motor learning and spatial navigation.

**80200 Independent Research for Master's Thesis**: Independent Research under the mentorship of a program faculty member. Students will meet bi-weekly as a group with a research mentor who will support progress, discuss individual methodological and statistical concerns and encourage clear writing deadlines. Required as part of the Master's Thesis requirement.

**70341: Externship in Clinical Psychology I**: Students begin working in the Queens College Psychological Center (QCPC) under the direct supervision of clinical program faculty. The externship will begin in the spring semester of second year to allow students to observe upper students and learn QCPC protocol and provide a structured, supportive start to their externship experience. Students receive an intensive orientation focused on understanding clinical practice for intervention and assessment (e.g. clinical documentation, confidentiality, professionalism, reflective practice, clinical/ethical/legal decision making, outcome tracking). Special attention is focused on implementation of evidence-based practice (identification, benefits and limitations, barriers, fidelity, adaptations for special populations); and application of specific techniques, manualized treatments, and common elements integral to the provision of high-quality psychological practice (e.g., developing a collaborative relationship with patients, patient engagement, risk assessment and management, ethical decision making, exercising cultural humility.) Students begin with a small and select caseload. Responsibilities increase over the summer as patients are transferred from upper cohort externs leaving QCPC. As students demonstrate satisfactory progress and increasing competency, additional cases are assigned. The case load for each student is individualized based on demonstrated competencies. It is small enough to ensure optimal supervision of each clinical intervention yet large enough to allow students to be exposed to as broad a range of patients as possible in regard to diagnosis, sex, age, and lifestyle groups.

**YEAR 3 - FALL SEMESTER**

**70000: History of Psychology**: This course provides a synoptic overview of the history of psychology from ancient times to the present day, and explores the historical origins of the assumptions about science and psychology that have shaped the development of twentieth century scientific psychology. Although the course will focus on general historical themes, some time will be devoted to the history of some of the sub-disciplines of psychology, and to the historical development of psychology as a profession.

**70342: Externship in Clinical Psychology II**: This is a continuation of the students’ spring and summer work at Queens College Psychological Center (QCPC) under the direct supervision of
a clinical program faculty. As part of the 16-hour a week clinical psychology externship sequence, students (1) are exposed to a diverse clinical population in which relevant theoretical, empirical and clinical issues can be integrated within an evidence-based framework; (2) learn to: a) build rapport with diverse populations; b) create collaborative treatments that carefully consider the needs, values, and preferences of individual patients; c) conduct biopsychosocial intake evaluations; d) conduct risk assessments; e) develop a formulation and treatment plan; f) implement a treatment plan, with attention to the management of fidelity and flexibility; g) consult on the client's behalf (e.g., with parents, teachers, psychiatrists, internists, and other caretakers); h) document patients' care and progress; i) manage termination; (3) participate in formal didactics and administrative meetings; (4) develop a professional identity as a clinical psychologist working within a professional clinical setting - professionalism, ethical decision-making, collegiality, interdisciplinary collaboration and mentorship are modeled and taught as an integral component of training; and (5) get familiar with, and practice, the various roles of a psychologist in a clinical setting. Students meet individually and as a group weekly with two supervising psychologists (one adult oriented and one pediatric oriented). Documented hours and written evaluations by student and supervisor are required for course credit.

70343: Externship in Clinical Psychology III: As part of the 16-hour a week clinical psychology externship sequence at QCPC, during their fall semester students conduct psychodiagnostic assessments that include (1) administration of full intake interviews, (2) administration of standardized measures of intelligence, (3) administration of tests of academic achievement, (4) administration of standardized behavior questionnaires, (5) administration of standardized measures of validity, (6) scoring of all standardized measures, (7) getting measures double scored by peers (and similarly double scoring measures of their peers), (8) comprehensive report writing, (9) interpretation of findings and case conceptualization, and (10) provision of supervised feedback. Students meet weekly for individual and group supervision with the supervising psychologist. Documented hours and written evaluations by student and supervisor are required for course credit.

76101: Neuropsychological Assessment: (Prerequisites: 76000, 76601): An introduction to neuropsychological assessment techniques. The course provides direct training in neuropsychological assessment and reviews neuropsychological tests for evaluation of neurodevelopmental or acquired disorders that impact brain function in both adults and children. The course reviews measures designed to test different cognitive domains including (but not limited to) fund of knowledge, attention, language, visuospatial skills, memory, executive functions and motor function. Individual tests are discussed in terms of the logic underlying it, as well as from sociocultural, theoretical and medical perspectives. Students practice test administration, scoring and interpretation. When deemed appropriate, measures may be incorporated into clinical assessments at QCPC.

YEAR 3 - SPRING SEMESTER
70344: Externship in Clinical Psychology IV: This is a continuation of the supervised clinical work covered in 70341 and 70342. Students continue to spend 16 hours per week working in the Queens College Psychological Center (QCPC) under the direct supervision of clinical program faculty. Students are expected to build on their earlier training and demonstrate greater competencies and independence in their clinical assessment and intervention practice. In addition to all prior described work, students are also required to participate in formal case presentations, and get familiar with, and practice, additional roles of a psychologist in a clinical setting, including that of consultant and supervisor, program development and evaluation. Hours and written evaluations by student and supervisor are required for class credit.

70345: Externship in Clinical Psychology V: This is a continuation of the supervised clinical work covered in 70343 building skills in assessment under the direct supervision of clinical program faculty. As part of the 16-hours a week clinical psychology externship sequence, during their spring semester students conduct neuropsychological assessments with specialized populations (e.g., pediatric, geriatric) that include administration of full intake interviews, and administration of a variety of standardized measures including measures of intelligence, academic achievement, behavior, attention, memory, executive control, language, and visuospatial functions. Students are trained in scoring of all standardized measures, double scoring of peers’ measures, report writing, interpretation of findings and case conceptualization, and provision of supervised feedback. In addition, students are also required to participate in formal case presentations. Documented hours and written evaluations by student and supervisor are required for course credit.

71103: Cognitive and Affective Aspects of Behavior: This course examines the behavioral and brain mechanisms and functions associated with cognitive and affective aspects of behavior. The course focuses on historic and current behavioral and neuroscience research to understand cognitive and affective processes in the human brain related to attention, executive processes, working- and long-term memory, language, stress and memory, affective regulation, affective disorders, and emotion and cognition interactions. (Note! This class is a combined 1st and 2nd year cohort class that alternates with 76400: Social Psychology such that every other year it will be held spring of 1st year. As such, some students may have this course in the spring of their first year and have Social Psychology in the spring of their second year).

81703: Survey of Clinical Neuropsychology (Prerequisites: 70920, 75500): The aim of the course is to demonstrate clinical, neurological, and neuropsychological appreciation of brain-behavior syndromes. Students will review and recognize neuropsychological, neurological, psychiatric, neurostructural and functional components of individual syndromes and accompanying cognitive theories associated with these brain-behavior disorders. Syndromes will be discussed in terms of their historical heritage, nosology, diagnosis and treatments— in the context of demographic risks including age, gender, cultural and diversity biases, and genetics. The neuropsychological phenomena of the syndromes will be discussed from several vantage points including lesion studies, neuroimaging, and cognitive experimental and theoretical literature. Students will also learn associated clinical skills and tests needed to diagnose and/or treat syndromes.
YEAR 4 - FALL SEMESTER

Advanced Clinical Externship, Year 2: (no credit; prerequisites: 70341-70345) Students will be placed at an external site for 16 hours a week and be under the supervision of a licensed psychologist for all activities. Students will interact directly with patients. Students may choose from an array of program-approved placement settings for training in either neuropsychology or intervention. Documented hours and written evaluations by student and supervisor are required for course credit.

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

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

YEAR 4 SPRING SEMESTER

Advanced Clinical Externship, Year 2: (no credit; prerequisites: 70341-70346) Students will be placed at an external site for 16 hours a week and be under the supervision of a licensed psychologist for all activities. Students will interact directly with patients. Students may choose from an array of program-approved placement settings for training in either neuropsychology or intervention. Documented hours and written evaluations by student and supervisor are required for course credit.

75610: Clinical Psychopharmacology: This course focuses on clinical psychopharmacology geared toward knowledge relevant for clinical practice. The course will briefly cover basic pharmacology and a review of neurochemistry, but focus primarily practical application of currently available neuropsychiatric medications in treating a range of clinical presentations. The course will emphasize seeking information from the primary literature and its application to decision-making in clinical practice. Please note: this course is recommended but not required for completion of the program.

YEAR 5 FALL SEMESTER

Advanced Clinical Externship, Year 3: (no credit; prerequisites: 70341-70345) Students will be placed at an external site for 16 hours a week and be under the supervision of a licensed...
psychologist for all activities. Students will interact directly with patients. Students may choose from an array of program-approved placement settings for training in either neuropsychology or intervention. Documented hours and written evaluations by student and supervisor are required to demonstrate appropriate achievement of competencies.

YEAR 5 SPRING SEMESTER

Advanced Clinical Externship, Year 3: (no credit: prerequisites: 70341-70345) Students will be placed at an external site for 16 hours a week and be under the supervision of a licensed psychologist for all activities. Students will interact directly with patients. Students may choose from an array of program-approved placement settings for training in either neuropsychology or intervention. Documented hours and written evaluations by student and supervisor are required to demonstrate appropriate achievement of competencies.

CLINICAL PSYCHOLOGY AT QUEENS COLLEGE COLLOQUIUM CREDIT REQUIREMENT

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

STUDENT INTERACTIONS

The Clinical at Queens program encourages interactions among students and believes that the relationships among peers in the program are an integral and important part of graduate education. Cohorts who develop close ties among themselves consistently report more fulfilling graduate school experiences, and for many, those ties develop into strong collegial relationships and lasting friendships. Completing graduate school is a stressful and arduous process and the demands of the program are numerous. Sharing the six years of experiences, milestones, difficulties and rewards of the program with regular interactions with peers outside of the classroom is strongly recommended.
Additional opportunities for peer interaction are detailed below. Prior to entry in the program, each student is assigned a “student mentor” from an upper cohort whose role is to help integrate them into the program and answer any questions they may have about what is to be expected. At the start of the fall semester, a program-wide welcome is scheduled during the first week and picnic is scheduled early in the semester to celebrate the start of the academic year and welcome the newest cohort. 1st, 2nd and 3rd year students attended weekly brown-bag type meetings designed to offer them opportunities to interact closely with one another and program faculty, while also ensuring they learn about program milestones and professional development. As part of these weekly meetings, students attend monthly research colloquiums together, student representatives hold student-only get-togethers, there are Town Halls for students to air opinions and ask questions and offer suggestions, and faculty and student professional development get-togethers that include topics such as cvs review, interviewing skills, funding opportunities, professional career paths, among others. There is a program-wide winter holiday get-together scheduled for the end of the fall semester. Students attend some classes at the Graduate Center with students from the other Clinical Cluster programs (Clinical Psychology at John Jay and Health Psychology and Clinical Science). Students in early years are strongly encouraged to attend pre-clinic activities in the Queens College Psychological Center (QCPC) and interact with and receive peer supervision by students in upper cohorts. In spring semester of their second year, student begin work in QCPC by observing third year more experienced students. During the spring semester of their 3rd year, student externs at QCPC present case conferences and students from all cohorts are invited to attend. Similarly, all students are invited and encouraged to attend peer master thesis talks and dissertation defenses. Students from each cohort are likewise invited and encouraged to contribute the program’s DEI Committee and to Neuropsychology Research Day committee. Additionally, at different points in their academic trajectory, students meet with students from upper cohorts to learn about their experiences handling particular milestones. The DCT holds a program-wide meeting at the end of the spring semester to review the year’s events and accomplishments, update students on new initiatives, survey student opinion and celebrate the successful completion of the year. Neuropsychology Research Day is a yearly event where students organize the event and present their research to an audience of faculty and peers. Moreover, student involvement is required on interview day when applicants are being considered for possible admission to the program. Lastly, the student representatives to the Executive Committee arrange for other shared social activities as a means of bringing peers together and enhancing student well-being. The program values interactions among peers and faculty.

**DOCTORAL EXAMINATIONS, RESEARCH REQUIREMENTS AND OPTIONAL MASTERS DEGREES**

All students must pass a written **FIRST DOCTORAL EXAM** before proceeding beyond 45 credits and a **SECOND DOCTORAL EXAM** before the end of their fifth year in the Clinical Psychology at Queens College program. Students are expected to join a research lab with a Clinical Psychology at Queens College program faculty member in their first semester and to be engaged in empirical research with program faculty members throughout their doctoral academic career. These experiences should enable the student to fulfill two formal research requirements: the **MASTER’S THESIS** and the **DISSERTATION**. All of the above milestones are required by the Graduate Center. An additional milestone required by the Clinical Psychology at
Queens program is the **CLINICAL COMPETENCY EXAM (CCE)**, which is completed prior to applying for Internship.

**OVERVIEW OF PROGRAM MILESTONES AND THEIR DUE DATES**
The Clinical Psychology at Queens "Blue Sheet" documents program requirements, milestones and recommended dates for completion. Listed below are three tables showing important requirements and deadlines for completion of the program. The Credit-Based Progress table outlines necessary requirements to advance levels. The Recommended Time-Based Deadlines table indicates ideal progress with completion of the program after six years. Although meeting these recommended time-based deadlines is desirable, they are not necessary for completion of the doctorate. Students are encouraged to aim for these recommended deadlines. The Final Mandatory Time-Based Deadlines table shows deadlines **that must be met**. Students who do not meet the final mandatory deadlines must withdraw from or will be terminated from the program (note that students may file an appeal for reinstatement as reviewed later in the Handbook). Please note that it is up to students to monitor their own progress and to be sure that they remain in compliance with program requirements, although oversight mechanisms are in place via the DCT, Program Coordinator and individual research mentors. Once being accepted into the program, students start out at Level I status. ‘Year’ listed below means academic year.

1. **Credits-Based Progress**

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Prior to completion of 45 credits of graduate work (including approved transfer credit) or have not yet passed the First Doctoral Exam</td>
</tr>
<tr>
<td>Level II</td>
<td>From the semester following the completion of 45 credits (fully earned and evaluated and including approved transfer credits) and passing of the First Doctoral Examination, to Advancement to Candidacy</td>
</tr>
<tr>
<td>Level III</td>
<td>From the semester following Advancement to Candidacy (passing the Second Doctoral Examination and submission of both the Dissertation Proposal Approval Form, and the Dissertation Topic &amp; Committee Selection Form).</td>
</tr>
</tbody>
</table>

2. **Recommended Time-Based Deadlines**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer before Second Year</td>
<td>Write First Doctoral Exam</td>
</tr>
<tr>
<td>End of Second Year</td>
<td>Complete Master’s Thesis</td>
</tr>
<tr>
<td>End of Fourth Year</td>
<td>Complete all Coursework&lt;br&gt;Pass Second Doctoral Exam&lt;br&gt;Submit <em>Dissertation Proposal Approval Form</em> (with final Second Doctoral paper, which is the Dissertation Proposal)&lt;br&gt;Submit <em>Dissertation Topic and Committee Selection Form</em>&lt;br&gt;Pass Clinical Competency Exam&lt;br&gt;Attend 20 colloquia with documented credit</td>
</tr>
</tbody>
</table>
End of Fifth Year | Complete three clinical externships (including two outside placements)  
Complete and Defend Dissertation

End of Sixth Year | Complete Internship  
Deposit Dissertation  
Apply for Post-doctoral fellowship

3. Final Mandatory Time-Based Deadlines

| End of First Year | Transfer of credits  
(Profession-Wide competency courses not eligible)

Spring before fourth semester | Pass First Doctoral Exam

End of Third Year | Complete Master's Thesis with Grade for 80200 submitted

End of Fifth Year  
(Required to be completed by June 30th) | Complete all Coursework  
Pass Second Doctoral Exam  
Submit Dissertation Proposal Approval Form (with final Second Doctoral paper, which is the Dissertation Proposal)  
Submit Dissertation Topic and Committee Selection Form

Prior to Internship | Pass Clinical Competency Exam  
Attend 20 colloquia with documented credit

End of Eighth Year | For students with 30 or more transfer credits, complete degree requirements including Dissertation Defense, and Internship

End of Ninth Year | Complete degree requirements including Dissertation Defense, and Internship

**First Doctoral Exam**

In the summer between their first and second year in the program, students are required to prepare a first doctoral exam grant proposal that is due early in the fall semester of their second year.

