

Introduction, Mission, and Background

The purpose of this handbook is to serve as a reference guide for students in the Clinical Psychology Training Program at John Jay College (herein after referred to as the “Program”) physically located at John Jay College and administered within Doctoral Program in Psychology of The City University of New York (CUNY).

In addition to this handbook, students are expected to read and be familiar with the following:

1. The Graduate Center’s Student Handbook, available at http://www.gc.cuny.edu/current_students/handbook/
2. The APA Ethical Principles of Psychologists and Code of Conduct, available at <http://www.apa.org/ethics/code2002.html>

Mission Statement

The mission of the Clinical Psychology Training Program is to train ethical scientist-practitioners of clinical psychology. The Program prepares students to become scholars, practitioners, and leaders in the academy and clinical settings. The Program also provides students with the education and training to provide professional psychological services to and within the criminal and civil justice systems. Thus, students are prepared to contribute to both the practice and science of clinical and forensic psychology by providing empirically validated treatments, assessment and consultative services as well as through their research endeavors.

Program Overview

The Program was designed to: (1) provide the basic education required to function as a professional psychologist; (2) fulfill the New York State requirements for licensure; and (3) meet the standards established for programs accredited by the American Psychological Association (APA).

The Program was designed to be completed in five to six years, although students who enter with a Master’s degree may be able to complete all of the requirements in less time. All requirements *must* be met within eight years of matriculation. Students entering with 30 transfer credits must complete all requirements within seven years of entering the program, however as noted below in section on transfer credits, it is highly unusual to have more than 12 credits transferred into the program. It is very important that students remain mindful of these time limits as they plan their courses, research, and clinical training schedules.

The program accepts students with aspirations and goals consistent with the Program Mission. Thus students may seek to become academics, researchers in a variety of non-academic settings, or practitioners in a variety of settings. Students consult frequently with their mentors and the Director of Clinical Training (DCT) to tailor course selections (given

limited degrees of freedom), practicum experiences, and research opportunities towards their specific goals. The faculty construe the field of psychology and law quite broadly, and the expectation is that graduates of the program may have quite distinct areas of emphasis within the broader field of psychology, and especially forensic psychology.

Accreditation Status

At present, the Program is NOT accredited; as of the Spring of 2012, the Program is in the process of applying for accreditation as a Doctoral Program in Clinical Psychology. Up-to-date information on the accreditation status of the Program can be found on the APA Office of Program Consultation & Accreditation website at <http://www.apa.org/ed/accreditation>. More detailed information will be provided during regularly scheduled Program Accreditation Update Meetings.

Organizational Structure

The Program is supported collaboratively by The City University of New York (CUNY) Graduate Center and John Jay College. The degree conferred upon graduation is granted by the Graduate Center at CUNY. The Program is administered by a Director of Clinical Training (DCT), Michele Galietta, who reports to the Executive Officer of Psychology at the GC, Maureen O'Conner, as well as to the Provost of John Jay College, Jane Bowers. The DCT is responsible for Program development and evaluation, course planning and staffing, managing the budget and all endowments for the program, maintaining relationships and quality of practicum placements, and, most importantly, for admitting high quality candidates and for ensuring and monitoring student progress in collaboration with the Core Clinical Faculty.

Under the direction of the DCT, the Office is staffed by an Administrative Director, Shari Rodriguez, and Administrative Assistants who report to Ms. Rodriguez. Together they are responsible for maintaining all forms, papers, student records, and files and transmitting required documents to the Graduate Center.

General Program and Curriculum Requirements

The following are the formal requirements of the Clinical Psychology Training Program.

Curriculum

The curriculum prepares students broadly/generally in clinical psychology and additionally includes emphasis in psychology and the law. The curriculum emphasizes: general clinical assessment, general clinical intervention, and evidence-based practice, within a scientist-practitioner framework wherein both research and practice are emphasized. In addition to general psychological training and specialization in clinical psychology, as students advance, training also includes a specific focus on psychology as applied to the law and legal settings.

The curriculum is designed to be sequential and graded in complexity (i.e., covering more general and foundational bases before moving to more specialized materials/competencies). The curriculum works in consort with practicum placements to provide students a combination of didactic and practical experiences designed to ensure competencies in a

variety of domains. The curriculum includes a set of general core requirements and a set of requirements for the forensic concentration. There are several streams or progressions of courses designed to scaffold learning. These are keyed to our training goals and objectives and are described below.

Core Sequence

A series of course requirements designed to train students broadly and generally in the field of psychology, as well as to meet licensure requirements, is spaced throughout the curriculum. Courses are offered such a way as to provide preparation for later courses. Thus, students are required to take Psychopathology in their first semester in order to prepare them for the Assessment and Therapy course sequences. Similarly, Ethical and Legal Issues in Psychology and Diversity should be taken as soon as possible, to prepare students for placements as well as for comprehensive examinations. The requirements in the core sequence include the following:

- 1) Psychopathology (75500)
- 2) Advanced Physiological Psychology (71000)*
- 3) Ethical & Legal Issues in Psychology (83600)**
- 4) Developmental Psychology (72000)
- 5) Personality and Individual Differences (74003)
- 6) Diversity (84400)
- 7) Cognitive & Affective Aspects of Behavior (71103)
- 8) History of Psychology (70000)
- 9) Social Psychology (74600)
- 10) Psychometric Methods (76000)

*Students are also required to attend a two-day, non-credit bearing course on Psychopharmacology, which is offered annually.

**It is important to note that while enrolled in Ethics, students must also complete online the New York State mandated *Child Abuse and Neglect Reporting Course*, to be discussed in class, as part of this course requirement

Research Skills

The faculty strongly believes that developing proficiency in the area of research design and execution is essential. These skills build the foundation necessary for students to become leaders in scholarship, and also provide skills necessary for competent clinical practice (Presidential Task Force on Evidence-Based Practice, 2006.)

The following courses, in combination with carefully designed research requirements (see Research Requirements section, p. 10) are designed to develop proficiency in the area of research. Note that Statistics I and Research Methods and Design I are taken concurrently in the first semester; Similarly, Statistics II and Research Design II are taken concurrently in the second semester. This creates a synergy that enriches learning in both areas. Students must receive a grade of B or better in both Statistics courses in order to fulfill the research requirement. At this time students will also be working on their first formal research requirement (the “First Doc”).

The first Doctoral Exam is designed to get students involved in the process of research early. The main objective of the First Doctoral Exam is for the student to demonstrate a depth of knowledge in the field of psychology and to demonstrate an ability to conduct scientific

research. An additional objective of the First Doctoral Exam is the development of scholarly written and oral presentation skills. Students may choose one of three ways to meet this requirement (original empirical research project, oral defense of an empirical M.A. thesis completed at another institution, or a critical literature review of publishable quality.)

Students must enroll in one advanced statistics elective and may choose from a number of rotating elective courses offered John Jay, at the GC, or at one of the schools participating in the Intra-University Consortium (IUDC). These include Hierarchical Linear Modeling (EPSY84200), Qualitative Methods (PSYC74800), or Categorical Data Analysis (EPSY83500)

Students must also meet requirements for the Second Doctoral Exam (Second Doc) which involve the completion of a literature review that synthesizes areas of psychology in a new way. This project often serves as the inspiration for the student's dissertation. Students must defend their paper to a committee of faculty who may ask students questions about the relationship of their topic to virtually any area in the field of psychology. This serves dual purposes of ensuring student knowledge and competence in assessing research literature in the field and ensuring that students have breadth of knowledge, as well as depth.

Finally, students enroll in Clinical Research Practicum I, and Clinical Research Practicum II while working on their dissertation proposal and project. These courses provide credit for the work of student dissertations. Together, they provide structured, supervised time between mentor and student to foster timely completion of dissertation projects.

The courses in the research sequence are:

- 1) Statistical Methods in Psychology I (70500)
- 2) Research Methods & Design I (70310)*
- 3) Statistical Methods in Psychology II (70600)
- 4) Research Methods & Design II (70320)
- 5) Psychometric Methods (76000)
- 6) Advanced Statistics Elective (course number depends on course selected)
- 7) Clinical Research Practicum I (70330)
- 8) Clinical Research Practicum II (80103)

*All students are required to complete CITI Research Training online as part of this course.

Assessment

The progression of courses that follows has been designed to ensure competence in clinical assessment.

In the first year, students enroll in Assessment I and Assessment II, both taught by Dr. Ali Khadivi, Director of one of our preferred practicum sites. Dr. Khadivi teaches didactically, as well as practically (i.e., observing students administer tests in class). This two-course sequence culminates with students testing actual clients at the Bronx-Lebanon Hospital site supervised by Dr. Khadivi. It should be noted that the Rorschach is not part of our formal curriculum. It is covered briefly in Assessment II. Each summer, a two-day, non-credit

bearing Rorschach Workshop is sponsored by the Program and offered to students free of charge. Students often find this course helpful in preparing them for their first practicum placement.

Following Assessment I and II, students enroll in Psychometric Methods, where they are required to evaluate specific properties of assessment instruments (e.g., reliability, validity, specificity.)

The last course in this sequence, Forensic Interviewing and Evaluation, covers specialized assessment instruments useful in forensic settings (e.g., tests for competence, malingering, etc.)

- 1) Assessment I: Intellectual & Cognitive Functioning (82700)
- 2) Assessment II: Personality Functioning (82800)
- 3) Psychometric Methods (76000)
- 4) Forensic Interviewing & Evaluation (83300)

Psychotherapy

A strong belief shared by the faculty is that broad-based general clinical training should precede specific forensic specialization courses. Additionally, in order to maximize learning in practicum experiences, it is important for students to begin clinical training early, in their first year. Therefore, students enroll in Therapeutic Interventions in Clinical Psychology I in spring of their first year; this course covers basics of various psychotherapeutic approaches, and efficacy and effectiveness data supporting those approaches. In this course, students learn treatment outcome design and methodologies in order to be able to assess various therapeutic approaches. Also, students participate in the “First Year Clinical Experience,” a term used to refer to the collective structured activities typically biweekly on Fridays to prepare students for work with clinical populations. These experiences include attendance at lectures and seminars, as well as role-plays of assessments and therapeutic techniques with professional actors.

In fall of year two, students enroll in Therapeutic Interventions in Clinical Psychology II. This is a pragmatic course, primarily CBT-focused, where students learn case conceptualization and basic therapy technique (e.g., rapport building, structuring therapy sessions). In this course, students also practice techniques commonly found in evidence-based treatments (e.g., motivational strategies, cognitive restructuring, formal and informal exposure, skills training, contingency management). During this time, students are also enrolled in their first practicum placement, and enroll in Clinical Practicum I, a course that involves secondary supervision of their clinical work by John Jay Faculty. The course is taken by all students in the cohort (typically 6), and is designed to maximize the synthesis between course materials and experiential learning.

The third course in the intervention sequence is the Advanced Therapy Elective I. This requirement may be fulfilled by taking any one of a number of rotating electives, each of which covers a particular therapeutic intervention in depth. Examples include Dialectical Behavior Therapy and Exposure Therapy for Anxiety and Trauma. The faculty believes that

in order to develop competence in evidence-based interventions, learning must go significantly beyond survey-type courses. The goal of this third therapy requirement is for students to learn and practice an Empirically Supported Treatment to the level of basic competence and to be familiar with and aspire to the level of adherence in the treatment. The fourth course in the sequence addresses interventions for a specific population or problem (often, but not always common in forensic settings). Examples of these courses, also offered on a rotating basis include Evidence-Based Treatment of Adults with Severe Mental Illness, Evidence-Based Treatment of Children and Adolescents, Evidence-Based Treatments for Substance Abuse. While the last two courses are taken, students are placed in their second, and often third, practicum placements, and are enrolled in Clinical Practicum II. The course entails supervision of cases by John Jay core faculty with expertise relevant to their placement, typically done in pairs or groups of three.

The courses in this sequence are as follows:

- 1)Therapeutic Interventions in Clinical Psychology I
- 2)Clinical Practicum I
- 3)Therapeutic Interventions in Clinical Psychology II
- 4)Clinical Practicum II
- 5)Advanced Therapy Elective I
- 6)Advanced Therapy Elective II

Forensic Concentration Requirements

When students have developed a sound understanding of the field of psychology, as well as basic competencies in clinical psychology, they begin coursework emphasizing psychology and law. Introduction to Forensic Psychology is taken first as this course provides the framework for all other forensic concentration courses. Students take one advanced practicum placement that addresses forensic issues or takes place in a forensic setting. Students must take the following courses in order to fulfill the forensic concentration requirements:

- 1) Introduction to Forensic Psychology (80600)
- 2) Forensic Interviewing and Evaluation
- 3) Experimental Psychology and the Law
- 4) Forensic Elective (e.g., 80103 Neuroscience & the Law, Children & the Law, Gender & the Law)*

*Note that the Law School at Fordham University and the Psychology Department of Fordham University offer a co-listed course sequence each year, Civil Psychology and the Law in Fall, and Criminal Psychology and the Law in Spring, that students are eligible to take through the IUDC (see pp. ##). These courses are co-taught by a Law Professor and Psychology Professor, and include both law students and psychology students. Either of these courses fulfills the requirement for the forensic elective course.

Teaching

A goal of the Program is for students to develop competence in the teaching of psychology. The only formal course requirement for this sequence is the Teaching of Teaching Course (a non-credit bearing, required course) in the Spring of their first year. In this course, students learn the basic elements of successful teaching including classroom management, dealing with problem behaviors in class, motivating unmotivated learners, creating meaningful

assignments, using writing in the curriculum. The course is taught by multiple faculty who have been recognized for teaching excellence. The course culminates in students developing their own syllabus.

Following completion of the Teaching course, students are required to serve in various teaching assignments. These assignments are usually related to the requirements of their funding: students are first assigned as Teaching Assistant for an experienced instructor. Students then progress to serving as Recitation Leader, teaching recitation sections of larger courses taught by senior faculty.

Finally, students may have the opportunity to teach their own courses. Students work with their mentors and the DCT to develop teaching portfolios consistent with their long-term goals. Because of the collaborative relationship between the doctoral program and the John Jay College Psychology Department, students are matched with courses consistent with their training goals. Students in third year and beyond may, with the approval of the DCT, teach one course per semester as a paid Adjunct Lecturer in order to build their teaching portfolios. Students must be maintaining satisfactory progress in all areas in order to take advantage of this opportunity. If students elect to go off of their original University Funding Package, they are still required to teach at least one course before graduating.

Supervision and Consultation

A further goal of the Program is to prepare students for roles as supervisors and consultants. During the course of the Program, students undertake a progression of clinical experiences related to supervision as well as a formal course in supervision.

In their first year, students sit in on supervision of cases by core clinical faculty.

During the second, third, and fourth years, students are assigned to practicum placements. In their second year, students participate in a group supervision course with their entire cohort.

In the third year and beyond, students meet with core clinical faculty either one-on-one or in small groups (no more than three students per group) and receive secondary supervision on their practicum placement cases.

Simultaneously, in spring of their third year, students participate in the Supervision and Consultation Seminar, a rigorous, non-credit-bearing seminar and provide supervision to first students in earlier cohorts. The purpose of this course is to teach appropriate theory, technique, and ethical issues related to conducting supervision and consulting in various types of agencies/settings.

Clinical Psychology Training Program Model Curriculum

The following is a typical sequence of study:

	Fall Semester	Spring Semester
Year 1	Statistical Methods in Psychology I (70500) Research Methods & Design I (70310) Psychopathology ¹ (75500) Assessment I – Intellectual & Cognitive Functioning (82700)	Statistical Methods in Psychology II (70600) Research Methods & Design II (70320) Therapeutic Interventions in Clinical Psychology I (83900) Assessment II – Personality Functioning (82800)
Year 2	Clinical Practicum I (84100) Therapeutic Interventions in Clinical Psychology II (80103) Introduction to Forensic Psychology (80600) Advanced Physiological Psychology ¹ (71000)*	Clinical Practicum I (84100) Ethical & Legal Issues in Psychology ¹ (83600) Advanced Therapy Elective I (e.g., 80103 DBT) Ethnic, Cultural, Gender & Diversity Issues ¹ (84400)
Year 3	Clinical Practicum II (84200) Forensic Interviewing & Evaluation (83300) Personality and Individual Differences ¹ (74003) Experimental Psychology & Law (80900)	Clinical Practicum II (84200) Developmental Psychology ¹ (72000) Cognitive & Affective Aspects of Behavior ¹ (71103) Psychometric Methods ¹ (76000)
Year 4	Research Practicum (70330) Forensic Elective (e.g., 80103 Neuroscience & the Law) History of Psychology ¹ (70000) Advanced Statistics Elective (e.g., 80103 SEM)	Research Practicum (70330) Social Psychology ¹ (74600) Advanced Therapy Elective II: Forensic Populations (e.g., 80103 Evidenced Based Treatment of Adults with Severe Mental Illness) Elective (From JJAY, GC or IUDC-must be approved by DCT)
Year 5	Clinical Internship	

¹ Core content area course. All five must be taken.

*Psychopharmacology (80103) is an intensive two-day course offered yearly. It is required and may be taken any time after successful completion of Advanced Physiological Psychology.

** Some core content and elective courses are offered on a three-year rotational basis, and thus after Fall Year 2, a student's schedule may not be identical to this model. Students may plan their sequence of study by referencing the course rotation schedule, available in the program office

Transfer Credits

Students who have taken courses beyond the undergraduate level at an accredited institution other than CUNY may request to have these credits transferred, for a total of no more than 30 credits. The criterion used for accepting such credits toward Program requirements is that the course content must replicate Program courses. The transfer of credits will be considered on an individual basis by examining in detail the course syllabi and other materials for each course for which a transfer of credits is being requested. It is the determination of DCT whether courses are eligible for transfer. The only courses which are eligible for transfer are those in which students have received a grade of B or higher. Note that it is highly unusual to have more than 12 credits accepted for transfer into the program.

Enrolling in Courses at Other Universities: The IUDC

The Graduate Center is a member of the Inter-university Doctoral Consortium (IUDC), which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences of the following institutions: Columbia University (including Teachers College), Fordham University, New School University, New York University (including Steinhardt School of Education), Princeton University, Rutgers-New Brunswick (State University of New Jersey), and Stony Brook (State University of New York). The general terms for participating in the interuniversity cross-registration project are as follows:

- (1) A student must be matriculated full- or part-time in a doctoral (not master's) program at one of the participating institutions.
- (2) A student must have completed at least two semesters of graduate study at the home institution and, as a Graduate Center student, be between the second and sixth year of enrollment.
- (3) The courses available for cross-registration should not normally be available at the home institution.
- (4) Participation in cross-registration is subject to approval by the deans of the home and host institutions.

Taking courses through the IUDC or through the Master's program at John Jay College requires permission from the DCT and requires that the student coordinate with a variety of offices (including the Offices of the Registrar at both John Jay College and the Graduate Center).

Please note that only courses taken at universities in the consortium and during the school year are covered under students' financial aid awards. In other words, students who elect to take courses during the summer or at institutions outside of the consortium are responsible for paying their own tuition (i.e., tuition for summer courses is not covered by students' financial aid awards nor in exchange for students provision of teaching services to John Jay College). Information about the Inter-University Consortium is available on the Graduate Center website: www.gc.cuny.edu/Academics-Research/Degree-Programs/Doctoral-

Research Requirements

Learning to conduct research in psychology is a crucial component in the education of students in the Program. Research competence is achieved through a variety of means and students are expected to avail themselves of the opportunities the Program offers to acquire the knowledge and skills required for such competence. Although the focus of the research requirement is the First Doctoral Exam and Dissertation Research, students should be aware that there are a multitude of other ways in which the Program strives to educate students in this area including conferences, brown bag seminars, colloquia, and open First Doctoral Exam presentations and dissertation defenses. Students are encouraged to attend these in order to broaden their base of knowledge.