**Clinical Psychology at Queens First Doctoral Examination Instructions**

The new first doctoral examination consists of an NIH-style grant proposal to be turned in (emailed to the faculty member administering the first doctoral exam) on **SEPTMBER DATE**. Late exams/proposals will not be accepted. The first doctoral exam is meant as a test of competence in basic research design and statistics and a beginning substantive mastery of your chosen field of research. The proposal (see below for a detailed explanation of each section) consists of 1) a specific aims page (1 page), 2) Research strategy (5 pages), and 3) References (4 pages max). The proposal, therefore, should not exceed 10 pages. The proposal should be single spaced, include headings and subheading where appropriate, and be written with 1” margins and 11 point Arial font. Figures and tables (with accompanying captions and headings, respectively) can be included (for example to depict the study’s theoretical model or research design, to summarize tests to be administered, or to detail the proposed study’s schedule of events). They should be inserted in the proposal as images with wrap around text. The de-
identified proposal will be reviewed/graded by two faculty members. In the event of a split decision, a third faculty member will be asked to grade/review the exam to break the tie. The Specific Aims and each component of the Research Strategy (Significance, Innovation, and Approach) are scored according to the following criteria:

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

**Minor Weakness**: Easily addressable weakness; does not substantially lessen impact of research

**Moderate Weakness**: Weakness that lessens impact of research

**Major Weakness**: Weakness that severely limits impact of research (“fatal flaw”)

Proposals will be scored using the following formula:

\[ \text{Specific Aims}^*(.25) + \text{Significance}^*(.20) + \text{Innovation}^*(.15) + \text{Approach}^*(.40) \]

Proposals with scores less than 3 will receive a pass while proposals that receive scores of 3 or above will fail. Students who fail the Fall exam will be allowed to resubmit in the Spring. Faculty should provide written comments for each of the four sections described below.

**Specific Aims.** A strong proposal is driven by a strong hypothesis(es) that leads to clear research objectives. The Specific Aims section should encapsulate these concepts. It typically begins with a brief narrative paragraph or two that concisely states the issue or problem to be addressed, describes the long-term goals or objectives of the project and clearly states the hypothesis to be tested. This is followed by a numbered list of the Specific Aims. The aims test different aspects of the hypotheses, operationalize the objectives and provide a rationale for the experimental approach to be described later. For clarity, each aim should consist of only one sentence. Use a brief paragraph under each aim if detail is needed. Most successful applications have 2-3 specific aims. Make sure the aims are logical, achievable, and clearly relate back to the hypothesis. In crafting the Specific Aims section, you should consider the following questions. Do your specific aims address the research goals and objectives? Did you state your hypotheses and link them appropriately to your specific aims? Are the specific aims clearly related to each other? Do the specific aims represent an achievable amount of work for a given time frame (e.g., Master’s thesis research)? An unrealistic and overly ambitious set of specific aims is a common pitfall of many applications. This section is limited to one page. It is by far the most important page of the application. Many applications are won or lost depending on how precisely stated and how compelling the hypothesis and specific aims are presented!
**Research Strategy.** The research strategy is organized into three sections: Significance, Innovation, and Approach.

**Significance.** In this section, state the research problem, current state of knowledge, and potential contributions of the research to the field. Explain the importance of the problem or critical barrier to progress in the field that the proposed project addresses. Explain how the proposed project will improve scientific knowledge, technical capability, and/or clinical practice in one or more broad fields. Describe how the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field will be changed if the proposed aims are achieved. The background leading to the present application should be brief. It should include a critical evaluation of the literature and identify the gap that this project will fill. The literature review should provide only that information that directly pertains to the scientific need for your project and should reflect up-to-date knowledge of the field. Consider the following questions. Does this study address an important problem? Will it resolve an important controversy in the field? If the aims of the application are achieved, how will scientific knowledge or clinical practice be advanced? What will be the effect of these studies on the concepts, methods, technologies, treatments, services, or preventive measures that drive this field.

**Innovation.** In this section, explain how the application challenges and seeks to shift current research or clinical practice paradigms. Describe any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions. Explain any refinements, improvements, or new applications of theoretical concepts, approaches or methodologies, instrumentation, or interventions. Consider the following questions. Is the project original and innovative? For example, does the project challenge existing paradigms or clinical practice? Does it address an innovative hypothesis or critical barrier to progress in the field? Does the project develop or employ novel concepts, approaches, methodologies, tools, or technologies for this area?

**Approach.** In this section, describe the overall strategy, methodology, and analyses to be used to accomplish the specific aims of the project. Describe how you plan to carry out the research. Include details related to specific methodology, and explain why the proposed methods are the best to accomplish study goals. Describe any novel concepts, approaches, tools, or techniques. Your research methods should relate directly to the specific aims. This section is critical for demonstrating that you have developed a clear, organized, and thoughtful study design that tests the central hypothesis. State how the data will be collected, analyzed, and interpreted. Describe statistical techniques that will be used and present a power analysis for the statistical tests proposed. Include a proposed timeline for completing the work. Discuss potential problems, alternative strategies, and benchmarks for success anticipated to achieve the aims. Consider the following questions when drafting this section. Does the background provide a clear statement of the general problem being addressed? Have you compared, contrasted, and critiqued what others have done? Have you shown how existing work lays the ground work for the research you propose? Have you cited the literature appropriately? Are the conceptual or clinical framework, design, methods, and analyses adequately developed, well-integrated, well-reasoned, and appropriate to the aims of the project? Did you provide an overview of the experimental design before giving details of the methods? Did you relate the design and methods back to each specific aim? Did you use diagrams or flow charts to explain complex...
protocols? Did you give enough detail to show that you know what you’re talking about? Does the applicant acknowledge potential problem areas and consider alternative tactics?

*The Approach section does not typically include the rationale for gender and inclusion of minorities in the design of the study. Such information is included in a separate section called Human Subjects. For the purposes of the First Doctoral Exam, however, the demographics of the population being recruited and the criteria and rationale for selection of gender and racial/ethnic groups, as well as your plan for recruiting/ including women and minorities in the research, should be included.

*The Research Strategy section often includes Preliminary Data to support the feasibility of the proposed project and demonstrate how the current study builds on your (or likely your mentor’s) prior work. It is certainly appropriate, although not necessary, to present preliminary data as part of your proposal. This should be discussed with your mentor.

*Instructions for Clinical Psychology at Queens PhD students:

Your goal is to write a proposal that demonstrates your competency in basic research design and statistics and a beginning substantive mastery in your field of research. You are encouraged to consider the research you have been engaged in during the past year and devise a research proposal based on that. You will need to review the literature, generate original specific aims and hypotheses and write up a well-designed study that will your aims and test your hypotheses. You are may review available material from related research design and statistics courses and other resources to devise your research plan. You may also discuss your plan with your mentor. Your mentor may help guide you as you develop the plan, but may not give explicit instructions nor read and edit your proposal. As with all writing, getting feedback from others may be helpful, and is recommended. Although your mentor and other faculty may not read and edit your proposal, you may request verbal feedback from peers. Revising and tightening will make the proposal stronger.

*Instructions for mentors:

Mentors are encouraged to meet with the student and discuss their plan. Mentors may discuss the background, hypotheses, specific aims and research plan with the student and are encouraged to guide the student in the development of their study without explicitly stating what the student should do. Mentors may not read and edit the students’ proposals; however, they may provide comments and suggestions when asked, and may offer guidelines to help the student approach the task.
First Doctoral Examination Revise and Resubmit

Students who fail the First Doctoral Exam and given a second opportunity. Submissions for revised First Doctoral exams occur in January (exact date to be specified).

Getting a non-passing score on a research proposal is definitely disappointing. However, please be aware that in the real-world scenario of grant funding, getting a score that is not in funding range on the first submission is relatively common; revising and resubmitting is considered an opportunity to make a proposal stronger. Learning how to accept and work with feedback is a crucial part of becoming a good research scientist. Paying careful attention to the feedback the reviewers provided and making and articulating the changes noted is necessary to improve your overall score. Your revised First Doctoral Exam proposal will allow you to demonstrate your competency in research design.

Students who receive summary scores below 3 on their initial proposal pass the exam. Students who received summary scores of 3 or above on their initial proposal must revise and resubmit the proposal before their fourth semester in the program. Students must rewrite their proposal following the original guidelines AND add a one-page introduction that explains how they have addressed the reviewers’ comments.

Revised proposals are due in January (exact date to be specified). Late exams/proposals will not be accepted. Feedback will be provided prior to the start of the spring semester.

Per GC requirements, all students must pass the First Doctoral Exam before proceeding beyond 45 credits. Students advance to Level II (Advancement to Candidacy) following the completion of 45 credits (fully earned and evaluated, including approved transfer credits) and passing of the First Doctoral Examination. Students may not register for more than 45 credits unless they have passed the First Doctoral Exam and demonstrated competence in basic research design and statistics and a beginning substantive mastery of their chosen field of research. As such, making sure you do well on this exam is crucial to your trajectory as a graduate student. Failure on the revision will result in your being asked to leave the program.

The following instructions are provided on the NIH/NIAID website for resubmissions for R01s and have been modified for this exam:

The resubmission must address all your reviewers’ points and highlight their comments in the introduction. When you start revising, discuss the reviewers’ points one by one. You must create a one-page Introduction to the Resubmission that addresses all your reviewers’ issues. Make sure this additional 1-page introduction does the following:

- Summarizes the substantial additions, deletions, and changes to the application.
- Responds to major weaknesses raised in the reviewer’s comments.
- Introduction. Within your introduction’s one-page limit, address comments point by point. Be sure your introduction at least does the following:

Tips for a Strong Resubmission Application

- Capitalize on your strengths and throw out or revise the parts reviewers felt were weak. Check again that your Specific Aims line up with your hypothesis.

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• Respond point by point to the reviewers’ comments and suggestions, stating how you dealt with all the criticisms in the summary statement.
• Summarizes the issues and criticisms and respond in as much detail as possible.
• Summarizes the substantial additions, deletions, and changes to the application.
• Research Plan and elsewhere in the body of your application. Update as needed to respond. If you’re cramped for space, don’t drop important details in favor of making space to address reviewer comments.
• Be respectful even if you disagree.
• If you disagree, explain why, and provide additional information if possible.
• Even better, change your proposal. For example, if reviewers don’t like an approach, propose a different one, even if you don't agree.
• Identify changes. To identify substantial scientific changes, do the following:
  • Outline them in your introduction, summarizing substantial additions, deletions, and changes to the application as well as responding to major weaknesses raised in the summary statement.

Instructions for Clinical Psychology at Queens PhD students:

Students are encouraged to meet with the DCT and their research mentor to review their exam and discuss how to move forward and strengthen their proposal for the resubmission. Students should independently review available material from related courses and other resources to identify responses to the reviews. In most cases, students are recommended to build on what their original plan was, as they have already considered the background literature and put considerable thought into the project. The extent of changes needed will depend on the reviews received. Starting a whole new project may not be prudent, given the limited amount of time for the resubmission; however, students may change their research plan substantially, if warranted.

Your goal is to write a proposal that demonstrates your competency in basic research design and statistics and a beginning substantive mastery in your field of research. In most cases, you will be changing what your original plan was to make it stronger and will not be writing a brand new proposal. Consider the reviewers’ comments carefully. Should you change your specific aims? Is your background and significance clear? Do you need new hypotheses? Does the overall research plan need modifying? Should you use different measures or a different group of participants? Do you need to specify how you decided on the number of participants? Do you need to describe inclusion/exclusion criteria? Have you discussed how you will be inclusive? Have you demonstrated that the research follows ethical guidelines? Do you need to change your analysis plan? Have you shown how the work is innovative? Have you addressed limitations?

Address everything you have been asked to address, and feel comfortable making changes that will improve the proposal even if they were not specifically laid out for you by the reviewers. Make it the best proposal you can. It has to be feasible in the big picture but does not have to be based on what you immediately have access to. That is, you can write this speaking to what you’d like your dissertation to be, not necessarily based on what you can do for your master’s thesis. You may discuss your ideas and statistical plan with your mentor and others, but you must write it – and the whole proposal - yourself.
You must stay within the original guidelines AND add a one-page introduction that explains how you have addressed the reviewer’s comments. Look online at examples that others have written to help you.

As with all writing, getting feedback from others may be helpful, and is recommended. Although your mentor and other faculty may not read and edit your proposal, you may request verbal feedback from peers. Revising and tightening will make the proposal stronger. Most likely (but not definitely) you will be given the same reviewers as before, so be certain to address their comments! Even if you were to be assigned to a new reviewer, he/she/they would have access to the original reviews and so will look to see how you have addressed the comments.

Instructions for mentors:

Please read the proposal that the student wrote and the accompanying reviews. Meet with the student to discuss how best to address the critiques with a focus on strengthening the student’s understanding of the broader research and/or statistical principles implicated by the reviews. Mentors may discuss ways to make changes and improvements with the student and are encouraged to support the student in arriving at alternative approaches vs directly telling the student alternative options. Students are encouraged to listen carefully to suggestions. Mentors may share copies of their own proposals to help students become familiar with writing a proposal. Mentors may not read and edit the students revised proposals; however, they may provide comments and suggestions when asked, and can give guidelines to help the student approach the task.

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

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

In case of a second failure of the First Doctoral Exam, the student will be terminated from the Program, but the student has the right to petition the Executive Committee for an opportunity to remain in the program and take the examination for a third time.
**MASTERS THESIS**

Students are required to involve themselves actively in research from the time of their entry into the Clinical Psychology at Queens College program and must complete an approved research project by the end of their fourth semester in the program. Students carry out this project under the supervision of either a core or associated faculty member in the Clinical Psychology at Queens College program. Students may either complete a research study or a meta-analytic review approved by their mentor. For either option, students must: 1) Propose an original research question, 2) Follow rigorous scientific methodology, 3) Use statistical analytic skills accurately, 4) Demonstrate clarity of writing, 5) Use APA manuscript style appropriately. The project should culminate by the end of the second year in the program with the production of a research report of publishable quality. The requirement can be fulfilled in one of two ways:

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

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

Students must register for Independent Research (80200) during their fourth semester in residency in order to receive credit for the research requirement. The grade is only assigned once the MA paper has been graded.

PLEASE NOTE: The Master’s Thesis is expected to be completed by the end of the 4th semester. Students will receive a grade upon completion of their Master’s Thesis for course 80200 the spring semester of their second year. If the Master’s Thesis is not completed by the end of the spring semester of their second year, the student will be given an "incomplete" grade (INC) for the requirement on their transcript. If the Master’s Thesis is not completed by the end of the spring semester of their 3rd year, the student will be placed on probationary status in the program. Additionally, the INC on their transcript must be resolved and a letter grade for 80200 must be submitted NO LATER THAN the end of spring semester of their third year or they will receive a grade of F.

Please be aware that faculty members are not obligated to read or provide comments on the Master’s Thesis during the months of July or August.

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

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

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

**OPTIONAL EN-ROUTE MASTER’S DEGREE**

In addition to the MPhil, some students (only those who do not already have an MA in Psychology) may be eligible to apply for an optional en-route MA of Psychology via the GC. Students must apply for this degree as detailed below.

Note that students who already have a Master's Degree in Psychology are not eligible for the optional en-route degree.

Students seeking an En-Route Master’s Degree must complete the Application for En-Route Master’s Degree available on the Graduate Center Forms and Procedures page. When completing the form, students must choose they are applying for the en-route MA in Psychology from the GC.