The Program requires every doctoral student to demonstrate competence in research. The curriculum provides courses that include the technical research skills necessary to become independent investigators (see Progression I: Research described above). Please also see sections on First Doc and Dissertation in Appendices 1 & 4 for detailed information about these two required research projects.

First Year Clinical Experience

In order to prepare students for externships that are taken in year 2 and beyond, first-year students enroll in a non-credit seminar in the spring semester called the “First Year Clinical Experience.” This bi-weekly Seminar is designed to be a pragmatic compliment to the first year Psychopathology and Therapeutic Interventions in Clinical Psychology I courses. The Seminar will include a combination of didactic lectures, videos, work behind a two-way mirror, and visits to psychiatric facilities and outpatient treatment centers. Topics covered include case conceptualization and presentations, mental status examinations, documentation and APA record-keeping guidelines, the supervision process, safety procedures for civil and forensic settings, and basic ethical principles and guidelines. Students are required to conduct a clinical interview with a professional actor playing the role of a patient. The actors are instructed to respond in character based upon the student’s behavior. In addition, students will visit one or more of the hospitals with which the Program is affiliated (Bellevue, Rockland Psychiatric Center, St. Luke’s Roosevelt) to observe treatment and tour facilities.

Clinical Practicum

Practicum placements provide students with practical experience and prepare them for their internship. Students are required to procure practicum placements during their second, third, and/or fourth years. Students may also wish to obtain externship experiences during summers.

In order to apply externship hours towards the internship application process, the DCT must approve the externship placement and a supervisor’s evaluation must be placed in the student’s file.

Each fall, the DCT holds a meeting to update students on new placement sites, as well as to discuss current application procedures. All students planning to apply for practicum placement are required to attend the meeting or, in unusual cases, make alternate arrangements to meet with the DCT. A database of sites is maintained in the Program Office that includes student ratings of their experiences at various sites. Students are required to prepare a list of sites to which they plan to apply and submit it to the DCT by January 30th. Students then meet individually with the DCT to discuss their proposed sites and their fit with the individualized training goals of the student. The student must have the approval of the DCT to apply to and accept a placement. This ensures that students' training and supervision are of high quality and that, as a Program, we continue to maintain strong, collaborative relationships with competitive, high quality placement sites.

Practicum placements in New York City are competitive, and there are uniform dates for applying, interviewing, and accepting placements. These change each year and will be sent by the DCT to all students.

It is recommended that students apply to approximately ten placement sites. Most sites require letters of recommendation from the student's advisor, the DCT, or a clinical professor. Additionally, many sites require a letter of readiness from the DCT. After meeting with the DCT, it is the student's responsibility to provide a complete list of sites to which you will be applying, along with contact information for the Director, and all application requirements to the Program Office and the DCT well in advance of the date that the letters are needed (two to three weeks is customary).

Students may not apply for placements prior to January 15, but are encouraged to apply as soon after that date as possible.

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

One way to evaluate practicum placements is to determine the extent to which they contribute positively to experiences considered on the APPIC internship application form. One should discuss placements in light of the quality, quantity, and modalities of supervision, the number of actual face-to-face clinical hours afforded by the placement, and the fit with the student's long term career goals (e.g., will provide experience helpful to obtain the type of internship one is seeking.)

Students must register for a Clinical Practicum course (I or II) each semester that they are attending an externship placement. As part of the practicum course, all students on their first

placement (second year of the program) enroll in the Clinical Practicum I course. This course involves weekly discussions and didactic materials with your entire cohort designed to enhance your first placement experience. Students in their second placement and beyond, register for the Clinical Practicum II Course. This course involves meeting in small groups (no more than three) with a core faculty member, ideally with specialized expertise relevant to your placement. All of your direct supervision, and official responsibility for cases is provided by onsite by supervisors at your externship site. However, all cases are double supervised by the core Program faculty in order to ensure that placements are of a high quality, and in order to maximize student learning, particularly around best practices and cutting edge therapeutic techniques. Please note that registration in these courses is the manner in which we insure you. Students may not do clinical work of any sort without the approval of the DCT. All students are also required to maintain APAIT insurance (available at www.apait.org) for a nominal fee. This covers any approved work you do outside of externship course (e.g., summer placements).

To receive a grade of Pass (P) in Clinical Practicum during each semester in which students are registered for externship they must:

- 1) Submit data to the Practicum Instructor relevant to the APPIC Application for Psychology Internship at www.appic.org regarding documentation of the clinical training received.
- 2) Have the placement supervisor submit the Clinical Evaluation Form (JJSI) available in the Program office and emailed to students at the end of each term.
- 3) Receive a passing evaluation from the externship supervisor and their onsite faculty supervisor for that placement. Students who do not pass an externship placement will be expected to successfully complete an additional externship that includes the particular competencies found to be deficient. This placement would be determined in close collaboration with the DCT and would be monitored as part of a formal remediation plan. Students receiving questionable to poor evaluations from more than one placement, or students who fail to respond successfully to a remediation plan, may be terminated from the program.

Internships

The final clinical requirement is the completion of a one-year internship. In order to apply for internship, students must successfully defend their dissertation proposals by October 1 of the year they plan to apply. Detailed information on available internships and application materials is available from the Association of Psychology Postdoctoral and Internship Centers (APPIC) Uniform Application (www.appic.org). The following details are specific to and required of Program students:

1. Prior to applying to internship sites, Students must schedule an appointment with the DCT, and have available a summary of their accrued hours in various categories. Together, the entire portfolio of experiences will be examined, and the DCT will make a recommendation about whether the student is “ready to apply.” It is the position of the program that many factors enter into decisions about when to apply.

Students are funded for five full years, and to date, we have been able to fund all students while they are on internship in their sixth year. For some students, it may be advisable to apply and complete dissertation in their fifth year, (often with a small placement to build additional training experience). While the DCT will make a recommendation, it is up to the student to determine if they will apply. However, it should be noted that students who have elected to apply against DCT recommendations have not always fared well in MATCH.

2. Program students must submit a list of internship sites to which they anticipate applying to the DCT. The fee structure for applications is such that students are charged more as the number of sites applied to increases. (Recent classes have been applying to 20 to 25 internship placements with at least one site located across a river and/or a state boundary due to the increasing competitive nature of the internship application process.) The DCT will review this list and may suggest alterations.
3. Because of our accreditation status at this time, many sites will not consider applications from our students. Students are advised to take this under consideration in determining their list of potential sites.
4. In December, the faculty host a “mock interview” day where we role-play interview questions, including some of the strangest we were asked when we applied. Students are advised to dress as they would for interviews and to take this experience seriously. Faculty will provide students feedback on their answers and demeanor, and will answer any questions you might have about interviewing.
5. Throughout the process, mentors and the DCT are available to students to discuss their individual training goals, how sites fit with these goals, strategies for MATCH given your own strengths and weaknesses, to provide feedback on essays, and to discuss pragmatic issues (e.g., travel, managing practicum absences, etc.) Please avail yourselves of this assistance.
6. Because of the current MATCH imbalance, and our current accreditation status, this is an anxiety provoking process. Our students have generally done very well in the MATCH. It is recommended that students avoid posting or lurking on internship application-related social networking sites. This is both a means to avoid unnecessarily increasing anxiety, and maintaining appropriate professionalism. Please also practice good self-care (e.g., diet, exercise) during this stressful and lengthy process.

Students must obtain the Association of Psychology Postdoctoral and Internship Centers (APPIC) Uniform Application from their web page at www.appic.org and complete it online. For information on obtaining a New York State license in psychology, please see Appendix 5.

Other Academic Requirements

First Doctoral Examination

The Clinical Psychology Training Program requires independent scholarly work in the form of a First Doctoral Examination. The main objective of the First Doctoral Exam is for the student to demonstrate a depth of knowledge in the field of psychology and to demonstrate an ability to conduct scientific research. An additional objective of the First Doctoral Exam is the development of scholarly written and oral presentation skills. Please see Appendix 1 (p. 31) for the procedures for completing the First Doctoral Examination.

Second Doctoral Examination

The purpose of the Second Doctoral Examination is to evaluate the student's overall knowledge in Psychology and to evaluate the student's in-depth knowledge about a specific topic area in Psychology. The focus of this examination will be to determine the student's understanding of relevant basic psychological theories, law, methodology, ethical issues, diversity issues, and research in the chosen topic area. The topic area selected by the student will be the likely topic of the student's dissertation research, but it can be on any topic of the student's choosing. Please see Appendix 2 (p. 33) for the procedures for completing the Second Doctoral Examination.

Comprehensive Doctoral Exam

The Comprehensive Doctoral Examination serves two purposes. Its first function is educational. It defines in a general sense what the faculty believes well-educated doctoral students in psychology should know in psychological and related literatures upon completing their doctoral training. The reading list for the examination provides a highly selected fraction of the classic and current literatures on important topics, as well as scientific articles in current forensic and applied psychology journals. Preparation for the examination is designed to ensure exposure to and knowledge of this literature whether or not the same material is encountered in specific courses or seminars.

The second function of the Comprehensive Doctoral Examination is to assess student competence in acquiring, integrating and thinking creatively in respect to knowledge of research and scholarly literatures. This Examination ensures the demonstration of competence in psychological theory, research methods, ethics, and psychological practice, in accordance with state license regulations and/or other formal standards for psychological practice. Please see Appendix 3 (p. 35) for the procedures for completing the Comprehensive Doctoral Examination.

The Dissertation

The Doctoral Dissertation is the culmination of the student's research training in psychology. The scope of the research is more ambitious than that in the First Doctoral Examination research project, yet it should not be of such scope as to be incapable of completion in a reasonable period of time, and, in any case, within the eight year limit set by the Graduate Center for the completion of doctoral training. Students should realistically plan for completion long before the deadline is reached. The expectation is that the idea for the research and its plan will be developed by the student, in consultation with the student's

faculty advisor. Students may, but are not required to, use the research topic from their Second Doctoral Exam as a basis for the dissertation. All dissertations must be based on original research, and must clearly demonstrate the candidate's ability to work at the frontiers of the field. Please see Appendix 4 (p. 36) for the procedures for completing the Dissertation.

Evaluation Procedures

A student's progress towards his or her degree is evaluated according to two sets of criteria, academic and professional performance. Professional performance includes supervisor and faculty assessments of clinical competency, as well as professional demeanor and behavior that is observed in the Program, at placements, and at professional conferences. Students must demonstrate competence in both of these overlapping domains.

The full faculty of the Program evaluates student status and progress at the end of the spring semester of each year. In addition, first-year students are evaluated by the faculty at the conclusion of both fall and spring semesters. The purposes of these evaluations are (1) to ensure that students maintain a satisfactory level of performance and (2) that they are working toward fulfilling the requirements of the Program in a timely manner.

All students are required to complete a Student Activity Report (SAR) at the end each term, which requests information about the student's research, clinical, teaching, curricula, service, and professional progress towards graduation made during the current year. The SAR must be approved by the student's faculty advisor; and both the SAR and the student's current curriculum vitae should be provided to the student's advisor prior to the faculty evaluation meeting. The SAR is also reviewed by the DCT each semester, so that if a remediation plan is required the student will have adequate time to complete the plan before their next full faculty review to improve any deficiencies noted.

Following the student evaluation meeting, a letter discussing the faculty's findings regarding each student's progress is prepared by the DCT. The letter is sent to each student and placed in the student's file. All faculty advisors are expected to meet with their students to discuss the letter and talk about any problem areas. Students who are not performing satisfactorily will be so informed in writing and, if appropriate, placed on probationary status. In these cases, efforts will be made to determine the nature of the problem and to help the student improve in any deficient area. Students in these circumstances who do not improve, however, may be asked to withdraw from the program. In such cases, students may appeal the decision (as detailed above in the section entitled *Grievances and Appeals Procedures*). If there is evidence that fair procedures were not followed, further appeals can be made to the Executive Officer of Psychology.

Professional Development

The Program seeks to facilitate students' professional development. In accordance with this goal, students are provided many opportunities to participate in professional organizations, seminars and colloquia, and research collaborations at local, regional, national, and international levels. Students maintain student-affiliate memberships in professional organizations such as the American Psychological Association, the American Psychology-

Law Society, and the Association for Psychological Science. The newsletters, newspapers, and journals offered by these organizations, often at reduced rates to student members, afford students the opportunity to remain abreast of current professional issues and research in the field of psychology. All students are encouraged and expected to attend and present research and educationally-related talks at the national conferences of these organizations.

Although all students are expected to present frequently at national and international conferences, they are required to present at a minimum of one such conference in order to meet the requirements for successful completion of their studies.

Professional Affiliations

Students are encouraged to join one or more professional associations and to consider attending their annual meetings. These organizations typically offer substantial discounts for student affiliates and one of the benefits of membership is receiving research journals. Some of the associations with which the Faculty is affiliated include the American Psychological Association (<https://www.apa.org>), Association for Psychological Science (<http://www.psychologicalscience.org>), and the American Psychology-Law Society (<http://www.ap-ls.org>). Students are required to join at least one professional organization.

Student Presentations and Publications

The faculty encourages students to present their research at professional meetings and recognizes that scholarly presentations by our students reflect very well upon our Program. Students are expected to consult with their advisor prior to submitting an abstract for review by professional organizations and prior to making a presentation. Such consultation is also expected prior to submitting a manuscript for consideration for publication in a journal. Arrangements for joint authorship among faculty and students are matters for those parties involved to decide in accordance with APA ethical guidelines on this issue. However, even in cases where students are the sole authors of a presentation or publication, consultation with their advisor or DCT is required if they plan to present themselves as being affiliated with our Program.

While the review of proposals for presentations and manuscripts for publication typically is done blind, students should identify themselves in cover letters as having affiliations with John Jay College and The City University of New York as either graduate students or doctoral candidates (when they have advanced to candidacy). The official designation of our institution is: John Jay College of Criminal Justice at The City University of New York.

It is important for students and their advisors to view progress in the Program as the consequence of a series of decisions that take into account Program requirements as well as the students' individual goals and research interests. Students should meet regularly with their advisor(s) to discuss coursework, progress in the Program, professional development, and any difficulties that may be encountered. Future plans should be reformulated to take into account changes in student objectives and any possible changes in Program requirements and practices. For questions regarding the Program, curriculum, practica, research, or internship, the student's advisor(s) and/or the DCT should be consulted.

Policies and Procedures

Program Procedures and Resources

Orientation

In the week prior to the start of the fall semester, an orientation meeting is held at John Jay College for new students. At this meeting, the faculty and students are introduced to each other, the Program and its requirements are discussed, and general housekeeping procedures are explained. Additionally, the Graduate Center holds an orientation for all incoming doctoral students. This all-day event is usually held during the week before classes start.

Graduate Center Student Handbook

Students are advised to consult the Graduate Center Student Handbook, which is published each year by the Graduate Center. It contains the academic calendar, tuition and fee schedules, information on the offices of CUNY, including the financial aid office, and a great deal more that is of vital importance to students.

The handbook is available at http://www.gc.cuny.edu/current_students/handbook/.

Mentoring, Faculty Advising, and Course Planning

Each student is required to have a faculty advisor for the duration of his/her course of study. In ongoing consultation with the student, the advisor reviews program requirements and deadlines, advises students on courses taken each semester, reviews student progress, approves registration and other forms and requests, and reviews the semi-annual faculty reviews of student progress. In addition, the student will be incorporated into the advisor's research lab or another faculty member's lab (with the agreement of the advisor).

The Program Admissions Committee carefully matches each incoming student with a faculty advisor. Attempts are made to assign students to advisors who share similar research interests. During the first year, the primary advisor will be responsible for completing paperwork and evaluations on behalf of the student and ensuring that the student is properly registered for classes and to facilitate progress towards completion of the first doctoral examination. We do not maintain a strict Match Model. Students are free to work with more than one faculty member, so long as they are making satisfactory progress. Students may also switch advisors, however, students are encouraged to do so after completion of the First Doc, except in unusual circumstances.

If a student is experiencing problems with his or her faculty advisor at any time, the DCT should be contacted for assistance. If either student or faculty advisor wish to have the student change advisors, either party may initiate the process for the identification of a new faculty advisor for the student. Changes in advisors should be discussed with the DCT or Subprogram Head in anticipation of such changes. All parties concerned must be notified of such changes, including the Program's Administrative Assistant.

Any student whose advisor leaves or who chooses to switch advisors needs to complete a *Change of Advisor Form*, available online and in the Program Office.

Financial Aid

All graduate students in the Program receive five full years of financial support. This support includes tuition remission, a stipend (of no less than \$18,000 per year), and health insurance. Students are required to pay nominal student fees for technology and health insurance. Additional stipend monies from other sources (e.g., advisors' grants, Dean's or Provost's Fellowships) have also been procured, and students may be nominated on a competitive basis for these funds. Accepted applicants receive a description of the support package with their offer of admission. Please retain this package, as it will be useful in your dealings with the Financial Aid Office at the GC, particularly if you are planning on obtaining student loans.

Most funding packages include a service requirement. Typically, students who have fellowships with service requirements do research in their first year, serve as teaching assistants in their second year, teach recitations in their third year, and may teach independent courses to fulfill requirements in the fourth year and fifth year. Note that students do not receive a stipend during their internship year from the school, but they do receive tuition remission, provided it is within their fifth year.

Students are expected to fulfill any and all duties, as stipulated by protocol and/or their supervisor(s) relative to these assignments. If confusion about such requirements arises (e.g., a student feels their TA duties are excessive), they are encouraged to attempt to resolve these issues directly with involved parties. If they are unable to resolve the issues informally, students are encouraged to consult the DCT about the matter. Students, regardless of their award type, are responsible for completing any and all forms and attending all training sessions as required by the GC or John Jay College to maintain their positions.

Finally, students may apply for additional support (usually in the form of federal loans or federal work study program) through the GC's Office of Financial Aid. Students can contact the Office of Financial Aid, located at the GC in room 7201, by phone at (212) 817-7460 or email at financialaid@gc.cuny.edu. For more information, see http://www.gc.cuny.edu/admin_offices/finaid/index.htm. As previously indicated, students are not permitted to procure external employment during their tenure in the Program.

Health Services and Insurance

Students are entitled to health insurance and are referred to the GC website for details <http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Health---Wellness/Health-Insurance>. It is very important that you check on your health insurance paperwork anytime there is a change in your funding. For questions, contact Scott Voorhees in the Office of Student Affairs at the Graduate Center (212-817-7406, svoorhees@gc.cuny.edu).

Office Space and Supplies

Students are expected to furnish their own office supplies. Departmental office supplies are not available except for program activities; phones are also be used for program purposes

only. The Program will assign each student an individual office space. Available office space includes four large bullpen offices. Offices will have a workstation and computer for each student who is currently taking courses. Students on internship who are still working on dissertation research may obtain shared space by making a specific request, along with rationale, to the DCT. Students who are working as research assistants/associates with faculty who have laboratory space at John Jay College may use such space as their offices in lieu of receiving separate student office space. Please maintain these offices appropriately (e.g., remove garbage, avoid placing papers on floors.)

Communication

Although based at John Jay College, students enrolled in the Program are considered students of the Graduate Center, i.e., their offices and most classes are housed at John Jay College. Students are required to hold identification cards and email accounts from both institutions. Students have access to the library and other resource of both institutions.

E-mail is the standard mode of communication between the Program, the Graduate Center, and students. Students are expected to use the e-mail facilities of the Graduate Center for all formal communications. Students are responsible for all information transmitted to them in Program Memoranda via the e-mail facilities of the Graduate Center and the Subprogram in Forensic Psychology. It is recommended that students retain a file of such communications in order to stay abreast of deadlines, dates of examinations, requirements, etc. Students who prefer to rely on another e-mail address should program their Graduate Center e-mail accounts to automatically forward any messages to their preferred account.