**BASIC REQUIREMENTS FOR AN EN-ROUTE MASTER’S :**

**MA in Psychology – awarded by Graduate Center**

Students who do not have an MA in psychology may be eligible for a Masters in Psychology for the Graduate Center. The MA requirements are built into the PhD curriculum, so that the student does not need to take any extra courses. Requirements are listed below:

- A minimum of 45 GPA credits with an average grade of "B" (Transfer Credits do not qualify for the 45 credit requirement for the En-Route Master's.)
- Pass the First Doctoral Exam
- Completion of a Major Research Paper
- Registered as full-time the semester the paperwork is filed

**Administrative Procedure for en-route MA degree from the GC**

1. If eligible (e.g., student does not already have an MA in Psychology), three core and/or associated faculty must read the thesis and sign the Application for En-Route Master's Degree form.
2. All requirements have to be fulfilled prior to submitting an application.
Clinical Psychology at Queens College Program Coordinator can assist with submission timelines.

The student submits the completed and signed form to the Clinical Psychology at Queens College Program Coordinator along with a copy of the Master’s Thesis. The Program Coordinator keeps these in the student’s record and then forwards a copy of both to the Graduate Center Psychology Executive Office for processing.

4. The application is certified by the Executive Officer and is then forwarded to the Graduate Center Registrar for verification and to insure that it will be listed on the student’s GC transcript.

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

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

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<tr>
<th>To have Master’s Degree by:</th>
<th>Your application and your Master’s Thesis is due to the Clinical Psychology at Queens Program Coordinator by:</th>
<th>The Program Coordinator must forward your application and your Master’s Thesis to the Graduate Center by:</th>
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<td>February 1</td>
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SECOND DOCTORAL EXAM

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

This exam is taken after successful completion of the First Doctoral Examination and the final grade has been posted for PSYC80200 for the Master’s Thesis. The Second Doctoral Exam must be successfully completed (with revisions suggested by the committee) no later than the last day of classes of the 10th semester in the program and before June 30th of the year in which the student wants to apply for internship. Students need to anticipate that revisions may be requested and schedule the exam date early enough to allow time to complete and submit the revisions to their committee Chair well before the June 30 deadline.
Students are responsible for contacting committee members to schedule the exam. For exams to be held in person, the must contact the Clinical Psychology at Queens Program Coordinator to reserve a room at least two weeks in advance for this purpose.

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

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

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

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

After the forms are submitted, the Graduate Center Psychology Department APO for Academic Support and Student Progress will send the student the **Advancement to Candidacy for the Doctoral Degree** form for the student to complete and return directly to her, cc’ing the Clinical Psychology at Queens Program Coordinator.
Student procedure for this exam:

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

2. Contact the Program Coordinator at least two weeks in advance and inform her of the date and time of the defense, as well as the faculty who will participate. Let the Program Coordinator know if the defense is to be held virtually or in person. If it is to be held in person, the Program Coordinator will help to book a room.

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

   All GC forms are fillable and can be found on the Forms and Procedures page on the Graduate Center website, https://www.gc.cuny.edu/psychology/forms-and-procedures. The QC form will be provided by the Program Coordinator.

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

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

6. The student returns the signed GC Dissertation Proposal Approval Form and the GC Dissertation Topic and Committee Selection Form to the Clinical Psychology at Queens Program Coordinator after the oral exam. The Program Coordinator will hold onto the forms until the Second Doctoral Exam Grader Form and the revised proposal are received. Once the Program Coordinator has received all three forms, the Program Coordinator will:
   A. Notify the Graduate Center that the student passed the exam (pass date is date of receipt of revised proposal).
   B. Submit the Dissertation Proposal Approval Form with the revised Second Doctoral Exam paper (now the Dissertation Proposal)
   C. Submit the Dissertation Topic and Committee Selection Form after the student has completed all required coursework and all grades have been posted.

7. In addition, the Graduate Center requires submission of the Advancement to Candidacy for the Doctoral Degree form.
A. The GC Psychology Department APO for Academic Support and Student Progress will send the student the *Advancement to Candidacy for the Doctoral Degree* form for the student to complete.

B. Students complete and return the form to psychology@gc.cuny.edu, as an email attachment (cc'ing our Program Coordinator).

C. The form is then sent to the Registrar's Office.

D. The Registrar will review student's milestones, and approve and post the student's Advancement Date on the CUNYFirst Student Record.

E. Students are responsible for verifying that the Advancement date has been posted to their CUNYFirst Student Record under the heading "Student Milestone."

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

**GRADING**

The format of the oral exam should be discussed and agreed upon by the student and committee members in advance. Often, students prepare a presentation based on the work and field questions from the committee members. This committee's role is to read the student's paper and then to carry out an oral examination based upon the paper. Faculty readers must be given a minimum of two weeks to read the paper in advance of the examination. The examination is graded by a Pass/Fail vote of the committee and signatures are obtained on the Second Doctoral Exam Grading Form (see below); thus, at least two votes of pass are necessary for passing the exam. It is possible that the faculty committee deems one component of a student's doctoral exam (written or oral) satisfactory and may require a re-write or second oral defense before passing the student. After the student passes the exam (with completed revisions, if required), the Second Doctoral Exam Grading Form is submitted to the Program Coordinator by the Chair of the committee if revisions were required, or by the student if no revisions are recommended.

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

**Please be aware that Second Doctoral Examinations may not be taken during the months of July or August. Further, faculty members are not obligated to read or provide comments on Second Doctoral Examination papers during the months of July or August.**
CLINICAL PSYCHOLOGY at QUEENS COLLEGE
City University of New York
Queens College
Queens, New York 11367

SECOND DOCTORAL EXAMINATION GRADING FORM

Student Name: ___________________________________________

Date: _______________________________________________

Members of the Committee

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<tr>
<th>PRINT NAME</th>
<th>SIGNATURE</th>
<th>VOTE (Pass/Fail)</th>
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<td>Chair</td>
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The topic of this examination is:

__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

1. You are not limited in the scope of your questions to any particular readings or courses, but there is an understanding on the part of the student and Committee that questions will relate to the agreed-upon topic.

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

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

4. If a student fails the examination the first time it is given, the student automatically is allowed to take the exam a second time. In case of a “fail” after two times, the student has the right to petition the Executive Committee of the Subprogram for an opportunity to take the examination for a third time. In any re-examination, the Committee and the topic of the examination may be the same as for the first attempt, or may be changed. If there are changes, these must be approved by the Program Head.

Updated 9/24/2020
CLINICAL COMPETENCY EXAM

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

1. Examination Committee. Student selects an examination committee that includes two Clinical Psychology at Queens program clinical faculty members (those who are New York State licensed in Psychology, including Drs. Bidell, Byrd, Caro, Cornwell, Gaztambide, Holman, Hinton, La Duke, Nikulina, Rabin, Sneed, and/or Walder). Note that the student may request to replace one clinical faculty member with an external reviewer who is a licensed psychologist if that person has supervised the student’s training in an externship setting. The outside examiner must be approved by the Clinical Psychology at Queens College Executive Committee.

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

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

4. Oral examination. The purpose of the oral examination is to evaluate the student’s ability to conceptualize the case described above (#3), defend the choice of assessment tools and intervention strategies, outline steps in clinical decision making, and discuss the application of research findings to the clinical work. Students are expected to demonstrate breadth as well as depth in their thinking about clinical activities. The exam is expected to last approximately 2
hours. **Students are required to bring two copies of the Clinical Competency Examination Rating Form to the exam** (this form can be obtained from the Clinical Psychology at Queens Program Coordinator). Students should be prepared to discuss the following aspects of the case:

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

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

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

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

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

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

5. **Grading**: On the basis of their case communication, students are graded by two clinical faculty members on the following criteria (0 = N/A or unable to rate; 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Outstanding):
   2. Well-organized, thoughtful, and professionally presented.
   3. Biopsychosocial Formulation/Conceptualization (Succinct; relevant; utilizes data from multiple sources; Consideration & integration of relevant biological, psychological & social factors)
   4. Diagnosis (Diagnostic classification system and differentials of psychopathology; Signs & symptoms; Onset, duration, frequency, intensity, & functional impact; Evolution of presenting problem to specific, including most important/ troublesome/ highest impact; Affective, behavioral, cognitive, and/or interpersonal targets that are then reflected in the treatment plan)
5. Integration of test findings from psychological and/or neuropsychological instruments and measures.

6. Course of treatment (Specific theoretical framework/rationale: what constituted data, goals & outcome; Specific strategies & techniques used; Key clinical decision points; Treatment alliance (bond, goals, tasks); Patient factors (expectations, commitment to change, values, preferences); Therapist factors (collaboration, countertransference); Alternative conceptualizations/ approaches; Problems encountered (barriers to treatment, ruptures))

7. Outcome monitoring, how are symptoms/ goals/targets measured and tracked, expected prognosis.

8. Multicultural/Diversity Issues: Consider relevance, empirical vs clinical reasoning, flexibility, adaptation etc.

9. Risk Assessment (Risk & protective factors, substance abuse; Protection of vulnerable populations; Domestic violence; Child protection; Adult protective services, etc.)

10. Utilization of supervisor and supervision.

11. Utilization of Consultation and/or Team Collaboration (Clinic, school, psychiatrist, neurology etc.).


Students are required to receive a score of 3 (satisfactory) or higher on all items of the CCE. At the end of the CCE, the committee members sign the CCE Rating Form and discuss their findings with the student, providing feedback about the student’s strengths and any areas that may need improvement. The faculty graders then scan the CCE Rating Form and email it to the Clinical Psychology at Queens Program Coordinator, and the student delivers the original signed form to the Program Coordinator for the student’s records immediately after the exam.

Failure to receive a score of 3 or higher on any given CCE item will result in failure of the exam, which the student is allowed to retake twice. A failing score(s) on the CCE will be addressed with the student by members of the examination committee (overseen by the DCT) and a specific remediation plan developed, which may include readings, discussion with faculty, specific clinical experiences, and/or essays to improve their knowledge of the failed item(s). Only after completion of this remediation process will the student be allowed to re-take the exam. Passing the CCE is required before the student can apply for internship. The ideal semester in which to take the CCE is during or immediately after the student’s eighth semester in the program (spring semester of the fourth year or up to June 30th of that particular year).

Please be aware that no CCEs are scheduled during the months of July and August.
# Clinical Competency Examination Rating Form

**Student Name:**

**Exam Date:**

**Faculty Names:**

1. [print]__________________  [sign]__________________

2. [print]__________________  [sign]__________________

## Please indicate the degree to which the student addressed the following elements:

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<tr>
<th>Element</th>
<th>1.0</th>
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<tr>
<td>2. Well-organized, thoughtful, and professionally presented.</td>
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<td>3. Biopsychosocial Formulation/Conceptualization</td>
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<td>• Succinct, relevant, utilizes data from multiple sources</td>
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<td>• Consideration &amp; integration of relevant biologic, psychological &amp; sociocultural factors</td>
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<td>4. Diagnosis (including diagnostic classification system and differentials of psychopathology)</td>
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<td>• Signs &amp; symptoms. Onset, duration, frequency, intensity, &amp; functional impact</td>
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<td>• Evolution of presenting problem to specific (most important, troublesome, highest impact) affective, behavioral, cognitive, &amp; interpersonal targets that are then reflected in the treatment plan</td>
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<td>5. Integration of test findings from psychological and/or neuropsychological instruments and measures.</td>
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<td>6. Course of treatment</td>
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<td>• Specific theoretical frameworks, rationales, what constituted data, goals &amp; outcomes, specific strategies &amp; techniques, key clinical decision points</td>
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<td>• Treatment alliance (hand, goals, tasks)</td>
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<td>• Patient factors (expectations, commitment to change, values, preferences)</td>
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<td>• Therapeutic factors (collaboration, countertransference)</td>
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<td>• Alternative conceptualizations, approaches</td>
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<td>• Problems encountered (barriers to treatment, ruptures)</td>
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<td>7. Outcome monitoring, how are symptoms, goals, targets measured and tracked, expected prognosis</td>
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<td>8. Multicultural/Diversity Issues (broadly defined) Consider relevance, empirical vs clinical reasoning, flexibility, adaptation etc.</td>
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<td>9. Risk Assessment (risk &amp; protective factors, substance abuse) &amp; Protection of vulnerable populations (domestic violence, child protection, adult protective service etc.</td>
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<td>10. Utilization of supervisor &amp; supervision.</td>
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<td>11. Utilization of Consultation and/or Team Collaboration (clinical, school, psychiatric, neurology etc.)</td>
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**Faculty Comments:** Please write specific strengths and suggestions for improvement (use back of page) ________

**Total Score:**

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**Instructions:**

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

07.03.2019
Dissertation

The dissertation and the dissertation defense are the culmination of the student’s PhD research training. The dissertation reflects the student’s original thought and independent achievement of research competencies. Doctoral students must write a document in APA-style that critically evaluates relevant literature, develops compelling hypotheses and research design, collects and analyzes data, and thoughtfully summarizes and discusses their work and findings, including noting its strengths and weaknesses and its broader implications within the field. The dissertation is expected to make a substantive contribution to the research literature in the area of study. Passing the dissertation defense indicates that student has developed the necessary research competencies to earn a doctoral degree.

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

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

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

Administrative Policies for the Dissertation

Numerous administrative steps need to be followed to complete the requirements. Please read through the following carefully and please note that all dissertation forms can be found on the Forms and Procedures page on the Graduate Center website:

Dissertation Proposal and Dissertation Advisory Committee As noted earlier, after the completion of the Second Doctoral Examination, two forms are to be submitted (via the Clinical Psychology at Queens Program Coordinator to the GC) in order for the student to move to Level III: the GC Dissertation Proposal Approval Form and the GC Dissertation Topic and Committee Selection Form. In addition, the Graduate Center requires submission of the Advancement to
Candidacy for the Doctoral Degree form which will be sent to the students which they are to complete and return to psychology@gc.cuny.edu.

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

The Dissertation Proposal is a detailed account of the research to be conducted. It is the revised and accepted version of the Second Doctoral Examination paper and includes a review of previous research in the area (introduction section), a statement of the hypotheses advanced and their rationale, and a description of the research design (including an account of the procedures to be employed, the measuring instruments to be used, and the planned statistical analysis of the data). Thus, the proposal essentially constitutes most of the introduction (e.g., background, hypotheses) and methods (including planned statistical analyses) sections of the dissertation itself.

When the dissertation proposal is approved by the Dissertation Committee, the Dissertation Proposal Approval Form is signed by at least three members and submitted to the Clinical Psychology at Queens Program Coordinator who ensures it is sent to the APO of Academic Support and Student Progress in the Psychology Executive Office. (The Executive Office does not need the Dissertation Proposal Approval Form with the original signatures.) The Program Coordinator files a copy of the approved Dissertation Proposal and the original Dissertation Proposal Approval Form in the student’s file in the Psychology office at QC. The student retains a copy of the approved Dissertation Proposal Approval Form for his/her records.

After the Dissertation Proposal is approved, the student must apply to the Institutional Review Board (IRB) for approval to conduct the proposed research, which must be granted before the student begins the dissertation research. Evidence of CUNY IRB approval for the dissertation project must be given to the Program Coordinator to place in the student’s APA file.

The Dissertation Proposal is often thought of as a “contract” between the student and the Advisory Committee in terms of the scope and aims of the dissertation project. Thus, once it is approved, the Committee cannot “change its mind” and require the student to make major changes in the project. This is one reason why an approved Dissertation proposal early in the dissertation process is desirable. A number of dissertation projects, particularly those that involve human participants (especially patient samples) call for uniform testing procedures through all phases of the experiment, and the study and the scope of the project is clearly understood prior to data collection. In such cases, it is to the student’s advantage to have a complete and approved Dissertation Proposal either prior to or in the early stages of collecting data for the project. In contrast, delaying the formal Dissertation Proposal may be appropriate in other cases. Many multi-experiment projects, especially those using animals, require flexibility.
as ongoing results suggest new approaches or issues. In this case, the final Dissertation Proposal may be approved after all data have been collected, and the minutes of the meetings with the Advisory Committee also serve as a "contract" between the student and the Advisory Committee. This is one reason why students need to be sure to prepare minutes, have them approved by the Committee, and submit them to the DCT. The final decision as to when the Dissertation Proposal should be completed is up to the Advisory Committee, who will convey such information to the student.

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

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

https://www.gc.cuny.edu/psychology/forms-and-procedures

Both the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form must be filed before the end of the student's fifth year in the Clinical Psychology at Queens Program. After the forms are signed, they should be submitted to the Clinical at Queens Program Coordinator who will submit them to the GC. Completion of the Second Doctoral Exam and acceptance of the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form by the Graduate Center is required to attain Level III Tuition and to apply for Internship.