All students can obtain a Graduate Center e-mail account from the Graduate Center's IT Center. Email: HelpDesk@gc.cuny.edu. Students must inform the Program Administrator of their e-mail address. Students should check with the GC Computer Center regarding configuring their communication software to the Graduate Center computer systems.

Students are provided with individual mailboxes. Student mail is distributed once each day. The Program's Administrative Assistant maintains a list of the addresses, e-mail addresses, and phone numbers of all students. If a student changes his or her address or phone number, the Administrative Assistant should be informed. This list is only for Program administration and will not be distributed to anyone outside of John Jay College.

Identification Cards

Students are required to procure identification cards at both the Graduate Center and John Jay College. Identification cards allow students to gain access to, among other things, university buildings and libraries. Identification cards are issued by the respective campus Security Offices at John Jay College and the Graduate Center. Once procured, identification cards must be validated each year. Validation stickers may be obtained in the Bursar's Office at the GC (8107.02), and the Department of Public Safety Office at John Jay (Room L2.61).

At John Jay College, students receive student ID cards with graduate stickers, which permit access to the building after hours and weekends. These IDs will be issued each year. Information about these IDs will be available within the first two weeks of each semester.

Program Policies

Full-time Attendance

The Program is based on full-time attendance, and only students who have a full-time commitment are admitted. Students enrolled in the Program cannot be enrolled concurrently in any other academic institution nor are they permitted to maintain external employment (see following section entitled *External Employment Policy*).

Registration

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

Registration for courses each semester must be approved by the student's advisor or the DCT. Student Advisement PINS are required in order to register. PINS are distributed by the DCT before each registration period. Students must obtain advisement from the DCT in order to receive their PIN. After approval is obtained, students may register online at http://www.gc.cuny.edu/student_web/index.htm. A web registration guide is also available at this address.

New York State Residency

Students are required to establish in-state residency as soon as possible, and no later than the beginning of their second year in the program. Forms and detailed instructions for establishing residency are available in the Office of the Registrar at the GC (Room 7201). Students who fail to do so by their second year will be responsible for paying the out of state portion of their tuition. International students are unable to establish in-state residency and the Program will therefore pay their full tuition amount for five years.

External Employment Policy

All students in the Program are matriculated as full-time student status, and therefore are prohibited from accepting outside employment of any kind while a student in the graduate program. Clinical experience in the form of clinical externship placements and clinical internship placements is not considered to be "employment"; thus, this type of assignment does not interfere with the Program's prohibition of external employment (as long as students are registered in the appropriate course: Clinical Practicum I or Clinical Practicum II). This is true even if the extern is paid a stipend, so long as the activity is discussed with the DCT and documented in the student's file as work towards the fulfillment of their degree.

Students who are working in a clinical externship placement should not practice psychology under a title using the words "psychologist," "psychology," or "psychological" unless s/he has attained a license to practice psychology. Furthermore, job placement in which

psychological tasks are undertaken must be under the direction and supervision of a licensed psychologist, as required by the Ethical Guidelines of the APA.

On-campus jobs, including teaching, research, or other (above the work-requirements for stipend) may be allowed at the discretion of the DCT provided the student is in good academic standing and that the policy does not violate workloads established by the Graduate Center.

Although unusual, outside clinical positions may be approved at the discretion of the DCT, so long as the experience contributes to student training goals, clinical supervision is adequate, the student is in good academic standing, and the placement is less than 8 hours per week. When approved, such positions tend to be appropriate for more senior students (e.g., fourth year and beyond) and a letter detailing the position and supervision provided must be placed in the student's file.

Confidentiality

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

Research Policies

Specific rules and guidelines apply to both students and faculty who wish to conduct research at John Jay College. No student may conduct research without a faculty supervisor; all research projects must have a faculty Principal Investigator. Students who wish to conduct research must first obtain approval from their faculty principal investigator. Students must then apply for and obtain ethics approval from John Jay College's Human Research Protection Program (HRPP). Ethical guidelines and information about the participant pool at John Jay College are outlined below.

Ethical Guidelines for Research

All research conducted under the auspices of the Program must conform to the guidelines of the American Psychological Association. Any study, research, or investigation utilizing data that is collected from human participants (directly or indirectly) must be documented by approval of the John Jay College Human Research Protection Program (HRPP) or the CUNY HRPP (IRP).

The CUNY Human Research Protection Program (HRPP) is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff and students and RF CUNY staff. The program provides oversight, administrative support and educational training to ensure that CUNY research complies with federal and State regulations, University policy and the highest ethical standards. The CUNY HRPP comprises of 5 University Integrated Institutional Review Boards (IRBs) and 19 on-site HRPP offices.

Prior to the commencement of an investigation, students are required to submit a research proposal to the John Jay College HRPP Coordinator's Office for ethics review. Students are required to register online. Researchers must indicate on the Application the type of review they think appropriate. Within one week of the submission of an application, the HRPP Coordinator's Office will determine the appropriate type of review, i.e., Exempt, Expedited or Full, depending upon the level of deception or risk required by the research design.

Exempt review is available for projects that do not need to be reviewed by the Committee. The determination as to whether a human subjects research protocol is exempt from review is made by the HRPP Coordinator, in consultation with the University Director for Research Compliance and the IRB members.

Projects with minimal or no risk may apply for an expedited review. Expedited Review applies to research that involves no more than minimal risk to subjects and falls into certain categories established by the Secretary of Health & Human Services ([63 FR 60364-60367](#)).

Full Review applies to all other covered research.

If the John Jay College HRPP's office determines that the research is either exempt or expedited, the student is notified and research may commence. If it is determined that the research requires full review, the research is referred to the centralized CUNY HRPP (IRB) for further review.

Researchers must remain aware of their project's HRPP approval expiration date. HRPP approval is granted for one year only and no research, including data analysis, is permitted once the approval expires. In order to continue data collection, researchers must renew HRPP approval.

Once approved by the HRPP, the research to be conducted is recognized by John Jay College and subsequent steps in the research process may be followed. Additional information regarding the correct forms to be completed and procedures to be followed in order to gain IRB approval may be obtained on John Jay College IRB website (<http://jjay.cuny.edu/irb/>).

Protection of Human Subjects

As stated above, in order to carry out any research (whether for a First Doctoral Exam, dissertation, funded or unfunded, and whether the data are collected at John Jay College or at another site), it is necessary to receive approval regarding the protection of human subjects.

In order to obtain approval, students must first (that is, before beginning their HRPP proposal) complete the Collaborative IRB Training Initiative (CITI) in order to obtain certification to work with human subjects. CITI may be accessed at <https://www.citiprogram.org>. CITI is a well-respected, web-based training product that was designed, and is updated and maintained, by a number of nationally recognized IRB professionals and is housed at the University of Miami. The CITI is designed around topic-specific modules, each followed by a short quiz. CITI certificates expire 3 years from the completion date. At that time, researchers must complete the refresher course. All students

and faculty wishing to apply for IRB approval for a research project must submit a copy of their CITI certification with their proposal.

University Policies

Admission Procedures

Students are admitted into the Clinical Psychology Training Program within the Subprogram in Forensic Psychology based on an evaluation of their application materials as prescribed by the Graduate School's Office of Admissions. The criteria for admission are based on Graduate Record Examination scores (verbal, mathematical, analytic and Psychology advanced subtests), undergraduate and graduate transcripts, letters of recommendation, personal statements, and research/professional experience. After an initial screening of credentials, potential students are invited for interviews by the faculty and by student representatives. Following interview day, the Admissions Committee ranks candidates who may be rejected, offered admission, or placed on a wait-list. Candidates must notify the Program of their decision by April 15.

Applications for Admission to the Program are accepted once a year. The deadline for applications is December 1. Applications must be complete by that time in order for applicants to be considered for admission. Acceptances are offered during the following spring.

International Students

An International Student Eligibility form must accompany applications for admission to the Clinical Psychology Training Program within the Subprogram in Forensic Psychology coming from international students. International students should contact the Graduate Center's Office of International Students for information regarding immigration regulations, employment issues, and full-time student status. Students can contact the Office of International Students, located at the GC in room 7200, by phone (212-817-7490) or by email (intstugc@gc.cuny.edu). All international students who are in the United States for the first time must apply for a social security card as soon as possible. CUNY payroll forms will not be processed without a social security number. Note that there are visa implications for clinical students on internship, which may impact their ability to remain in the country for post-doctoral placements. This should be discussed with the Office of International Students and the DCT.

Course Credit

Students are required to complete a minimum of 90 credit hours, of which no more than 30 credits can be transfer credits. Each course taken to fulfill program requirements toward graduation is worth 3 credit hours.

Fifteen course credits is the maximum number of credits a student is allowed to carry during any semester, and seven credits is the minimum.

For registration purposes, there is another type of credit (in addition to course credit) that is used for maintaining matriculation as a PhD student: Weighted Instructional Units (WIU). Students who have completed coursework and are completing dissertation or other research requirements must enroll in these credits to maintain matriculation. WIUs do not count toward the required credits for the degree. Students are to register for WIUs only with the permission of the DCT.

Status Designations

For the purposes of determining tuition charges, all students are classified at one of three levels.

Level I

Upon entry to the program, students are classified at Level I.

Advancement to Level II

Advancement to Level II requires the completion of 45 credits and successful defense of the first doctoral research project.

Advancement to Level III

Students are advanced to Level III after completing all coursework and successfully passing the Second Doctoral Examination. It is the responsibility of the student to notify the Program's Administrative Assistant--who will then submit to the Executive Officer, Form #3: Certification of required course-work completion (See current regulations regarding ABS, NGR, SP, and INC grades). Certification must be complete before a student is classified as Level III for tuition purposes.