**Advancement to Candidacy for the Doctoral Degree.** Once the GC has approved the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form and reviewed the student's transcript, the GC Psychology Department APO for Academic Support and Student Progress will send the student the Advancement to Candidacy for the Doctoral Degree form for the student to complete. Students send the completed form to psychology@gc.cuny.edu, as an email attachment (cc'ing our Program Coordinator). The form is then delivered to the Registrar's Office. The Registrar will review the student's milestones, and approve and post the student's Advancement Date on the CUNYFirst Student Record.
Students are responsible for verifying that the Advancement to Candidacy date has been posted to their CUNYFirst Student Record. At that point, students may register for 90000 Dissertation Supervision. It will be posted under ‘Student Milestone.’ Once the date appears on the student’s record, the student officially becomes Level III.

Students may check the Forms & Procedures page on the Psych website under the heading Dissertation Topic and Committee Selection Form/Advancement to Candidacy/MPhil for more detailed information: https://www.gc.cuny.edu/psychology/forms-and-procedures

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

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

Dissertation Advisory Committee Meetings
Once the Dissertation Proposal Approval Form and the Dissertation Topic and Committee Selection Form have been filed, the student is required to arrange a meeting of the Dissertation Advisory Committee at least once per semester. At these meetings the student should describe the work done since the last meeting of the committee. The committee members will comment on the work, make suggestions, and voice criticism. Differences of opinion should be discussed and agreement reached on the further progress of the dissertation. The student is required to keep minutes of the meeting to serve as the semester’s progress report. Each of the committee members must sign the progress report before it is submitted to the DCT. The student must provide all committee members and the Program Coordinator with copies of the signed progress report, and keep one for her/his personal records.

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

Changes to Dissertation Advisory Committee or Topic
Any major change in approved dissertation proposal or Advisory Committee must be discussed with the Chair and all original readers of the Dissertation Committee to obtain their consent. A request of change form should then be submitted to both the Program DCT and to the Program Coordinator, along with written confirmation of the Chair’s approval. If a new member is added to the committee, a letter from the new reader agreeing to the appointment must also be submitted. If the change is approved by the Clinical Psychology at Queens Executive Committee, the Program Coordinator documents the change in the student’s file and notifies the GC of the approved changes.
Students must have three CUNY Doctoral faculty on their dissertation committee. Any exceptions to having fewer than three CUNY Doctoral faculty committee members must be approved by the Execution Officer in Psychology.

At times, faculty committee members may have a change in status prior to the student’s completion of their dissertation due to retirement or change of institution, and will therefore no longer be considered CUNY Doctoral faculty. As long as there remain three CUNY faculty on the committee, the faculty member could continue as an outside member, with approval. Any retired faculty member who anticipates continuing to serve as Chair until the dissertation committee should be named Emeritus of the doctoral faculty. Faculty who leave CUNY for another institution, but who expect to continue to serve as Chair of a dissertation committee, should be named as adjunct members of the doctoral faculty for the period of the dissertation supervision. Both of these changes are voluntary.

Please contact the GC Psychology Executive Office to see if a retired faculty member has been given Emeritus status and how to proceed. Likewise, please contact the GC Psychology Executive Office if the committee member is a former CUNY Doctoral faculty member now at another institution to verify their adjunct status and how to proceed.

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

Dissertation defenses may be held at Queens College or virtually.

The dissertation defense is scheduled when at least 4 of the 5 members of the Examination Committee have approved the dissertation and submitted the *Dissertation Evaluation Form* to the Clinical Psychology at Queens College Program Coordinator.

The *Dissertation Evaluation Form* link is listed below:


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

**A minimum of two weeks prior to the scheduled dissertation defense,** the Clinical Psychology at Queens College Program Coordinator should be provided with the following
information to forward to the APO at the Graduate Center to forward to the Provost, who then sends letters of invitation to the members of the committee: (1) Name of the student; (2) Title of dissertation; (3) Date, time, and place of the defense; and (4) Names of committee members, their affiliation, and addresses to which invitations are to be sent. Please be advised students should always provide this information to the Clinical Psychology at Queens College Program Coordinator and not to the Graduate Center directly (despite notes on the GC Forms and Procedures site that suggests forms may be submitted directly to the GC by the student). In order to ensure careful record keeping, it is imperative that the Clinical Psychology at Queens College Program Coordinator be provided with all relevant information marking student milestones.

Please be aware that dissertation defenses are not held during the months of July or August.

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

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

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

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

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

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

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

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

**Depositing the Dissertation** When the final version of the dissertation has been accepted by the Examination Committee, and when all other requirements for the Ph.D. have been met (including completion of Internship), the student may then arrange with the Dissertation
Secretary to submit the dissertation to the Mina Rees Library at the Graduate Center. **The dissertation must follow the format of the Registrar's instructions** or it will not be accepted. Bound copies are no longer required, and deposit is electronic now.

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

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

The Ph.D. degree is considered completed **as of the date the dissertation is deposited in the Library and the fee(s) paid and cannot be deposited until after the 12-month internship has been completed.** You will be provided with documentation by the Registrar at this time attesting to the fact that you have completed all the requirements for the degree. The degree itself is awarded three times each year: February 1, Commencement Day in June, and October 1.

In order to receive the Ph.D. in June, you must deposit the revised dissertation in the Library and pay all fees by about May 1st (check the graduate school calendar for an exact date). This means that the Oral Defense must be scheduled well before that time so that all required revisions can be made and a final typed copy of the dissertation can be ready by the deadline. If you complete the requirements after the deadline, you will receive the degree the next time it is awarded. To receive a February or October degree, the thesis must be in the Library and the fees paid by February 1 or October 1.

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<thead>
<tr>
<th>For the degree to be awarded in</th>
<th>Candidate must be enrolled during</th>
<th>and deposit dissertation by</th>
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<tr>
<td>February</td>
<td>preceding fall semester</td>
<td>last business day in January</td>
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<tr>
<td>May</td>
<td>spring semester</td>
<td>last business day in April</td>
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<tr>
<td>October</td>
<td>preceding spring semester</td>
<td>September 15</td>
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**PLEASE REFER TO THIS HELPFUL INFORMATION GUIDE FROM THE GC ON THE NEXT PAGE**
It can also be found on the GC forms and procedures page.
Scheduling Your Dissertation Defense

☐ Submit 3 Dissertation Evaluations 4 weeks prior to final defense date
  o Each member of the student’s dissertation committee is required to submit a dissertation evaluation form. Please submit at least 3 evaluations 4 weeks prior to your defense date to Basya Kasinitz (bkasinitz@gc.cuny.edu). Be certain to cc the Program Coordinator. All remaining evaluations are due by the day of your defense.
  o These evaluations can be submitted by the student, committee member or campus based administrator.

☐ Complete the “Request for invitation to final exam form” and send to Basya Kasinitz (bkasinitz@gc.cuny.edu) Be certain to cc the Program Coordinator.
  o The student will receive this form to fill out once 3 dissertation evaluations have been submitted.
  o The student will be asked to pick a date for their final defense on this form.

Each academic year, there are three degree conferral dates. Please plan accordingly so that you can meet the deposit deadline for your desired degree date. See the library’s website here for the exact dates (they are updated every year).

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<tr>
<th>Degree Date</th>
<th>September 30, (YYYY)</th>
<th>February 1, (YYYY)</th>
<th>May/June (YYYY)</th>
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<tr>
<td>Apply for graduation</td>
<td>Beginning of September</td>
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<td>Beginning of April</td>
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<td>on CUNY First</td>
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<td>Library deposit</td>
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*Please keep in mind that most students receive some sort of financial aid- typically a 5-year fellowship. Once a 5-year fellowship ends students who haven’t deposited yet will be responsible for all tuition and fees every semester enrolled thereafter if they have no other source of funding. Find out more about tuition costs here (under doctoral tuition, level III). Find out more about your financial aid package and funding options after a 5-year fellowship here. Or email financialaid@gc.cuny.edu

After the defense

Please makes sure to complete all the steps outlined below before your intended deposit deadline. Missing, late or incomplete forms may result in the student having to wait for the next available degree conferral/ deposit deadline date.
☐ Report of Final Exam form

- Please send the completed form to the Program Coordinator who will send to Basya Kasinitz (bkasinitz@gc.cuny.edu). Basya will obtain the Executive officer’s signature (student can leave blank) and process the form.
- All committee members must:
  - Collectively check one of the 4 checkbox options below the dissertation title on the report of final exam form
  - Sign, and concur OR dissent. If committee member(s) cannot sign physically or electronically on the PDF- please email approval to bkasinitz@gc.cuny.edu from a CUNY email account. The email should end with the committee member’s title, professional affiliation and contact information.

Form (if applicable)
de to Basya Kasinitz (bkasinitz@gc.cuny.edu) student’s committee indicated on the “Report of major revisions were needed.
Submit an internship completion letter from the organization/institution the student interned at. Make certain the Program Coordinator has this as well.

- Internship Completion letter should:
  - State student name
  - State where the internship occurred
  - State the start and end date of the internship (must include mm/dd/yyyy for both start and end dates)
  - Have an official letter head of the institution/organization

- Please send this letter to Basya Kasinitz (bkasinitz@gc.cuny.edu). The letter can be submitted by the internship institution/organization or the student.

Apply for Graduation on CUNY First

This step can be done at anytime throughout the dissertation process, just remember to do this before the deadline. See deadlines here

Complete the Dissertation Deposit

- Consider this your “last step”. To receive your desired degree date you must meet the deposit deadline that corresponds to that degree date. See here for deposit deadlines.

- If any of the following forms haven’t been submitted, it will hold up the deposit process:
  - Report of Final Exam form (with all signatures and/or email approvals from all committee members)
  - Approval of Revised Dissertation (if revisions were required)
  - Internship completion letter

- Clinical students cannot complete the deposit process until they complete their required internship.
  - Clinical students should register for dissertation supervision for every semester until they can deposit. See registration requirements here and their corresponding deposit dates.

- If you have further questions on the deposit process, please contact Roxanne Shirazi (rshirazi@gc.cuny.edu)
Clinical Training

Students require supervised clinical experiences in order to apply for internships in their fifth year. The program offers this via a minimum of three years of clinical externships. Their first clinical training experience is at the Queen College Psychological Center (QCPC). It begins spring semester of their second year and runs throughout their third year.

Prior to the start of their clinical externships, students are afforded additional opportunities for supervised clinical experiences. Students may engage in clinic activities throughout their first years. The clinic offers a variety of experiences relevant for novice psychologists, for example assisting to develop/implement or participate in a group intervention; assisting with specific exposure exercises with an adult or child patient; participating in intake evaluations, engaging in community outreach, and engaging in peer supervision. Specifically, during their first two years students have opportunities to: (1) meet with peer supervisors; (2) contribute to supervised group community outreach projects; (3) observe higher level students complete intakes and assessments in selected courses (76601, Psychodiagnosics I: Assessment and Intelligence Testing and 76602 Psychodiagnosics II: Interviewing and Personality Assessment); (4) participate in supervised engagement in a manualized group and (5) attend clinical case conferences presented by 3rd year externs. Please see the “Blue Sheet” reflecting the curriculum and program requirements to see how the clinical work is laid out to build competencies systematically over time.

In addition, after completion of their QCPC clinical externship, students are given additional opportunities associated with the clinic to gain additional supervised clinical training associated with QCPC. Higher level students may participate in clinical supervision of lower cohorts via providing peer supervision overseen during 85408, Supervision and Consultation. Students may carry advanced cases and participate in group supervision of those case during 83908, Advanced Seminar in Psychotherapy. Again, please see the “Blue Sheet” to see opportunities for clinical training throughout the years in the program.

Students are responsible for keeping track of their supervised hours and getting them approved by their supervisor. QCPC provides an excel file that students can use to help keep track of their hours. Once they begin externships in their third year, many students feel purchase of the Time-2-Track app is helpful to keep accurate track of accrued hours in different categories. Despite its cost, students have shared that the ease of being able to download the hours directly into their APPIC Internship applications justifies the expense.

CLINICAL EXTERNSHIPS

The clinical externship is an integral part of the PhD Program in Clinical Psychology at Queens College and was developed to provide students with developmentally appropriate experiences to apply didactic and theoretical training in assessment and intervention in “real-life” clinical settings. Students with the required academic prerequisites complete a sequence of supervised clinical experiences that begins with applied training and experience in Clinical Psychology at our training clinic, the Queens College Psychological Center (QCPC), where the chief activities include assessment and the application of evidence-based intervention techniques.
Students are required to complete a minimum of three years of externship, one extended one at QCPC in Clinical Psychology and two outside placements. For externship purposes, a 'year' means 16 hours/week for three consecutive semesters (e.g. summer, fall, and spring). All students are assigned to the QCPC for their initial Clinical Psychology externship will actually begin the spring before the official summer start to allow them opportunity to gradually familiarize themselves with practices and clinic protocols. During their tenure as QCPC externs, they will be closely supervised by our experienced and licensed clinical faculty. Subsequent externships require competitive applications among an array of approved sites that span the New York Metropolitan Area. Eligible students receive information about externship applications at the beginning of each fall semester. Consult the DCT and/or the Externship Coordinator for more information.

**REQUIREMENTS FOR BEGINNING EXTERNSHIPS**

1. Students may not begin externships until they have taken all of the following courses: Ethics/Legal Issues for Psychologists; Diversity Issues/Clinical Psychology; Psychopathology I; Psychometric Methods; Psychodiagnosics I: Intelligence Testing; Psychodiagnosics II: Personality Assessment; Systems of Psychotherapy I; and Systems of Psychotherapy II.

2. Students may not register for externships for course credit beyond their 45th credit unless they have passed the First Doctoral Examination.

3. Students participating in internal and external externships as well as any clinical activity (e.g. outreach, pre-clinic, fellowships) must have practice and liability insurance, which may be purchased from APA as a student member, at: http://www.apa.org/membership/. A copy of the certificate must be submitted to the Program Coordinator, as should every subsequent renewal. Renewals should be accomplished in a timely manner such that there are not any lapses in coverage while a student is involved in any clinical activity.

4. Students must be familiar with the Law, Rules, and Regulations of NYS Department of Education for licensure as a Psychologist in New York State: http://www.op.nysed.gov/prof/psych/

5. Students must complete the NYS Mandated Training Related to Child Abuse. A list of approved providers can be found at the NYS website: http://www.op.nysed.gov/training/caproviders.htm

6. Students must provide documentation of completed HIPAA Training (completed as part of the Ethics/Legal Issues for Psychologists Course).

**CLINICAL EXTERNSHIP AT THE QUEENS COLLEGE PSYCHOLOGICAL CENTER**

The aim of the year-long clinical experience in the Queens College Psychological Center (QCPC) is to provide our Clinical Psychology at Queens College third year doctoral students, with a structured and organized experiential learning environment, where the program’s profession-wide and program-specific clinical competencies can be practiced, developed and achieved. It is in this hybrid academic-clinical setting, that the theory and research encountered in the classroom and laboratories of the doctoral program connect to application. In the context of carefully calibrated externship activities that include direct contact with service recipients,
didactic training, and close faculty supervision, students gain the competency and confidence to graduate to more advanced training opportunities in the community and ultimately the requisite internship (as mandated by the profession).