Advancement to Candidacy

Well before the oral defense of the dissertation, the student is advised to consult the staff of the Executive Officer to be certain that all the requirements for the PhD degree at the City University of New York have been met. Before the student can sit for the oral defense, the following must have been satisfied:

- 1) Completed at least 90 graduate credits, with an average of B or better
- 2) Satisfied the statistics requirement with a grade of B or better (see section on Research Tools)
- 3) Passed the First Doctoral Exam
- 4) Filed an accepted topic proposal with the Executive Officer
- 5) Filed an accepted Dissertation Proposal with the Executive Officer
- 6) Satisfied all program requirements
- 7) Passed the Second Doctoral Examination
- 8) Passed the Comprehensive Doctoral Examination

The procedure is handled by the Office of the Executive Officer in Psychology and not by the Program Office. Students are responsible for submitting all the required forms and documents. If a student is missing one of the requirements for candidacy,

he or she will be so notified by the Executive Officer who also will notify the Program's Administrative Assistant.

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

Student Leaves of Absence

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

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

A student on a leave of absence is not permitted to use the resources of the Graduate Center or of John Jay College (e.g., library, mentor consultation) and may not take any examinations. A student may not defend his or her dissertation during the first semester after he or she returns from leave. In other words, a student who has withdrawn and is subsequently readmitted may submit and defend the dissertation no earlier than the second semester after resuming active study. Finally, leaves of absence "stop the clock"; that is, they do not count toward the student's time deadlines for satisfactory progress toward the degree.

En-route Masters Degree

Enrollment in the Program is for the purpose of working toward the PhD degree; however, an en-route master's degree is awarded by John Jay College to currently enrolled doctoral students who have fulfilled certain requirements. These requirements include a minimum of 45 GPA credits with an average grade of "B" (courses taken for "P" credit ordinarily cannot be included) and passing of the First Doctoral Examination. All students must be enrolled and have met their financial obligations to CUNY. Applying students must abide by the deadline for filing established at John Jay College. It is the student's responsibility to complete paperwork (available from Shari Rodriguez, the Administrative Director) which will be forwarded to the GC to be processed.

Time Limit for the Degree

In unusual circumstances, where the student's progress toward the doctoral degree has been delayed because of illness, financial considerations, or other demands, the faculty will consider a petition from the student for an extension of the eight year limit. Students who

require time beyond the eight-year limit for completion of the PhD degree should, no later than two months prior to the end of the Spring semester of their eighth year, prepare, in conjunction with their advisor and the DCT, a contract setting forth a timetable of progress expected in the coming academic year. Further extensions must be requested annually and no later than two months prior to the end of each spring semester. These will be considered pending a review of the student's success in meeting the previous years' contract and the development of a new contract for the next academic year. Contracts will be discussed by the faculty during the semi-annual reviews of students' progress in the program. All extensions require the approval of the Executive Officer of the Psychology Program.

Auditing Courses

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

Incomplete Grades

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

A student who has more than two pending incomplete (INC) grades at any time will be considered as not making satisfactory progress in the Program and will be asked to account for his or her failure to meet the negotiated timetable for completion of course work. To receive financial aid students may not have more than two incomplete grades on their records.

“No Record of Progress” Grade

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

Reasons for Termination from the Program

Students must maintain the minimum GPA of 3.5 throughout their doctoral work in order to graduate. Failure to maintain the minimum cumulative grade point average of 3.5 will result in placement on probation. Any student on probation must not only achieve a 3.5 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.5 term average in any term in which he or she is on probation. Failure to meet either of these requirements will result in dismissal from the Program.

In addition to the above GPA requirements, students may be dismissed from further graduate psychology study under the following circumstances:

1. The student fails to abide by the standards of professional conduct required by the Program or student conduct required by the university (e.g., academic dishonesty, academic misconduct, etc) or student conduct required of the profession (e.g., APA Ethical Standards),
2. The student fails any portion of the comprehensive exams twice,
3. The student receives unsatisfactory final evaluation ratings from their supervisors(s) at 2 externship placements,
4. The student fails to maintain satisfactory progress in course work and/or progress toward degree/research (the Program may recommend dismissal regardless of grade point average), or
5. The student disregards the need for approval from the DCT for mental health-related work (paid or otherwise) or engages in activities that appear to be either unethical or inappropriate to their level of training.

Academic Honesty

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

Each member of the academic community is expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation representing that the work is fully the writer's. The term "sources" includes, but is not limited to, published or unpublished materials, lectures and lecture notes, computer programs, mathematical and other symbolic formulations, course papers, examinations, theses, dissertations, comments offered in class or informal discussions, and includes electronic media. The representation that such work of another person is the writer's own is plagiarism.

Care must be taken to document the source of any ideas or arguments. If the actual words of a source are used, they must appear within quotation marks. In cases that are unclear, the writer must take due care to avoid plagiarism. The source should be cited whenever (a) a text

is quoted verbatim, (b) data gathered by another are presented in diagrams or tables, (c) the results of a study done by another are used, (d) the work or intellectual effort of another is paraphrased by the writer.

Because the intent to deceive is not a necessary element in plagiarism, careful note taking and record keeping are essential in order to avoid unintentional plagiarism.

For additional information, please consult "Avoiding and Detecting Plagiarism," available at the Graduate Center in the Office of the Vice President for Student Affairs, (Room 7301), the Provost's Office (Room 8113), or on the web at <http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf>.

Procedures to Be Followed in Instances of Allegations of Academic Dishonesty

The GC's Policy on Academic Honesty provides for referral of cases of alleged violations to the Executive Officer of a student's program, where a three-member ad hoc faculty committee will review the evidence and recommend to the Executive Officer whether formal disciplinary charges are warranted. The Executive Officer then forwards the recommendation and the evidence to the Graduate Center's Vice President for Student Affairs. The Vice President for Student Affairs, under Article 15 of the CUNY Bylaws (Student Disciplinary Procedures), confers with the Executive Officer and instructor, meets with the student, and otherwise further investigates the matter before deciding whether to proceed with resolution, conciliation, or formal disciplinary charges. Faculty "are encouraged to discuss the matter with the student, including possible resolution, but no student may be assigned a grade as a sanction without the student's agreement or a due process determination" (p. 17). Any such possible resolution, as well as any accusation, must be reported to the Executive Officer and the Vice President for Student Affairs. For this purpose, faculty are directed to the "Faculty Report Form for Alleged Violations of The Graduate Center Policy on Academic Honesty," Appendix IV, p. 29 of the guide, available from the Graduate Center's Provost's and Student Affairs offices or at <http://web.gc.cuny.edu/provost/pdf/AvoidingPlagiarism.pdf>.

Any student who has submitted a paper, examination, project, or other academic work not his or her own without appropriate attribution is subject to disciplinary charges. Such charges may result in the imposition of a grade of "F" or other penalties and sanctions, including suspension and termination of matriculation.

An accusation of academic dishonesty may be brought against a student by a professor, an Executive Officer, a program, a group of faculty, an administrator, or another student and must be reported to the Executive Officer.

The Executive Officer, upon initiating or receiving an allegation of academic dishonesty, shall appoint an ad hoc committee consisting of three members of the faculty. The function of this committee shall be to determine whether sufficient evidence exists to warrant levying formal charges against the student and to make a recommendation to the Executive Officer. The proceedings of the ad hoc committee shall be conducted expeditiously and should receive the minimum publicity possible. A recommendation by the ad hoc committee to levy formal charges shall be forwarded in writing by the Executive Officer to the Vice President

for Student Affairs, who will then inform the student in writing of the nature of the allegations against him or her and initiate disciplinary proceedings.

Executive Officers and faculty are encouraged to consult with the Vice President at all stages of an inquiry regarding allegations of academic dishonesty.

Grievances and Appeals Procedures

Both informal and formal procedures exist for students who have a grievance against another student, staff person, or faculty member, or who wish to appeal a decision of the faculty. Whenever possible, students are encouraged to resolve issues via informal means (i.e., through discussion with their advisors and/or the DCT).

For the most part, any problems that cannot be handled by the student's academic advisor/research mentor are handled by the DCT, the Executive Committee, or by the Program Ombuds officer (currently Dr. Roberta Blotner). Students are informed that appeals of academic decisions, such as examination grades, as well as other grievances, may be made to the DCT within 30 days of the student's notification of the decision in question. If a resolution of the situation, satisfactory to the student and the DCT, is not reached, the DCT brings the appeal to the Exams Committee and Executive Committee within a further 30 days. Students always have the right to present their appeals or grievances directly to the Executive Committee. Dr. Blotner (the Program's Ombuds Officer) is readily available for confidential discussions with students who have unresolved problems with any aspect of the Program. The role of the Ombuds Officer is to serve as a neutral advocate for fairness, to listen, provide information, suggest options, and clarify institutional procedures for dispute resolution. The Ombuds Officer does not normally arbitrate or engage in any formal investigative proceedings, but with permission of the complainant may make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the Ombuds officer helps ensure that the nature of a particular or general problem is brought to the attention of the DCT and/or Executive Committee.

The GC also has an Ombuds Officer (Dr. Martin R. Gitterman) for problems that are not resolved at the Program level. The role of this office is similar to the Program Ombuds Officer, to make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the GC Ombuds officer helps ensure that the nature of a particular or general problem is clarified with DCT and/or Executive Committee with hopes of informal resolution of disputes..

In the event that informal mechanisms prove insufficient, or if a student elects to pursue a more formal route, they may follow GC procedures outlined below. In the case of grade appeals, the student has 30 days following written notification of the Program's Executive Committee's decision, to appeal to the Executive Officer of Psychology, Dr. O'Connor, and the GC Provost's Office.

There are separate GC procedures outlined for academic grade disputes, administrative grade disputes, and for disputes about terminations. All are detailed in the GC Handbook page 63-64. For complaints about faculty conduct, the student is referred to policy in the GC

Handbook, found on p. 65. For complaints involving sexual harassment, students are referred to the GC Handbook, page 68.

Students who have complaints pertaining to harassment or discrimination may also wish to talk to the Affirmative Action/Employment Planning Officer at the GC if the complaint deals with faculty or staff. When an alleged action violates state or federal law, the student need not follow the GC's complaint procedure and may investigate or pursue legal action.

Disability Services

Both John Jay College and the GC provide support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions that affect their performance in the classroom setting. At John Jay College, such services are provided through the Accessibility Program for Students with Disabilities, which may be reached at (212) 237-8031. A full listing of specific services offered by this program is available at <http://www.jjay.cuny.edu/johnJay/johnJayDisability.asp>. Disabled individuals requesting special services or equipment at the GC should consult with Mr. Matthew G. Schoengood, Vice President for Student Affairs, Room 7301, 212-817-7400; Ms. Sharon Lerner, Director of Student Affairs; or Ms. Edith Rivera-Cancel, Disability Services Coordinator. They are also advised to consult the GC's handbook section entitled "Services for Students with Disabilities." The GC and John Jay College do not discriminate on the basis of disability in the admission and retention of students or the employment of faculty and staff.

Formal Degree Requirements

1. Completion of 90 credits (including all required courses) with an overall average of B or better. (Note: A maximum of 30 credits, at the discretion of the Director of Clinical Training, may be transferred from another degree program)
2. Successful completion of the non-credit bearing courses: Teaching of Teaching, First Year Clinical Experience, Consultation and Supervision, and Psychopharmacology
3. Successful completion of the First Doctoral Examination
4. Successful completion of the Second Doctoral Examination
5. Successful completion and oral defense of the Dissertation Proposal
6. Successful completion of the Comprehensive Doctoral Examination
7. Teach at least one undergraduate course in psychology
8. Complete the online Child Abuse Reporting Training (required in NYS)
9. Complete the online CITI Research Training
10. Become a member of at least one professional organization in psychology
11. Present the results of research at (at least) one professional conference or meeting
12. Present at least one Clinical Case Conference
13. Supervise (research or clinical) at least one lower-level student (Masters or Doctoral)
14. Successful completion of the Dissertation (Third Doctoral Examination)
15. Successful completion of a one-year, program-approved internship

Appendices

Appendix 1: Procedures for Completing the First Doctoral Examination

Students will design and complete the First Doctoral Examination under the supervision of their faculty advisors.

The First Doctoral Exam will consist of two parts: (1) a written paper and (2) an oral presentation and defense of the written work. The oral presentation will be in a “brown bag” format that is open to the entire Program faculty and doctoral student body. Each student will be evaluated on this work by a committee of three doctoral faculty members, selected by the student or recommended by his or her advisor. The three members of the committee will be required to read and comment on the written paper.

Meeting the Requirements for the First Doctoral Examination:

There are three alternative ways to complete the First Doctoral Exam.

1. Presentation of a completed Master’s thesis from a psychology program or related discipline.

To fulfill the First Doctoral Exam requirement with this alternative, students will be required to submit their thesis to the DCT for review. Theses from other programs will be accepted as fulfilling this requirement if they are research based, relevant to psychology and/or law, and are considered to be of an appropriate level of scholarship by the Program. The role of the Committee in reviewing a completed masters thesis is solely to determine if the thesis constitutes a scientific research project, not to grade the quality of the project. Once the written portion of the thesis is approved, students will give an oral presentation of this research to their fellow students and the faculty.

2. Completion of a manuscript for a research project with original data analysis.

This option requires that students to write a manuscript-style paper reporting on the results of an empirical research project. This research project can be either work on his/her advisor’s pre-existing research or on the student’s own research. Students who choose this alternative are expected to have had some significant responsibility for the

completion of the research project, even if the original research question, design, hypotheses were generated by their advisor. The level of responsibility will be as deemed appropriate by the advisor, but must include original data analysis by the student. The literature review, methods write-up, results, and discussion should primarily be the work of the student. Students will also be permitted to satisfy this alternative by conducting an empirical research project of their own design. Once papers are approved by the committee, students will complete oral presentations of their papers.

3. Completion of a theoretical or critical thinking paper reviewing an area of psychology that ties that area into the rest of the field as a whole.

To fulfill the First Doctoral Exam requirement with this alternative, students are required to write a theoretical or critical thinking paper. The paper should investigate the research in an area of psychology in depth, and discuss the relationship of this area of research to the broader field of psychology. The topic of the paper is to be determined by the student, the student's advisor, and/or the committee. The goal of this paper should be to produce a publishable quality paper examining a topic area that could later be converted into a non-dissertation research project. After the paper is read by the Committee, the student will be required to complete an oral presentation of the paper.

Eligibility and Timeframe

Students may begin work on the First Doctoral Examination at any time subsequent to their entry into the Program. Students should defend their First Doc sometime during (or before) the first semester of their second year. The First Doctoral Exam must be completed by students prior to finishing 45 credits of coursework, including any transfer credits awarded. For this reason, while transfer credits may be approved in the first semester, they are not transferred in until the summer of the first year, thus giving the student who transfers credits time to complete the First Doc. If the First Doctoral Exam is not completed by the time 45 credits are earned, the student will be placed on academic probation. According to the rules of the University, students are not permitted (without special approval) to continue to register for courses before this requirement is met. The DCT will determine whether to give a student special permission to take courses while on probation and completing this requirement.

After passing the First Doctoral Examination *and* earning at least 45 credits, students will proceed from the Graduate Center's designation Level 1 to Level 2. This affects tuition levels for the program, so students are encouraged to file necessary paperwork for level changes as soon as possible.

Evaluation of the Exam

The First Doctoral Examination will be graded on a pass/fail basis. In order to complete the requirement, the student must earn a "pass" from a majority of his or her First Doctoral Examination Committee on the written component of the exam.

A grade of "pass" indicates that the student has completed the requirement and no revisions to the written work or additional oral defense of the written work will be required. If a student does not receive a "pass", the Committee will suggest reasonable revisions to the

project. The student will be required to re-submit the project with revisions to the Committee for its consideration. The Committee may require an additional oral defense of the revised written work if a majority of the Committee members agree that an additional oral defense is required.

A grade of “fail” indicates that substantial revisions would be required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam. The student will be required to re-submit a revised written paper and to orally defend that revised paper.

In the Case of Failure

Students will not be permitted to enroll in classes beyond 45 credits without passing the First Doctoral Examination. Students may be permitted to continue in the Program for one year with 45 credits and without taking classes, on a remediation plan, while making progress toward passing the exam, if it is deemed by the Program faculty that this is appropriate. The student will be required to withdraw from the Program if he/she fails to pass the First Doctoral Examination within that year.

Forms and Format

The First Doctoral Examination policy is available in the Program Office

Appendix 2: Procedures for Completing the Second Doctoral Examination

The goal of the Second Doctoral Exam is to allow the student to investigate an area of Psychology in depth and to prepare the student to develop a dissertation proposal that will make a significant research contribution to the field of Psychology. The Second Doctoral Examination will take the form of a broad literature review and will require students to apply psychological theory to a legally relevant topic. The examination will consist of two parts: (1) a written paper and (2) an oral presentation and defense of the written work. (3) students must be prepared to answer questions linking their project to the broader field of psychology (e.g. link their project to general developmental psychology literature). This insures that students maintain adequate breadth, as they move towards pursuing depth in their chosen area.

Students will select the topic for their paper with the concurrence of his or her advisor. The paper will be a systematic critical review, similar to those published in the journals *Psychological Bulletin* or *Psychological Review*, with respect to topic, originality, timeliness, and coverage. That is, the review poses a conceptual or methodological question in a topic area, reviews the available literature on that question, and raises directions for future research or revision of a particular theory. The project is designed such that students should be able to adapt the literature review to serve as the introduction to their dissertation, should they choose to do so. However, the proposal defense for the doctoral dissertation is a separate requirement. See dissertation requirements section below for additional details.

The Second Doctoral Exam Defense and the Dissertation Proposal Defense can occur on the same day, but the meeting shall be bifurcated. Committees may or may not be comprised of

the same members and adequate time should be reserved for both meetings in the event they are held concurrently.

Eligibility and Timeframe

Students are eligible to begin work on the Second Doctoral Examination and Proposal once they have successfully completed the First Doctoral Examination and 45 credits of coursework, including transfer credits. Students are required to notify the Program's Administrative Assistant immediately once they are prepared to present and defend their research so that the Second Doctoral Exam Defense may be scheduled in a timely manner.

Committee Selection

The committee for the Second Doctoral Exam may include the likely members of the student's Dissertation. The Proposal must contain at least three members (Third Examination) Committee, however the committees need not be the same. The student's faculty advisor will chair the Committee. The Committee will also include at least two other members of the faculty or other faculty who are eligible to serve on Program Doctoral Dissertation committees. The additional Committee members will be selected by the student, with the assistance of the faculty advisor. Students are required to provide each of their Committee members with a written copy of their Second Doctoral paper no later than three weeks prior to the oral defense.

The Written Paper

The written paper will be an in-depth investigation of a specific topic area. The intent of the comprehensive written paper is to allow the student to investigate their area of research in depth. It is likely that this topic will be the basis for the dissertation, but it does not have to be the same topic as the dissertation.

The Oral Defense

The student will be required to orally defend the written paper to the members of his or her Second Doctoral Examination Committee. The student will also be required to respond to any questions, on the topics covered in the presentation or on additional topics not covered in the presentation, posed by Committee members.

Evaluation of the Examination

The Second Doctoral Examination will be graded on a pass, qualified pass, or fail basis. In order to complete the this requirement, the student must earn a "pass" from a majority of his or her Second Doc Committee. A "pass" indicates that the student has completed the requirement and no revisions to the written work or additional oral defense of the written work will be required. A "qualified pass" indicates that the student has completed the majority of the requirement, but that reasonable revisions are required before proceeding. The student will be required to re-submit the project with revisions to the Committee for its consideration. The Committee may require an additional oral defense of the revised written work, if a majority of the Committee members agree that an additional oral defense is required. A "fail" indicates that substantial revisions are required in order to pass the Exam and that the student has failed to meet the minimum requirements of the Exam. The student will be required to re-submit a revised written paper and to orally defend that revised paper.

In Case of Failure

Students who fail to meet the requirements of their Committee more than once will be subject to a written remediation plan. If the efforts to remediate the student are not successful, the student will be required to withdraw from the program.

Appendix 3: Procedures for Completing the Comprehensive Doctoral Examination

Eligibility and Timeframe

In order to be eligible to take the comprehensive examination, students are required to have successfully completed both the First Doctoral Exam and the Second Doctoral Exam.