The foundation of externship training at QCPC is informed and guided by the emerging literature on best practices for training; as well as the guidelines, directives, best practices, regulations, and statutes put forth by relevant training, professional, and statutory organizations. These include for example:

- **The American Psychological Association**
  - APA Standards of Accreditation (SOA) for Health Service Psychology (approved 2015, 2018).
  - COA (Commission on Accreditation) Implementing Regulations related to SOA most particularly: C-12 D. Practicum Guidelines for Doctoral Programs (r. 2015); C-13 D. Telesupervision (r. 2017); C-14 D. Direct Observation (r. 2017); C-9 D. Diversity Education and Training (r.2015); C-8 D Profession-Wide Competencies (r. 2017)
  - Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC) revised 2011 and the 2012 Revision Benchmarks Evaluation System
- **Association of Directors of Psychology Training Clinics (ADPTC)**
- **The Council of Chairs of Training Councils (CCTC)**
- **Council of University Directors of Clinical Psychology (CUDCP)**
- **New York, New Jersey Association Directors of Training (NYNJADOT)**
- **Association of State and Provincial Psychology Boards (ASPS)**
- **New York State Education Department (NY State licensing board) statute and their Practice Alerts & Guidelines**
- **Local, State and Federal regulatory organizations eg. New York State Office of Mental Health (OMH) and New York City Department of Health and Mental Hygiene**

**Aims**

Externship training is structured to create a supportive environment where students will have the opportunity, to safely develop and practice skills that enable and facilitate their growth from student to, ultimately, independent practitioner. The focus is on the acquisition of both foundational profession wide competencies (e.g., reflective practice, self-assessment, scientific knowledge-methods, relationships, ethical-legal standards-policy, individual-cultural diversity, interdisciplinary systems, and functional profession wide competencies (e.g., assessment-diagnosis-case conceptualization, intervention consultation, research/evaluation supervision-teaching, management-administration). It is understood that acquisition of these core competencies, is a developmental process that extends from externship training (at least three years) to the internship, advanced postdoctoral training, and lifelong learning. While basic
competencies, such as timeliness, ability to utilize supervision, etc., may be required to be achieved at a very professional level early in training, some competencies, such as administrative or supervisory skills, may come slowly and later in professional development. Competencies are acquired at different rates and these differences in trajectory are reflected in the level of competence expected at the conclusion of externship training. Neuropsychological assessment skills (a program-specific clinical competency), are strategically interlaced to build on the core of profession wide competencies as they are achieved (as per curriculum sequence and each student’s individual trajectory.) In all instances training is designed to be sequential, cumulative, and graded in complexity.

Learning environment
Each year, our clinic community (students, staff, and faculty) strives to create a collegial learning environment where each person can feel seen, valued, supported, and respected; and where they can thrive personally and professionally. While this environment cannot be mandated nor prescribed, we expect all members of the clinic community will contribute to realizing this vision, through their professionalism, humility, integrity, and participation. Please note that this does not exclude diversity of opinion, beneficial and constructive criticism, principled dialogue, and respectful disagreement. We welcome all perspectives within a clinic culture that values intellectual curiosity, inclusivity, and kindness. With each other, and with our patients we actively look to honor the fundamental value and dignity of all individuals.

Learning Objectives
These are, in general, to provide supervised integration and application of knowledge gained from trainees’ doctoral coursework. All QCPC "externship students" will be exposed to a diverse clinical population in which relevant theoretical, empirical, and clinical issues can be integrated within an evidence-based framework. Trainees will begin to develop a professional identity as a clinical psychologist working within a professional clinical setting. Professionalism, ethical decision-making, collegiality, interdisciplinary collaboration, and mentorship are modeled and taught as an integral component of training. More specific learning objectives for the externship are outlined later in the Handbook under the QCPC externship description.

Means to Achieve Externship Objectives
Diverse clinical experiences appropriate to student’s level of skill and educational needs will be provided. All clinical activities will be supervised closely. Students are expected to gain breadth and depth of experience. The training experience will be tailored to each student’s readiness to take on new clinical responsibilities.

This "first" training experience commences in the spring semester of the second year with an intensive orientation focused on understanding clinical practice (e.g. documentation, confidentiality, professionalism, reflective practice, the specific diagnostic categories and their assessment and treatment etc.) Students start at QCPC while the higher cohort are actively working there, so they can use their peers as models and for guidance regarding clinical procedures and protocols. At the end of the spring semester, the upper cohort leaves and the rising third years transition over the summer to being the primary clinical externs in QCPC. In concert with students building a varied caseload of clients; the curriculum then focuses on the application of this knowledge through an in-depth examination of the therapeutic process.
Special attention is focused on implementation of evidence-based practice (identification, benefits and limitations, barriers, fidelity, adaptations for special populations); and application of specific techniques, manualized treatments, and common elements integral to the provision of high quality psychological practice (e.g., developing a collaborative relationship with patients, patient engagement, risk assessment and management, ethical decision making.) Students are required to participate in both individual and group treatment. The case load for each student is small enough to ensure optimal supervision of each clinical intervention yet large enough to allow students to be exposed to as broad a range of patients as possible in regard to diagnosis, sex, age, ICD, and lifestyle groups. Students begin with a small and select caseload, and in concert with satisfactory progress (see assessment section) and increasing competency additional cases are assigned. Student's caseloads are usually 3-5 (minimum of 3) intervention cases (at least one must be a child and one an adult). Students also participate in a group treatment.

Beginning in the fall, students learn to administer and interpret a variety of assessment instruments, to provide feedback to patients, and to develop a written report of the assessment. Students complete a minimum of five assessment cases during the year. They begin with three adult assessments in the first half of the year. With demonstrated competency and increasing confidence they then administer assessments to more challenging populations. This includes a pediatric assessment and an assessment with a more complex population or presentation (e.g., geriatric).

Ranges are offered as caseloads are personalized for each student and may vary depending on the complexity and demands of the current caseload and the trainee's level of comfort and competency etc. The expectation is that on average 25% of the student's time is spent on direct client contact with 50% as the maximum. Trainees participate in a broad range of clinical activities and receive intensive individual, group, and peer supervision. Demonstrations, supervised hands-on experience, training tapes, team meetings and clinical conferences are utilized. Readings, simulations, role plays, and seminars relevant to their clinical training experiences are utilized as well. The externship is also an opportunity to become familiar with the role of a psychologist in an agency setting and to appreciate the mutual responsibilities involved in professional relationships.

**Student Responsibilities in Clinical Training**

Although supervisors are responsible for the clinical activities of the students, students are responsible for their own professional behavior and actions. Each Student is expected to conduct him/herself in an ethical and professional manner and to make a full commitment to their scheduled time. This commitment includes reliable and timely attendance at meetings, patient appointments and completion of documentation. The student will be responsible for dressing and conducting themselves professionally. The student is also responsible for communicating promptly to the supervisor any clinical or professional problems that may occur. Each is expected to strive to provide the highest quality, ethical, compassionate, evidence-based care to all their patients. They are expected to demonstrate respectful, nonjudgmental patient-centered behaviors and clearly reflect the patient's humanity in all their endeavors.

Students are required to keep supervisors completely and expeditiously apprised with respect to all aspects of their patient’s care. In the instance that a trainee has emergent questions or
concerns about a patient, they are expected to immediately consult with their supervisor. If the supervisor is not available, they are expected in turn to contact the covering supervisor, the QCPC Director, the Director of Clinical Training, or any faculty on the Clinical Committee. The procedure for contacting supervisors is discussed during orientation.

Students are required to scrupulously adhere to all clinic policies and procedures such as to maintain the smooth operation of clinical services and for risk management. This includes recording all patients’ appointments in the clinic calendar, completing live risk assessment before a patient leaves clinic on their first visit, safeguarding confidentiality, exercising care with test materials etc. We encourage students to continuously contribute to creating and revising policies and procedures, as well as enhancing both training and services provided. Further, as opportunities present, we look to involve students in developmentally appropriate ways to flexibly respond to changes in our rapidly evolving field and emergent challenges (e.g., developing COVID-19 resilience groups.)

Students should understand the following important expectations:

- Uphold and adhere to APA Ethical Principles of Psychologists and Code of Conduct.
- Understand the ethical and legal importance of confidentiality and their responsibilities in this regard.
- Strictly adhere to all policies and procedures. This includes Telehealth procedures.
- Understand the obligation to inform all patients that they are in training and being supervised (provide the name of the supervisor), along with their expected tenure at the Clinic.
- Be prompt and regularly attend all scheduled supervision sessions.
- Contribute to the development and maintenance of the supervisory alliance.
- Identify goals and tasks to achieve in supervision to attain specific competencies.
- Present to supervision ready to discuss their patients, with files, completed progress notes, completed scoring, prepared conceptualization, questions, and literature on relevant evidence-based practices.
- Promptly complete progress notes for the past week and have them available in the supervision session for review.
- Digitally record all sessions (assuming the patient provides written permission to do so) so that they are available at supervision meetings, and review video recordings prior to supervision. (Due to the pandemic IT restrictions, sessions cannot be recorded at this time. Alternative means will be utilized including process notes, alliance measures, self-report, live supervision.
- Implement supervisor directives in the agreed or indicated time frame.
- Disclose errors, concerns, and clinical issues as they arise.
- Raise concerns, issues, or disagreements that arise in the supervision process so as to move towards resolution. In the instance where a resolution is not attainable, a student should discuss the issue with the Clinic Director and/or the Director of Clinical Training. This applies to general concerns as well.
- Reflect on interpersonal tendencies that may be challenges (e.g., responding defensively to feedback) in your supervision and clinical work.
- Understand that the supervisor also serves in an evaluative capacity and regularly consults with the Director of Clinical Training and/or the Clinical Committee and/or other program leadership responsible for student progress and welfare, regarding supervisory concerns and issues.

**Supervisor Responsibilities in Clinical Training**

The Clinic Director, Supervisors, the Director of Clinical Training, and the Clinical Committee work in concert to develop expectations, goals, and feedback mechanisms. Clinic supervisors and director may communicate directly with any clinical program faculty regarding student’s performance at the clinic. Supervisors will provide regular supervision times and will ensure an optimal ratio of supervision to treatment. In addition to providing experiential learning that is informed by the theory and science of psychology, the supervisor is responsible for ensuring that training experiences are appropriate, build upon the knowledge and skills that each extern already possesses and offers opportunities for developing and refining additional clinical skills. By design, clinic supervisors strive to provide an experience that integrates development of clinical competence and ethical practice with professional growth and development in a supportive atmosphere. Students are entitled, and supervisors are committed to, a supervision experience that is nonjudgmental, enriching, appropriately challenging, respectful, and demonstrates interest in student’s personal and professional development.

**Evaluation**

Each student will be evaluated via direct observation, observation of recordings, review of documentation, consumer surveys, process/outcome data, alliance measures, rating forms, and self-assessment as well as other methods. Formal and informal evaluations will be done on an ongoing basis, jointly and in open discussion by both the student and supervisor, so that problems may be corrected as they arise and so that evaluation and feedback become an educational method. An initial evaluation takes place in Fall, utilizing the QCPC Problem list for Training. Formal evaluation forms are then completed at midyear and at year’s end. By design, all of a student’s supervisors will meet to holistically review the students’ progress, level of competency relative to expectation, trends across competencies, populations, clinical activities, and strengths and weaknesses. The ratings and feedback are discussed with each student and any necessary modification, and its implementation is discussed and agreed on. Evaluations are signed by the supervisor and counter signed by the student. Students are also asked to provide feedback for their supervisors.

**Requirements**

The following requirements must be met for students to begin Externship I at QCPC. (Please see the Clinical Psychology at Queens College Student Manual for additional information).

1. The externship experience will engage and develop skills and knowledge that have been the focus of pre-externship coursework.
   a. All students are required to have successfully completed the following courses.
      - Ethics/Legal Issues for Psychologists (77100)
      - Psychopathology (75500)
• Psychodiagnosics I: Intelligence Testing (76601)
• Psychodiagnosics II: Personality Assessment (76701)
• Psychometrics (76000)
• Systems of Psychotherapy (85501)
• Systems of Psychotherapy II (82908)
• Diversity Issues/Clinical Psychology (84400)

2. Students must obtain and provide documentation of Professional Liability Insurance for Graduate Students in Psychology. Policy must be active for duration of the clinic externship. This may be purchased through APA as a student member at: http://www.apa.org/membership/. A copy of the certificate and subsequent renewals are submitted to Ms. Levy.

3. Provide documentation of the NYS Mandated Training Related to Child Protection and of HIPAA Training (completed as part of the Ethics/Legal Issues for Psychologists Course).

4. Students must be familiar with the Law, Rules, and Regulations of NYS Department of Education for licensure as a Psychologist in New York State. http://www.op.nysed.gov/prof/psych/psychlaw.htm

5. Students must set up or be enrolled in a clinical activity tracking program to track clinical hours accurately and efficiently. This, in preparation for their future APPIC application. Instructions for tracking hours are available on the program's one drive: Clinical@Queens>Documents>APPIC Hours

6. Students must participate in a QCPC orientation and review the QCPC Policy and Procedures Manual.

7. Students must review and sign an Externship Agreement and Training Plan. A written externship training plan is created for each student when they first enter the Clinic. This plan may be adjusted to reflect a current skill level under or above that of the modal student and/or to possibly accommodate a special interest relevant to their specific research work or career trajectory.

EXTERNSHIP ASSIGNMENTS

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

1. By design QCPC provides Clinical Psychology at Queens doctoral program students ("Externship Student" or "Extern"), with their first year + long pre-doctoral externship as required for their clinical training. Students register for courses # 70341 in spring of their second year and then 70343 and 70343 in the fall semester and 70344 and 70345 in their spring semester. The externship begins spring semester of their second year and runs through the summer and fall and spring semesters of their third year.
2. The externship consists of 16 hours per week of supervised clinical training with direct service (including intervention and assessment) to patients (individuals, couples, groups, agencies, etc.). Note that some of this work may be conducted “off-site” (e.g., report writing, background reading) and workload expectations are discussed with Clinic Director, during the initial individual meeting, during orientation, and included in the “Externship Contract.”

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

4. At QCPC trainees will participate in a broad range of clinical activities and receive intensive, individual, group, and peer supervision. Typically, students start in the spring semester of their second year in the program. The spring semester provides intensive orientation and preparation, including reviews of relevant literature regarding specific diagnostic categories, discussion of their assessment and treatment, and aspects of the therapeutic process are examined in depth to aid students in building therapeutic skills and integrating theoretical conceptualizations. Students begin with a limited caseload, that increases over the summer and by the fall semester, assuming satisfactory progress (including a Documentation Review and the Problem Checklist) they are assigned additional intervention cases, and begin assessment cases. In January, a documentation review and formal evaluation utilizing the Extern Competency Evaluation Form takes place. Students also co-lead a psychotherapy group. Students complete several assessment cases in the year; generally three with adult clients in the fall and two with specialized clients (pediatric, geriatric) in the spring. Students also learn to administer and interpret a broad range of assessment instruments (in concern with PSYC 76101, Neuropsychological Assessment), to provide feedback to patients, and to develop a written report of the assessment. Caseloads may be personalized for each student and may vary depending on the complexity and demands of the current caseload and the trainee’s level of comfort and competency etc. Students are formally and comprehensively evaluated on targeted competencies through the year and grades are also rendered to the department.

5. The basic goals delineated in the practicum training plan for all "externship students" include:
   a. Exposure to a diverse clinical population (in terms of developmental spectrum, gender, education, socio-economic status and cultural/ethnic diversity and diagnosis) in which relevant theoretical, empirical and clinical issues can be integrated within an evidence-based framework.
   b. Learn to:
      i. Build rapport with diverse populations (and significant collaterals)
      ii. Create collaborative evidence based treatments that carefully consider the needs, values, and preferences of individual patients
      iii. Conduct biopsychosocial evaluations (intake evaluations)
      iv. Conduct risk assessments and develop an understanding of clinical risk management
v. Develop a formulation and treatment plan
vi. Implement a treatment plan, with attention to the management of fidelity and flexibility
vii. Consult on the client's behalf, internally and externally (including interaction/consultation with parents, teachers, psychiatrists, internists, and other caretakers)
viii. Document a patient's care and progress
ix. Utilize outcome measures to track progress in treatment
x. Manage termination and closing a case
xi. Conduct a broad range of testing assessments, interpret results, document the findings in a report and provide constructive feedback to the client and others as appropriate.
c. Participation in formal case presentations, didactics and administrative meetings.
d. Development of a professional identity as a clinical psychologist working within a professional clinical setting. Professionalism, ethical decision-making, collegiality, interdisciplinary collaboration and mentorship are modeled and taught as an integral component of training
e. Familiarization with, and practice of, the various roles of a psychologist in a clinical setting, including that of clinician, administrator, consultant and supervisor. This includes program development and evaluation, community outreach, and vertical and horizontal peer supervision.

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

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

A comprehensive manual outlining the Queens College Psychological Center’s Policies and Procedures reviews all information relevant to externship training in depth.

ADVANCED CLINICAL EXTERNSHIPS

1. For the second placement of externship experience, students are encouraged (but not required) to apply to sites that provide training in Clinical Neuropsychology, where the primary goal of training will be for the student to develop competencies in the following areas: conducting a neuropsychological intake interview, devising and administering an
assessment battery addressing the referral question(s), report writing, developing recommendations and providing feedback to patients and family members, if applicable. These externships generally take place in the NYC area. Students have multiple program-approved sites to choose from with different training opportunities and are advised to carefully consider which sites would be the “best fit” for their training and career goals. Although students are encouraged to apply to primary neuropsychology sites (due to the program’s specific emphasis on neuropsychology), students may opt to apply to sites where the primary training is in psychotherapy.

2. Students should plan to submit competitive applications on or around January 15 (the exact date may vary slightly from year to year) for externships that begin in June or September of that same calendar year.

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

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

5. All students will be required to work at sites that are approved by the Clinical Committee. The supervisor must be a licensed, doctoral-level psychologist. Students will be provided with a list of approved externship sites. Any student wishing to attend a site that is not on the approved list must submit information about the site to the Externship Coordinator. This information will be reviewed by the Executive Committee to ensure that the site meets the rigorous training standards set by the program. If approved by the Executive Committee, Legal Counsel then determines whether an affiliation agreement can be put in place. Please allow a year for this process to be completed.

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

7. External externships (in the fourth year of the program and beyond) will take place in sites approved by the Executive Committee and may include training in either intervention or assessment techniques, depending on the student’s desire or need for additional training. No course credit is awarded for the completion of external externships. However, once evaluation and hours are submitted by the primary supervisor to the DCT, the information is kept in the student’s folder, and successful completion of the externship site will be noted on the student’s official transcript.

8. Students should complete and hand in to the Clinical Psychology at Queens Program Coordinator all externship paperwork (ECER, mypsychtrack summary, and excel printout of hours) and complete the online student’s evaluation form of the externship site. Information is due on December 1 and July 15, after all hours have been completed on June 30th. Students who do not hand in their paperwork and complete the online evaluation will not be allowed to register for the following semester or will have a hold placed on their registration.
**Externship Oversight/Evaluation**

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

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

3. In addition, at the end of each semester of training, externship supervisors will be asked to complete an online evaluation of the extern’s performance, the *Extern Competency Evaluation Record (ECER)*. Areas of evaluation are related to Clinical Psychology at Queens Program training objectives and include knowledge and application of diagnostic testing and therapeutic techniques, ethical behavior and appropriate interactions with clients/patients and professional staff. The supervisor reviews the student’s *Externship Hours Documentation* form and confirms the student’s hours. The entire evaluation is then reviewed with the extern before the supervisor submits their online survey.

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

Students are responsible for keeping track of all clinical, supervision and support hours. Each evaluation will require these hours be documented and signed by both the student and the supervisor; once signed, these hours may not be changed retrospectively. It is therefore incumbent on the student to accurately document hours. These hours will be entered into the internship application. An example of the *Externship Hours Documentation* form is on the next page. However, it should be noted that many students find using the app Time-2-Track indispensable for keeping accurate track of their hours, and Time-2-Track has the added benefit of allowing the student to download their hours tracked directly into their APPIC Internship application. Students have shared this feature is very helpful. Time-2-Track requires individual student purchase. It is advised that it will likely not be necessary during years 1 and 2, but will be very beneficial for students in year 3 and beyond. For students who do not purchase Time-2-Track, QCPC has an excel sheet created to help students keep track of their hours. Hours collected during clinical research may be accrued if the following criteria are met: 1) Research is consistent with the Clinical Psychology at Queens’s training goals, 2) Clinical research is supervised by a licensed psychologist, 3) Adequate competencies are demonstrated as noted by the supervisor, and 4) Approval by the Executive Committee prior the accrual of hours. A maximum of 80 hours of clinical research will be approved.
Externship Hours Documentation

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

**Intervention**

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

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

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

**Assessment**

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

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

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

**Supervision**

Hours of individual supervision received: _______
Hours of group supervision received: _______

**Support**

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

<table>
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<tr>
<th>Hours Summary</th>
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| Intervention hours (including face-to-face therapy, consultation, outreach, & peer supervision): _______
| Assessment Hours: _______
| Supervision Hours: _______
| Support & Didactic Hours: _______ |
**EXTERNSHIP GRADING**

Externships (70341-70345) are graded as Pass or Fail. External externships in years 4 and 5 are not graded, but student performance reviews must be above minimal standards (earning a Pass on the Extern Competency Evaluation Record (ECER)). The ECER is completed by the externship supervisor online at the end of each semester to generate a graded performance review. The ECER contains 50 items. It is divided into two main categories, I. Foundational Training and II. Primary Training Objectives, each with subcategories of areas of competency that the student is rated on. The questions are each graded on a scale of 1 = Not Satisfactory to 5 = Advanced/Outstanding. Student ratings are compared to what is expected at a similar level of training and experience. Some questions may not be applicable to particular sites and this can be noted. The areas covered include: I. Foundational Training Objectives (A. Knowledge of Strategies of Scholarly Inquiry, B. Individual and Cultural Diversity, C. Professionalism, D. Ethical and Legal, E. Reflective Practice/Self-Assessment/ Self-Care) and II. Primary Training Objectives (F. Psychodiagnostic Assessment and Diagnosis, G. Neuropsychological Assessment and Diagnosis, H. Clinical Interventions, I. Consultation, J. Supervision).

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

- **Minimum score** of 150 out of a total of 250 points possible (50 items). If questions are noted to be “not applicable,” this changes accordingly (e.g., 45 items yield a pass score of 135).
- **Critical items**: All “Ethical and Legal” items (n=4) AND “Individual and Cultural Diversity” items (n=2) must EACH receive a grade of “3” or greater.

If criteria **a. Minimum score** and/or **b. Critical Items** are not met, a “Pass” grade cannot be entered into the student’s record for 70341-70345. Rather, an “Incomplete” (INC) will be entered and an individualized Remediation Plan and Re-evaluation will be required. The Remediation Plan must be developed and signed off by the primary externship supervisor, the DCT and the student. The Re-evaluation will formally document the outcome of the Remediation Plan and must occur prior to resolving the grade change in the student’s record. The grade change will be entered into the student’s record by the DCT (or primary faculty or record) and the Program Coordinator. If the Remediation Plan is not complete by the last grade day of the following semester, the grade of Fail is entered into the student’s record.

If a student does not get a passing score on the ECER at an outside externship placement, then the DCT or Program Externship Coordinator, must meet with both the student and the externship supervisor independently to determine (a) what may have contributed to the low scores and (b) what specific areas may need additional remediation. If deemed necessary, the DCT, Externship Coordinator, and Chair of the program’s Clinical Committee will devise a Remediation Plan for the student to ensure the student develops necessary competencies before being permitted to apply to internship.
CLINICAL INTERNSHIP

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

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

In order to strengthen the application and facilitate the transition to professional life, it is strongly advised that a student's dissertation be complete or near completion before the start of the internship year. Students are encouraged to defend their dissertation prior to leaving for internship.

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

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

| By end of spring semester (June 30) | • Reach Level III  
  o All courses completed with no incompletes  
  o Completed Second Doctoral Exam (including revisions made and accepted to the written document)  
  o Submitted the *Dissertation Proposal Approval Form*  
  o Submitted the *Dissertation Topic and Committee Selection Form*  
  o Completed 20 Colloquium Credits  
  o Passed the Clinical Competency Examination  
  • Meet with Director of Clinical Training and discuss intent to apply to internship  
  • Attend internship information session, generally run by students from upper cohorts who have recently gone through the process |
|---|---|
| Summer | • Access application from APPIC site  
  • Write all essays  
  o Personal  
  o Orientation  
  o Diversity  
  o Research  
  • Document coursework, externship hours, and testing experience  
  • Update CV  
  • Review potential sites  
  • Determine if any sites request additional information  
  • Contact faculty/supervisors for letters of recommendation |
| Early fall, September | • Send essays to faculty members for feedback early September  
  • Request letters of recommendation early September  
  • Meet with Director of Clinical Training early September  
  o Work together to complete the Academic Program’s Verification of Internship Eligibility and Readiness Form  
  o Discuss sites of interest  
  o Discuss strengths that should be highlighted in letter  
  • Request official transcripts  
  • Choose sample report to submit and carefully de-identify it  
  • Work on cover letters  
  • Work on any extra information requested by select sites |
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<th>Mid fall, October</th>
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<tr>
<td>● Revise essays</td>
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<td>o Have faculty review again if possible</td>
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<tr>
<td>● Review and finalize documentation of coursework, externship hours and testing experience</td>
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<tr>
<td>● Decide final sites of interest</td>
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<tr>
<td>● Finalize essays</td>
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<tr>
<td>● Finalize cover letters</td>
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<tr>
<td>● Prepare all needed information for submission</td>
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<td>● Please note that any outstanding QCPC professional responsibilities/documentation must be completed by October 1st <em>(APPIC open date)</em>. Further all continuing documentation and off service responsibilities for ongoing cases must be completed, without exception, prior to June 30 (and before Internship starts). This stands as a measure of trainee’s professional responsibility and any breech would suggest need for counseling and remediation plan as determined by Clinical Committee.</td>
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<tr>
<th>Late fall, November</th>
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<tbody>
<tr>
<td>● SUBMIT APPLICATIONS</td>
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<tr>
<td>o Generally, deadlines are November 1 through December 15</td>
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<tr>
<td>● Register for Match by December 1</td>
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<tr>
<td>● Practice with mock interviews</td>
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<tr>
<th>December-January</th>
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<tr>
<td>● Interviews</td>
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<tr>
<th>February</th>
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<tbody>
<tr>
<td>● Rank order list due to DCT early February</td>
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<td>● Match day late February</td>
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<th>March</th>
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<td>● APPIC second round for students who did not match</td>
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After the applications have been submitted, students are encouraged to have “mock” interviews to help them prepare. Alumni are solicited to serve as “mock interviewers” allowing the students to practice with someone who they may not know.

Students are required to have malpractice insurance during the course of their internship year. This is the case even where there is institutional coverage of the student. A copy of the certificate must be submitted to the Program Coordinator, as should every subsequent renewal. Renewals should be accomplished in a timely manner such that there are not any lapses in coverage while a student is involved in any clinical activity.
Again, it is strongly advised that a student’s dissertation be complete or very near completion before the start of the internship year. Students are encouraged to defend their dissertation prior to leaving for internship.

In order for the internship to be entered into the official CUNY transcript, an official letter from the internship site, attesting to successful completion of hours required of the internship training, must be sent to the DCT, cc’ing the Clinical Psychology at Queens Program Coordinator as well as the APO for Academic Support and Student Progress in Psychology at the GC. The letter must be on the site’s letterhead, include the start and end dates of the internship and be signed by the Director of the Internship Program. This letter is also critical for the student’s future licensing. It is the student’s responsibility to provide this documentation and ensure the Clinical Psychology at Queens Program Coordinator has a copy for the student’s records.

**APPLYING FOR POST-DOCTORAL POSITIONS**

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

**LICENSING**

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

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

**LICENSING IN OTHER STATES**  Licensing board information for all 50 states and 10 Canadian provinces can be found at the website of the Association of State and Provincial Psychology Boards: http://www.asppb.net
PROGRAM POLICIES AND PROCEDURES

GENERAL POLICIES

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

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

REGISTRATION

Course listings: Current course listings and schedules for graduate courses can be found here: https://globalsearch.cuny.edu/CFGlobalSearchTool/search.jsp

New students: Registration information is sent from the Graduate Center to new students in late August. Incoming students are invited to a "One Stop Shop" at the Graduate Center (prior to or soon after the Queens College Orientation) where they obtain assistance registering for classes (they will receive an email from Queens College staff notifying them of which classes they must register). Then students will attend a Queens College new student Orientation wherein they obtain a Queens College ID, learn about program requirements, and can consult with program staff about any questions they may have. Note: Students are responsible for providing proof of immunization, financial data (international students), and other information required by the GC.

Current students: Registration for current students takes place in December/January for the spring semester and May/June for the fall semester. Students can contact the Program Coordinator for assistance with registration questions. All registration is done online via CUNYfirst. Holds on registration may occur if a student has more than two incomplete grades, has not paid past tuition, or in a variety of other situations. Students are notified of holds by the registrar. Students can get access to their transcripts through the GC Student Web: https://www.gc.cuny.edu/registrar/student-records#section-2269

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

**Incompletes:** The incomplete policy is described in the GC Governance, Policies, & Procedures section. To resolve incomplete grades, students must fulfill their obligations within one calendar year after completion of the course. 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. This policy went into effect fall of 2021 and does not apply to any INC grades from prior semesters (Spring 2021 or earlier) which will remain non-punitive.

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

**Change of grade guidelines:** In the middle of each semester, please check your transcript on CUNYfirst for any outstanding grades or incompletes. This is to ensure that any outstanding grade changes will process in a timely fashion in order to avoid Status Progress Report holds on your record, which could prevent you from registering for the next semester. Should you need a grade changed, email the Instructor on Record (The instructor listed on the CUNYfirst at the time of registration) with a cc. to the Clinical Psychology at Queens College Program Coordinator. Please be sure to include all course information such as semester, course number and course title in your email. Please be aware that just because you hand in paperwork to your instructor or the program administrator, it does not automatically mean the Grade will be changed; you must always communicate to the instructor that they must submit a Change of Grade. Please have the Instructor contact the Program Coordinator for a Change of Grade form.

(Note: If the Grade that has to be changed is over a year old, the Instructor will also have to provide a special letter on letterhead stating: (1) the reason for the change; and (2) the reason why the grade change was not submitted sooner. This letter will be sent to the Graduate Center along with the Change of Grade form, for the VP of Student Affairs to review. Change of Grades can take up to four weeks to post on a transcript. It may take even longer if it arrives during Intersession, the summer, over a holiday period or if the grade change is over a year old. If you would like to know the status of a grade change, we ask that you please check your transcript on the CUNYfirst periodically. If after four weeks you still do not see that the grade change has posted, email the Program Coordinator with a cc to the Instructor, so they may follow up on it with the Graduate Center.

**PROGRAM RESIDENCY AND TRANSFER CREDITS**

Students in the PhD Program in Clinical Psychology at Queens College must complete a minimum of 91 credits plus a one-year full-time internship. When deemed appropriate, based upon a review of the course curricula and requirements, students are allowed to transfer-in a maximum of 30 credits from another graduate program (please note specific criteria of eligibility below), although it is rare that more than two or three courses are eligible for transfer. Thus, all
students take a minimum of 60 credits at CUNY. Residency for the typical student who enters the Program with a Bachelor's Degree is six to seven years, with five to six years of full-time coursework, externship training and research, and one year of internship. Students are referred to the Clinical Psychology at Queens "Blue Sheet" that shows the program requirements and sequence.

The decision as to how many graduate credits may be transferred from coursework completed prior to admission to the Program is made by the DCT, in consultation with the program’s instructor(s) for the equivalent course(s), subject to approval by The Graduate Center. The policy governing this decision is that, in general, courses taken elsewhere in APA specified Discipline-Specific Knowledge, with a grade of B- or better, that are judged to be equivalent in content and quality to specific courses offered in the Program are given credit, and the student is not permitted to take these specific courses for credit at CUNY. For courses taken at other institutions, a maximum of 30 credits can be transferred although it is uncommon to transfer more than 12 credits. Credits transferred from Queens College will not count against the 30 credits that can be transferred in from other institutions as long as they were recently taken doctoral level courses that are equivalent to program requirements and grades of B or higher were earned.

Students are not allowed to transfer credits for Clinical Psychology at Queens College courses in APA specified Profession-Wide Competencies. These include: 75500 (Psychopathology), 85501 & 82908 (Systems of Psychotherapy I & II), 76601 & 76701 (Psychodiagnostics I & II), 85400 (Diversity Issues in Clinical Psychology), 77100 (Ethics and Legal Issues in Psychology), 83908 (Advanced Seminar in Psychotherapy), 85408 (Supervision and Consultation) and 70341-70345 (Clinical Externships I - V – first year of clinical externship). It is critical for students to be trained according to the Clinical Psychology at Queens College program model and training philosophy, and consistent with the Standards of the APA, and thus taking these courses with the program will ensure oversight of the quality of training.

Students applying for transfer credit should bear in mind that the DCT, in consultation with the instructor of the comparable class and after review of the syllabus, judges the merit of the courses taken previously, and whether it is in the student's best interest to transfer a particular number of credits. Several factors should be considered when making application for transfer credits. On the one hand, the more credits accumulated, the fewer the courses needed to be taken and the quicker Level II or III (with lower fee schedules) will be reached. On the other hand, the more credits entered with, the sooner the First Doctoral Examination must be taken. Thus, if previous courses were not preparatory for the First Doctoral Examination, it may not be advantageous to transfer all of these credits.

To transfer credits, students may obtain an Advanced Standing Transfer Credit Form from the Forms and Procedures Page on the Graduate Center website, however, all incoming first year students are provided the Transfer Credit Form during Orientation before the start of the Fall Semester of their first year. The form must be completed and, along with the appropriate documentation, submitted it to the Program Coordinator who will process the form. Heed the following:
1. A catalog description and/or the course syllabus is required for courses taken at a university other than CUNY.

2. If a course description is not available, the student must provide a list of texts and/or readings used, plus any papers, etc. that may indicate the course content.

3. If the transcript in a student’s admissions application is not complete, the student must provide the DCT, Program Coordinator and the Registrar’s office at the Graduate Center with a new, complete, transcript showing grades for all courses the student wishes to transfer.

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

CONSORTIUM REGISTRATION

Students are eligible via the Interuniversity Doctoral Consortium to take classes at associated institutions (these include: Columbia University (including Teachers College), Fordham University, New School University, New York University, Princeton University, Rutgers–New Brunswick (State University of New Jersey), and Stony Brook (State University of New York)). Prior to registering, the course syllabus must be sent to the DCT for approval. A maximum of 2 courses (6 credits) can be taken via the consortium.

Students cannot take Clinical Psychology at Queens core courses at these associated institutions. The Clinical Psychology at Queens core courses include: 75500 (Psychopathology I), 85501 & 82908 (Systems of Psychotherapy I & II), 76601 & 76701 (Psychodiagostics I & II), 85400 (Diversity Issues in Clinical Psychology), 84400 (Professional Issues in Psychology), 77100 (Ethics), 76101 (Neuropsychological Assessment), 81703 (Survey of Clinical Psychotherapy) and 70341, 70342, 70343 (Clinical Externships I,II,III – first year of clinical externship).

GRADING SYSTEM

The Graduate Center at CUNY has a traditional grading system in place, noted below. However, for students in the Clinical Psychology at Queens College program, we have set our minimum level of achievement in any required course to be B- as a means to ensure students develop necessary competencies with performance in the good to excellent range. Should a student receive a grade below B- in any required course, one of three possible courses of action will be taken. If the grade is below C- and thus below passing limits for the CUNY GC, the student must re-take the course for a grade, until they receive a passing grade. If the grade is below the program’s minimal level of achievement of B- but within the GC’s passing range (C- or above), the student will either: (1) be required to retake the course until a grade of B- or above is earned or (2) the DCT and course instructor will meet with the student and write up a clear remediation plan outlining specifically what steps the student must make to ensure minimum level of achievement.
CUNY Grading System

- A (plus or minus) — Excellent
- B (plus or minus) — Good
- C (plus or minus) — Fair (lowest passing mark)
- SP — Satisfactory Progress (for dissertation supervision)
- NRP — No Record of Progress. The grade may be assigned by dissertation supervisors only to students in 90000 courses (Dissertation Supervision) if the student has done little or no work on the dissertation over the course of the semester.
- W — Withdrew without academic penalty. This is a student-initiated grade, which may be requested from the fourth through the tenth week of the semester. Under no circumstances can a student withdraw and receive a "W" grade after the tenth week of the semester without the written permission of the course instructor and the Executive Officer, and the approval of the Vice President for Student Affairs at the Graduate Center. This grade carries tuition liability.
- WA — Administrative withdrawal. This grade, which does not affect the grade point average, is administratively assigned.
- WU - Unofficial withdrawal grade. The WU is defined as a grade which is to be assigned to students who participated in an academically related activity at least once and 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. This is no longer considered a failing grade and is no longer calculated into the grade point average.
- F — Failure.
- P — Pass. Each program is authorized to use the grade of "P" for such courses and under such conditions as the Executive Committee of the program deems appropriate.
- INC — Incomplete. To be assigned only when student work has not been turned in by the end of the semester and the instructor agrees to permit the student to complete the work at a later date. The "INC" must be changed to a letter grade within the following calendar year, or will be turned into an FIN (F from Incomplete) grades in student records.
- ABS — Absent from Final Examination. To be assigned only in those courses in which there is a final examination. The "ABS" grade is to be used when a student has completed all requirements for the course except the final examination. The "ABS" may be changed to a letter grade within the following calendar year, after which time the "ABS" is automatically changed to "ABP" (Permanent Absent).

ACADEMIC HONESTY Students in the PhD Program in Clinical Psychology at Queens College are expected to hold themselves to the highest standards of ethical behavior in all aspects of their academic and professional, as well as personal, lives. They are required to comply with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (http://www.apa.org/ethics/) as well as the CUNY Policy on Academic Integrity: https://www2.cuny.edu/wp-content/uploads/sites/4/page-
Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-alteration or falsification of academic records; and academic misconduct.

Attention is called to the following particular situations:

Unintentional plagiarism: Intention is not a necessary element of plagiarism. If a student knows where the information was found, or knows that they should know where the information was found, then the source must be cited. Failure to appropriately cite a source, even if due to carelessness or ignorance, is still considered plagiarism. Furthermore, it should be pointed out, publication of plagiarized material is illegal.

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

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

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

Citations from secondary sources: The list of references associated with any paper, be it a published article or a term paper, may include only material which the writer of the paper has actually read. Thus, if a student has read in an article about something that was said or done by another author, it is the article that the student read (secondary source) that must be referenced, but the original (primary) source must be identified in the text of the paper, with a citation to the secondary source (Publication Manual of the APA, 7th Ed., Washington, D.C.: APA, 2020, p. 178).

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

Misrepresentation of research: Research reports, published or otherwise, must not misrepresent in any way the work that was actually done.
GRADUATE CENTER TIME LIMITS FOR COMPLETION OF ALL REQUIREMENTS

Students must complete all requirements for the Ph.D. within 9 years of entering the program. Students with 30 or more transfer credits must complete all requirements within 8 years of entering the program. The desired sequence of completion of requirements is listed on the Clinical Psychology at Queens “Blue Sheet.” The GC has specific time limits for completion of requirements (students will not be permitted to continue in the program should they fail to meet these time limits).

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

The Master’s Thesis must be completed with a grade submitted for 80200 by the end of the 6th semester (spring of third year).

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

The Dissertation Approval Form, the Dissertation Topic and Committee Selection Form and the Advancement to Candidacy for the Doctoral Degree form must be filed before student can advance to Tuition Level III.

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

Please note that examinations may not be taken during the months of July or August. In addition, students should be aware that faculty members are not obligated to read or provide comments on the Master’s Thesis, Second Doctoral Examination, Clinical Competency Exam paperwork, or dissertation papers during the months of July or August.

RETENTION As a program, we are proactive in our efforts to retain students. The DCT and faculty mentors are accessible to students, providing guidance and supervision to ensure timely completion of the degree. Encouraging interaction and involvement in the program is a supportive means of retention. Many students have the opportunity to interact with faculty members through service on various Clinical Psychology at Queens Program committees. Additionally, there are numerous occasions throughout the academic year intended to foster a sense of community among Clinical Psychology at Queens Program members and provide the opportunity for students and faculty members to interact, including Town Halls, the Monday professional series, Neuropsychology Research Day, Colloquia, and Departmental picnics and parties. For students who may be struggling with completing requirements, individualized adjustments to their schedules and/or supportive remediation plans may be put in place.

STUDENT PROGRESS/EVALUATION Students’ progress is monitored closely throughout their enrollment in the program. Once per year, students and their respective faculty research mentor
complete an information form that details their progress. The full faculty meets to review the progress of each student in the program; student and mentor evaluations are reviewed, as is progress completing program milestones, and professional development. Each student then meets individually with the DCT at the end of the spring semester. The DCT reviews the student’s progress, upcoming milestones, and any concerns that there may be. The clinical committee determines which students are ready to apply for Internship in the upcoming fall semester. Issues of professionalism, retention and termination are discussed at this time. Any problems that arise at this meeting (or at other times during the year) are referred to the mentor, or the DCT, as appropriate. After the annual evaluation meeting, students are given feedback. This feedback includes suggested efforts to remedy any problems that have been identified. Students are also provided with written feedback regarding any corrective actions taken and the degree to which such actions have proved successful. It is important to note that these yearly evaluation letters form the basis for the DCT’s letter of internship readiness. Professional issues such as but not limited to lateness of assignments, significant delays in research related work or assignments, unresponsiveness to faculty requests, and unprofessional handling of the faculty-student relationship that remain a problem will likely be included in the DCT’s letter of internship readiness. In addition to feedback from the DCT after the annual evaluation meeting, a notice is sent to student (and DCT) from the Graduate Center registrar if the student is out of compliance with the program (e.g., GPA below 3.0, failure to meet a doctoral program deadline).

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

STUDENT APPEALS Students may appeal any decision regarding academic status, such as course or examination grades, as well as other grievances, to the DCT within 30 days of the student’s notification of the decision in question. If a resolution of the situation, satisfactory to the student and the DCT, is not reached, the DCT will bring the appeal to the Executive committee within a further 30 days, (or 60 days during the summer months). Students always have the right to present their appeals or grievances directly to the Executive Committee. Students may appeal any decision regarding academic status to the Program Executive Committee. Such appeals should be made in writing to the DCT. Students have the right to appear before the committee. They may request that student members of the committee be present during their appearance. However, student members cannot be present while the faculty discusses the appeal in executive session.
If an appeal is not granted, the student retains the option of appealing to the Psychology Council and/or GC Provost's Office. Appeal policies of the Graduate Center can be found in the GC Handbook.

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

Although research demands will vary across time, the program recommends that students plan, on average, to commit between 8 and 16 hours a week to their research. Faculty advisors are expected to ensure students are not asked to spend more than 16 hours a week in the lab and have transparent conversations with students at the outset of each year re: expectations for potential weekend and evening work.

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

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

LEAVE OF ABSENCE Students in good standing may apply for up to four semesters of leave. For more information about leaves of absence or parental leave, please visit the GC website: https://www.gc.cuny.edu/psychology/forms-and-procedures/leaves-absence-and-parental-leave
Each leave request should be made in writing to the Executive Committee prior to the semester or academic year during which the leave will be taken. If the student has a GC fellowship, the student can stop the clock for one year and not lose their fellowship. An online writeable version of the leave of absence form can be found on the department website: http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures.

If approved by the Executive Committee, requests for leave will be forwarded to the Office of the Registrar. The leave must then be cleared by the Offices of Financial Aid and International Students (if applicable), the Coordinator of Residence Life (if applicable), and the Mina Rees Library, the Bursar, and the Business Office. Leaves of absence “stop the clock”, that is they are not counted toward the time limit for completion of degree requirements. Any student subject to induction or recall into military service should consult the veterans’ certifying officer before applying for an official leave. Any international student with F-1 (student) or J-1 (exchange visitor) status should consult the Office of International Students before applying for a leave. A slight readmission fee will be assessed upon the student’s return. During the period of the leave, no changes in academic status, including such matters as the scheduling and taking of qualifying exams, application for en-route degrees, and advancement to candidacy, may be effected.

A student who does not register and has not been granted a leave of absence is considered to be out of the program. Students in this situation must formally apply to the Executive Committee for readmission into the PhD Program in Clinical Psychology at Queens College. At the time of application, the Executive Committee may impose requirements on re-admittance such as requiring the student to complete outstanding coursework and/or program requirements. Upon satisfactory completion of the specified requirements the student may be allowed to rejoin the program at the discretion of the Executive Committee. Students taking unauthorized time off may be given lower priority to be placed for externships.

**GRIEVANCE POLICY** When feasible, a grievance resolution attempt should always be made between the parties. Students are encouraged to raise concerns, issues, or disagreements directly and candidly with the involved party and attempt to move toward a mutually acceptable resolution. However, if the resolution is not satisfactory or the circumstances warrant program level attention, then individual or groups of students have multiple means to express grievances at the program level. (1) They may report to their student/peer representative. (2) They may share their concerns with the DCT (3) They may meet with a core faculty member. (4) They may submit an anonymous form to the virtual suggestion box monitored by the Program Coordinator. In all of these cases, the student(s) concerns will be discussed at a designated program Executive Committee meeting, where a consensus decision on how to proceed will be determined and documented (as detailed below). If the student(s) speak to their peer representative, a faculty member, or the DCT, the person who shared the student’s grievance at the Executive Committee meeting will: a) report back to the student who initiated the grievance, b) share the decisions of the committee on how the committee will proceed, and c) provide contact information of the Ombuds Officer at the Graduate Center, should the student(s) wish to pursue further or different action.
Students are encouraged to try and resolve complaints informally via the above stated procedures, and/or by working with the Ombuds Officer at the Graduate Center. Students may also consult with the Chief Student Affairs Officer at the Graduate Center for information about the applicable procedure the student should follow for specific complaints. For more detailed information about filing a formal complaint, students are referred to the CUNY manual of general policy. Procedures may differ depending on the specific nature of the grievance.

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

If students wish to file a formal complaint with the program, they may complete a grievance form available from the Program Coordinator, faculty member or student representative. A copy is posted on the next page. Once the student completes the form, it is filed by the Program Coordinator (or if preferred, by a core faculty member). The Executive Committee will meet (in absence of anyone named in the grievance) and discuss the contents of the grievance as well as strategies to best address it. The student who filed the grievance will be informed both in person and in writing of what the Executive Committee’s decision and course of action will be.

For our program, Clinical Psychology at Queens College, all documentation related to a grievance is maintained by the Program Coordinator. Should the Program Coordinator be the subject of the grievance, the file will be stored by the DCT in a separate location and the alleged individual will not be permitted access to that specific file. If the grievance is initiated by a student who has self-identified, a memo is placed in the student’s file that states the identifier for the grievance with no additional information. All grievances are reviewed at the next Executive Meeting. In cases where the grievance is deemed serious or may be putting someone at risk, a special meeting would be called. The Program Coordinator enters all de-identified grievance records into a database. Analysis and review of the database at the designated semester-end meetings will allow for tracking trends, noting and addressing of emerging issues before they become systemic problems, and allows for the ongoing and timely follow up of corrective actions and their outcomes. Each corrective action will have a description of the plan, a timeframe, identification of the person(s) responsible to implement such and an outcome assessment.

The program considers quality improvement an ongoing process, and is always looking to identify areas where to develop and enhance our program and our student’s, staff’s and faculty’s experience in the program.
CLINICAL PSYCHOLOGY AT QUEENS COLLEGE GRIEVANCE FORM

Name of person filing grievance:

Date of completion of form:

Details of Events Leading to Grievance:

(Use more pages as necessary. Response to any item listed is optional)

- Please describe the grievance(s).
- Please identify individuals who were involved and if there were any witnesses.
- Please provide date(s) when grievance(s) occurred.
- Please note what policies, procedures and/or guidelines you believe have been violated.

Please offer suggestions of how you would like this grievance handled:

(Use additional pages, if needed)

Thank you. Your grievance will be discussed by the Clinical at Queens Executive Committee to determine how best to handle. The Committee will not include any individuals named in the grievance in the discussion. You will be informed of the committee's decision and any actions that may be taken. This form will be filed separately and securely by the Program Coordinator and will be documented as an "official grievance." Please be aware that you may also discuss your grievance with the Umbuds, the Executive Officer of Psychology or the Vice President of Student Affairs at the Graduate Center.
OMBUDS OFFICER  An Ombuds Officer is available at the Graduate Center for confidential discussions with students who have unresolved problems with any aspect of the program. Information about the Ombuds Office can be found at https://www.gc.cuny.edu/ombuds-office. The Ombuds Office is located in room 3311 in the Graduate Center and may be contacted via email at ombuds@gc.cuny.edu or by phone at (212) 817-7191.

The Ombuds Office at the GC provides a neutral, impartial person to speak with confidentially about problems related to work and study in the program. The Ombuds Officer is an advocate for fairness whose job is to listen, to provide information, to suggest options, and to clarify institutional procedures for dispute resolution. The Ombuds Officer does not normally arbitrate or engage in any formal investigative proceedings but, with permission of the complainant, may make appropriate inquiries and attempt to assist in resolving problem situations.

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

POLICY ON EQUAL OPPORTUNITY AND NON-DISCRIMINATION The Clinical Psychology at Queens College program adheres to the policies of the university regarding equal opportunity and non-discrimination. The following is from the CUNY Student Policies and Procedures guidelines:

CUNY is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to the mission of the University. It is the policy of the University to recruit, employ, retain, promote, and provide benefits to employees and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex, sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, pregnancy, or status as a victim of domestic violence/stalking/sex offenses, or any other legally prohibited basis in accordance with federal, state and city laws. It is also the University’s Policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, or employees who are victims of domestic violence/stalking/sex offenses. This Policy also prohibits retaliation for reporting or opposing discrimination, or cooperating with an investigation of a discrimination complaint.
As a public university system, CUNY adheres to federal, state and city laws and regulations regarding non-discrimination and affirmative action. Should any federal, state or city law or regulation be adopted that prohibits discrimination based on grounds or characteristics not included in this Policy, discrimination on those additional bases will also be prohibited by this Policy.

Prohibited Conduct Defined

- **Discrimination** is treating an individual differently or less favorably because of his or her protected characteristics—such as race, color, religion, gender, national origin, or any of the other bases prohibited by this Policy.

- **Harassment** is unwelcome conduct based on a protected characteristic that has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment. Such conduct can be verbal, written, visual, or physical.

- **Retaliation** is adverse treatment of an individual because they made a discrimination complaint, opposed discrimination, or cooperated with an investigation of a discrimination complaint.

**POLICY AGAINST SEXUAL HARASSMENT** The Clinical Psychology at Queens College program adheres to the policies of the university regarding policy against sexual harassment. The following is from the CUNY Student Policies and Procedures guidelines:

Sexual harassment, a form of sex discrimination, is illegal under federal, state, and city laws, and will not be tolerated within the University. Members of the University community who believe they have been sexually harassed are strongly encouraged to report the allegations as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult to investigate the allegations.

Sexual Harassment Defined

Sexual harassment consists of unwelcome sexual advances or requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic standing;

- submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or

- such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment.
Sexual harassment can occur between individuals of different sexes or of the same sex. Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, or tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (such as a student sexually harassing a faculty member).

**SOCIAL MEDIA POLICY** Applicants to the program, as well as current students, are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. It is important to remember that all content contributed on online platforms becomes immediately searchable and may be immediately shared. This content may leave the contributing individual’s control forever and may be traced back to the individual even after long periods of time have passed.

**REASONABLE RIGHT TO PRIVACY** Principle E of the Ethical Code for Psychologists (2002) states in part that: Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision-making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups.

Consistent with this, faculty members are respectful of individuals’ reasonable right to privacy, even on a medium as inherently public as the Internet. It is the responsibility of applicants and current students, however, to decide what information about themselves they want shared with the general public. Program faculty will therefore not circumvent established privacy settings in an attempt to “dig” for information that individuals are making a reasonable attempt to keep private.

**STUDENT ELECTIONS** Each year, students elect representatives to Clinical Psychology at Queens College Program Executive Committee and Graduate Center organizations for the following academic year. Two students are elected annually to serve on the Clinical Psychology at Queens College Executive Committee. Students are also elected to the Doctoral Students Council and the Psychology Council at the GC.

In addition, all students are invited to serve on the program’s DEI Committee and volunteer to serve on the Neuropsychology Research Day Committee.
TUITION AND FINANCIAL ASSISTANCE

For calculation of tuition rates, students are classified according to level of doctoral work. Tuition rate will also vary according to whether or not the student is a New York State resident.

TUITION LEVELS

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

FINANCIAL ASSISTANCE – GENERAL INFORMATION

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

There are two institutional sources of financial assistance: the Graduate Center and Queens College. Each year the Graduate Center allocates a certain amount of money to each Program. There are multiple sources of financial assistance available. Many graduate students teach as adjunct instructors. Federally subsidized loans, the Federal Work-Study program, or employment provided through faculty grants or research opportunities at other institutions are also available. Students can be supported for conference registration and travel costs can be made available. Please visit the CUNY website for further information: https://www.gc.cuny.edu/fellowships-and-financial-aid. All students receive some financial assistance from the Graduate Center including either tuition remission or a Graduate Center Fellowship (GCF).

Another source of institutional funding is for teaching at Queens College. Many undergraduate courses are taught by doctoral students based at Queens College. Students may be hired on Graduate Assistant (teaching) lines or on Adjunct Instructor lines. Students who wish to teach at Queens College must successfully complete the Psychology Department's Teaching Apprenticeship Program. In addition to a salary ($71.59/hour) students in years 1-6 of the program will receive in-state tuition waivers and eligibility to enroll in low cost student health insurance during the terms that they teach (https://www.gc.cuny.edu/student-affairs/student-health-insurance-nyship).

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

Students are encouraged to seek out other sources of financial support. Information on external support resources can be found at the GC website, https://www.gc.cuny.edu/fellowships-and-

FINANCIAL ASSISTANCE FOR CURRENTLY ENROLLED STUDENTS
(For the most updated financial information please check on the Graduate Center website or with QC Psychology Department)

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

Graduate Assistants (Teaching) - Students are also eligible for Graduate Assistantships A, B and D which are generally awarded by Queens College (or another CUNY college if the student works with a research mentor there). GAA appointments may be either teaching or non-teaching fellowships that average 14-hours a week and are normally 12-month appointments. GAB appointments are similar, but for 7.5 hours a week for an annual appointment. GAD appointments are for an average of 3.3 hours a week. Please refer to departmental sources to find the most up-to-date salary rates.

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

Adjunct Teaching - provided by Queens College, administered by the Psychology Department. Adjuncts are hired as employees of Queens College through funds allocated to the Psychology Department. Payment depends on the number of hours teaching. In recent years the beginning salary has been $71.79 per hour. In addition to the salary, student-adjuncts are eligible for tuition remission at the in-state level and student-health insurance for the terms they are teaching.

FINANCIAL ASSISTANCE FOR NEW STUDENTS (GC FUNDS)
Graduate Center Fellowships:
The Graduate Center Fellowships provide students with tuition and $26,128 each year for the first five years of study. The fellowship consists of a $24,128 stipend in the Fall and Spring semesters, a $2,000 summer research stipend, a graduate assistantship, a tuition award, and eligibility for low-cost individual or family NYSHIP health insurance. The service assignments associated with the Graduate Center Fellowship are intended to develop scholarly and professional skills. In the first year, Graduate Center Fellows serve as research assistants or in other assignments determined by his or her doctoral program. In the second, third, and fourth years, fellows teach one course each semester at a CUNY undergraduate college. In the fifth year, Graduate Center Fellows serve as Writing Across the Curriculum (WAC) Fellows, or in a similar assignment, at a CUNY Counseling Center at a CUNY college.
Tuition Remission Fellowships:
These Fellowships provide students with tuition and health insurance.

ADDITIONAL FORMS OF ASSISTANCE

Information about Federal Work-Study awards, government loans, New York State Tuition Assistance Program, and other fellowships can be found at the Graduate Center financial aid website: https://www.gc.cuny.edu/fellowships-and-financial-aid/applying-federal-aid. Specific information about minority fellowships and other opportunities can be found here: http://www.gc.cuny.edu/eod.

All current and newly admitted students need to file their FAFSA online at www.studentaid.gov [studentaid.gov] using their most recent 1040 tax return before April 30 (the priority deadline), our school code is 004765. Make sure to answer “yes” to question #31 indicating that you are interested in work-study. Students must be enrolled for six or more non-audit class credits at all times during the Fall and Spring semesters to be eligibility to receive Federal Student Aid funding (is for US Citizens and US Permanent Residents, only).

After the student’s FAFSA is processed by the federal government, students should contact Anne Johnson (AJohnson@gc.cuny.edu) by sending her a direct email with the Subject Line “FWS Request (note year)”. The requests for FWS funding will be processed in the order they are received. The FWS priority deadline is April 30.

The packaging process for Federal Work Study Program is manual and each student’s name will be added to the list of students to be processed. After your request is reviewed, processed, students will receive an email if not eligible or an award notification form the CUNYfirst system.

Packaging will begin late May through the summer. All FWS Placement/Assignments will be handled remotely (no in person placement/assignments).

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

TEACHING and the TEACHING APPRENTICESHIP PROGRAM
All Clinical Psychology at Queens PhD students must complete the Teaching Apprenticeship Program (TAP) during the fall semester of their first year in order to teach in the Psychology Department at Queens College, regardless of their type of fellowship award.

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

Compensation for those not awarded a teaching fellowship who teach as adjunct lecturers begins at a rate of $71.59 per contact hour. Total compensation can be calculated by multiplying the total number of contact hours by the above figure. If a graduate student teaches six or more contact hours in a given semester, they are eligible to receive an additional 15 hours of adjunct pay to cover out-of-class contacts, make-up exams and office hours. Additionally, the preceding requires the adjunct to hold a scheduled weekly, in-person office hour.

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

Initial assignments are made by the Department’s Deputy Chair, Director of Instruction after review of student’s preferences, which are typically solicited mid-semester. Students should consult with their primary mentors before accepting a teaching assignment to ensure that the content and schedule are aligned with program demands and student’s experience. Assignments often include teaching the lecture or lab sections of a Psychological Statistics course but may include Introductory Psychology, Developmental Psychology and Experimental Psychology. Experienced graduate student teachers have taught many upper level didactic courses as well as laboratory courses including Advanced Experimental Psychology courses in the areas of Learning, Applied Behavior Analysis, Cognition, and Sensation and Perception. Teaching demands are significant, and students are encouraged to seek support from their mentor and peers, especially during the first year of teaching.

Graduate students in the Teaching Apprenticeship Program are required to attend the TAP seminar course, which is a non-credit course. The seminar is given annually in the fall, and occasionally in the spring on an as needed basis (dependent upon whether demand exceeds Fall enrollment limits).

This seminar meets for one, 2-hour meeting each week for a minimum of 8 weeks (and may meet an additional week dependent on enrollment). During the Fall semester, the seminar begins in mid-September and ends in mid- to late November.

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

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

Students must **successfully complete all components** of the TAP program in order to be placed on the list of approved Queens College instructors for the subsequent academic semesters. This approved teaching list is maintained by the QC Psychology Deputy Chair/Director of Instruction. It is recommended that students discuss course options and choices with their primary mentors to ensure the best fit. Should problems or difficulties arise, students are encouraged to respond proactively and reach out for guidance and support from the class’s “Class Coordinator” (if they have one), the Department’s Deputy Chair, Director of Instruction, their mentor or the Queens College Center for Teaching and Learning.

**STUDENT RESOURCES**

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

**Parking**

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

**Housing**

The Graduate Center operates a dorm for graduate student housing located at 165 East 118th Street in Manhattan. For further information: https://gc.cuny.edu/Prospective-Current-Students/Student-Life/Housing

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

Most students live in rental apartments in Queens, Brooklyn, the Bronx, and nearby Nassau County. Rental apartments range from about $1500-2500 for one-bedrooms. Queens College maintains a listing of local rentals in the office of Student Organizations, Room 319 of the Student Union. This office is open from 9-9 Monday through Thursday and 9-5 Friday all year. Students who are relocating to the New York area should contact current students for information about neighborhoods, types of housing, and possible leads for rental opportunities.

**Libraries and on-line resources**
Doctoral students have access to the entire CUNY library system. Electronic journals are available both through Queens College's Rosenthal Library [http://qcpages.qc.edu/Library/4T] and the Graduate Center's Mina Rees Library [http://library.gc.cuny.edu/]

The Queens College library subscribes to hard copies of many journals relevant to Clinical Psychology and Neuropsychology; the electronic access is also quite extensive. Any computer on the Queens campus has access to the electronic journals, which may also be accessed from home by following these procedures: Make sure your Office of Converging Technologies (OCT) account is activated. Students can activate their accounts online. Faculty should use their QC account. After your account is activated: Go to the Library home page [http://library.qc.cuny.edu/]. Click “Off Campus Access” and follow the procedures to setup a proxy server.

Access to the Graduate Center online resources including the Mina Rees Library can be obtained via logging into the Citrix system at https://www.cuny.edu/about/administration/offices/cis/virtual-desktop/

**Lounges**

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

**Subject pool**

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

**Grants office and institutional review board**

All research done by doctoral students must receive approval from the CUNY-wide Institutional Review Board (IRB). The Queens College Office of Research and Sponsored Programs (aka Grants Office) (https://www.qc.cuny.edu/academics/rasp/) is responsible for all grants and contracts submitted by Queens College faculty or students.

**Office of Educational Opportunity and Diversity Programs** [http://www.gc.cuny.edu/eod]

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

**Office of International Students** [http://www.gc.cuny.edu/Prospective-Current-Students/Prospective-Students/International-Students]

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

**Students with Disabilities**

The 504 / ADA Coordinator for persons with disabilities is Mr. Matthew G. Schoengood, Vice President for Student Affairs, Room 7301; Telephone: 1-212-817-7400, Email address: mschoengood@gc.cuny.edu. The Vice President for Student Affairs also serves as the chair of the 504 / ADA Committee for Persons with Disabilities. It is the policy of the Graduate Center to provide auxiliary aids and services and to make appropriate academic accommodations needed by students with disabilities. A few examples of such possible academic accommodations are extended or divided time for taking an examination, as might be required for a student who has a learning disability or for whom physical stamina is reduced due to medical concerns; use of a computer or other auxiliary aid during an examination; taping of classes.

Students who have questions about Graduate Center facilities, auxiliary aids and services, or any Graduate Center academic matters, or who wish to discuss present or possible future accommodation needs or problems should consult with Ms. Clare Wilson, Manager of Student Disability Services at the Graduate Center at cwilson1@gc.cuny.edu. In addition, they may contact Ms. Elise M. Perram, Director of Student Affairs EPerram@gc.cuny.edu, or the Matthew Schoengood, Vice President for Student Affairs. Discussions and information regarding a student's disability will be kept confidential unless a student requests otherwise. Appropriate documentation to obtain accommodations is required to be provided to the Vice President for Student Affairs. Students are encouraged to contact the Office of Student Affairs to discuss present and future needs to facilitate effective planning.

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

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

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

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

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

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

988 Suicide & Crisis Lifeline
If you or someone you know needs support now, call or text 988 or chat 988Lifeline.org to connect with a trained crisis counselor who can help. Simply calling or texting 988 or typing 988Lifeline.org will connect you to compassionate care & support for mental health-related distress.

Professional Development/Written communication
The GC offers free non-credit professional development seminars each semester for graduate students (https://careerplan.commons.gc.cuny.edu/). Topics include: preparation for an academic career and teaching strategies.

Both the GC and Queens College have resources available for doctoral students who need assistance with the writing process. Each semester, the GC offers two non-credit, full-term courses entitled Effective Academic Writing, one section for native English speakers and one section for non-native English speakers. At Queens College, the Writing Across the Curriculum Program has graduate writing fellows who offer office hours (both drop-in and by appointment) during which they will assist doctoral students with papers and other projects.
FACULTY RESEARCH INTERESTS

Full-time faculty members in the PhD Program in Clinical Psychology at Queens College include Core Faculty (>50% time commitment to the Program) and Associated Faculty (<50% time commitment to the Program). For a list of Core and Associated Clinical Faculty members please go to the Graduate Center website at https://www.gc.cuny.edu/psychology/training-areas/clinical-psychology-queens-college