Examination Period

The examination is given twice a year, usually in August and January.

Examination Format and Reading Lists

The format and reading lists for the Comprehensive Doctoral Examination lists are revised periodically by the Curriculum and Examination Committee (CEC) with the approval of the Executive Committee. Students are advised to check with the Chair of the Curriculum and Examination Committee for a copy of the most current format and reading list prior to preparing for this examination.

The reading list is a guide to preparation for the Comprehensive Doctoral Examination. The intent of the exam is not to probe for knowledge of specific readings, but to assess the student's general depth of knowledge in the areas of Psychology and Forensic Psychology.

Evaluation of the Examination

The Comprehensive Doctoral Examination is normally read and evaluated by members of the clinical CEC. Following the student's completion of the written examination, each question will be graded by two faculty members with expertise in the content area. Graders will be blind to students' identities. Overall performance is judged as High Pass, Pass, Low Pass, and Fail. If an answer receives a failing grade, then this grade is reviewed by at least one additional faculty member before becoming official. In assigning grades, the reviewers take into account the clarity of the answers as well as the knowledge of the material. Students failing any part of the examination must retake that portion the next time it is offered.

Students must pass every section of the Comprehensive Doctoral Exam, including any required remediation, in order to apply for internship.

In Case of Failure

Students who fail the Comprehensive Doctoral Examination are permitted one additional opportunity to take the examination. A second failure constitutes grounds for dismissal from the Program.

Appeal of Comprehensive Examination Grade

Because failing grades are automatically reviewed by additional faculty, appeals are rarely considered. However, if a student fails a question on the Comprehensive Doctoral Examination and believes that any portion of his or her exam was not scored fairly or accurately, then the student should write a letter to the DCT within thirty days of notification of failure explaining in detail why an appeal should be granted.

Appendix 4: Procedures for Completing the Dissertation

Eligibility and Timeframe

Students are eligible to submit their Dissertation proposal once the following requirements are successfully completed:

1. The First Doctoral Examination (i.e., written report filed and successfully presented)
2. The Second Doctoral Examination (i.e., written report filed and successfully defended)

Students must be a continuously enrolled matriculated student at the Graduate Center until all degree requirements are fulfilled, including the filing of an approved dissertation in the library.

Committee Selection

The Dissertation Committee is composed of a minimum of three doctoral-level members, chaired by the student's faculty advisor. In consultation with his or her advisor, the student will choose at least two additional faculty members to serve on the Committee. Other members of the Committee may be chosen from among members of the Program faculty as well as faculty from other doctoral programs in Psychology, other doctoral programs at the Graduate Center, or doctoral faculty outside the Graduate Center, with the approval of the dissertation sponsor, Subprogram Head, and Executive Officer. Faculty being considered for membership on a student's Dissertation Committee who are on a doctoral faculty outside of the GC must submit a copy of their curriculum vitae for approval by the Subprogram Head and the Executive Officer.

To have an outside member approved by the EO, the following information must be included in a cover memo accompanying the proposed committee member's CV:

- Name of Student
- Subprogram
- Dissertation Chair (Name & Signature indicating Chair's approval of requested outside reader)
- Title of Dissertation
- Name, title, and affiliation of proposed Committee member without a GC appointment
- A short paragraph explaining why this proposed committee member's credentials make him/her appropriate to sit on this particular dissertation committee

In reviewing these requests, the EO will look for evidence of independence of the outside reader (e.g., former graduates of the program or supervisors of the student may appear to lack the requisite independence); ability to mentor doctoral dissertation research (e.g., some indication of methodological, statistical, or substantive research expertise and quality of work and training); and, a substantive fit between the student's proposed project and the outside reader's expertise (such that, the outside reader fills a gap that is not met with current committee members).

Dissertation Proposal

The process of undertaking dissertation research requires that the student follow a series of formal procedures. The first of these is registering the topic proposal. The student first satisfies the dissertation advisor that a manageable research problem has been formulated (i.e., one that is methodologically feasible and for which there are appropriate subject populations available). To register the topic proposal, the student completes two copies of the Dissertation Topic Proposal Form (available online). A one-page summary of the student's proposed research is required, as well as the nomination of at least two faculty members for the Dissertation Committee, other than the Dissertation advisor. The dissertation advisor then approves the topic proposal and signs the two forms. One copy is sent to the DCT for approval. The second is sent to the Executive Officer.

The Proposal must be a separate document from the First Doc, even if the topic is the same. The subject of the Proposal is the study design and methodology. Students must demonstrate that their hypotheses, study design and methodology are appropriately linked to existing theory and research. Mentors have discretion about the style of the document (e.g. a briefer-publication style literature review or a broader literature review), but the entire dissertation design and methodology must be completed. Students frequently have informal meetings with their chosen committee prior to the dissertation Proposal Meeting, in order to refine design and analytic strategies. Students are encouraged to attend Second Doc and Dissertation Proposal Meetings of other students, as these are open meetings, in order to prepare them for their own meetings.

Dissertation Proposal Meeting

The purpose of the dissertation proposal meeting is to provide a forum in which a student's dissertation proposal is presented to the faculty and students in order to obtain informed open critique. To achieve this, a written proposal is prepared in advance and is circulated among the members of the student's Dissertation Committee for their approval prior to the seminar. It is next circulated among the core faculty at least two weeks prior to the seminar. Since these proposals often tend to be extensive, a four- or five-page summary is prepared for distribution to interested students at least two weeks prior to the seminar. Electronic copies, as well as one hard copy of the summary report should be left with the Program's Administrative Assistant for distribution among interested students. This is to ensure full participation of students in the informative and critical functions of the seminar.

The date and time for the dissertation proposal meeting must be cleared with the Program's Administrative Assistant in consultation with the DCT, no later than three weeks prior to presentation. Ideally the meeting should not be scheduled at a time when core faculty and

students are in classes. Each of the core faculty should be petitioned for a date that is convenient for them to attend. The Program Assistant will need at least a week to arrange a room, prepare and distribute the announcement to the faculty and students. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a presentation at the end of a semester. The seminar is conducted by the Chair of the Dissertation Committee (the Dissertation Advisor) and consists of a 20-30 minute presentation made by the student regarding the essentials of the proposal, followed by general discussion and questions. Upon completion of the discussion, the dissertation committee meets to decide on whether to accept or reject the proposal, or whether to accept it on the condition that changes are made. In cases where changes are required, they are to be submitted by the student no later than one month after the seminar. A report of the outcome of the examination (Recommendations of the Doctoral Dissertation Committee form) along with a copy of the approved proposal, or the approved revision of the proposal (in which case the Approval of Amended Doctoral Dissertation Proposal form is also included) is sent to the Executive Officer in Psychology. These forms are specific to our Program and can be obtained from our Program's Administrative Assistant.

Dissertation Defense

The final draft of the student's doctoral dissertation must be approved by the Dissertation Committee. This evaluation is recorded on the Dissertation Evaluation Form, which is submitted to the Executive Officer in Psychology and the Dissertation Advisor. The evaluation permits the following choices: (i) Approved as the Dissertation stands, (ii) Approved, except for minor revisions, (iii) Not approved at this time because the dissertation requires major revisions, and (iv) Dissertation is unacceptable to readers.

When all three members of the Dissertation Committee have approved the dissertation on the Dissertation Evaluation Form (either as it stands or with minor revisions) the Dissertation Advisor contacts the Executive Officer and suggests several people to serve as outside readers. The Executive Officer invites two from the suggested list to participate. All faculty outside CUNY must submit a resume unless one is already on file. Upon their agreement, copies of the dissertation are sent to the readers for their evaluation. That evaluation is made on the same Dissertation Evaluation Form. The Dissertation Committee plus the two outside readers constitute the five-member Oral Defense Committee. The two outside readers also must approve the dissertation on the Dissertation Evaluation Form and send it to the Executive Officer and the Dissertation Sponsor at least two weeks before the oral defense. The defense is scheduled only if all the evaluations are in the acceptable categories.

Oral Defense of Dissertation

The Dissertation Advisor and other members of the Oral Defense Committee arrange the time and date for the final examination in consultation with the Program's Administrative Assistant. At least two weeks must be allowed for the Provost, at the request of the Executive Officer, to formally invite all members of the Oral Defense to participate in the final Examination. It is the responsibility of the student to see that all arrangements for the Oral Defense have been made. Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a defense at the end of a semester. The Dissertation Advisor chairs the oral defense.

Evaluation Procedures

The Executive Officer provides the appropriate forms to evaluate the candidate's performance at the oral defense. The options open to the committee are: (i) Candidate passes, Dissertation is accepted as presented, (ii) Candidate passes, Dissertation is accepted with minor revisions, (iii) Dissertation must be resubmitted for approval by sponsor and two members of the oral defense committee, and (iv) Candidate fails the final examination with stated recommendations. The results and recommendations of the Oral Defense are decided by a majority vote of the five members. When revisions are required, the student will receive written notice from his or her advisor describing the changes to be made.

After the oral defense, the Dissertation Advisor submits the signed evaluation forms to the Executive Officer who informs the Provost and the Registrar of the results. If "minor" revisions are necessary, only the advisor need approve the revised dissertation and sign the form. If "major" revisions are necessary, all members of the dissertation committee must approve the revised dissertation and sign the form. Upon completion of the revisions, the Approval of Revised Dissertation Form is sent to the Executive Officer by the advisor for his or her signature who then informs the Provost and the Registrar. Students must complete the required revisions of their dissertations in a timely manner in consultation with their advisor. When the final version of the dissertation has been accepted and when all other requirements have been met, the candidate may then arrange with the Dissertation Secretary in the Library to submit the dissertation to the Graduate Center Library. The Dissertation Cover Sheet must be signed by the Executive Officer. The PhD degree is considered completed on the date that the dissertation is accepted for deposit in the Library. Students who successfully defend their dissertations prior to the completion of the one-year clinical internship must wait until they have completed their internship to deposit their dissertation in the library. The actual awarding of the degree takes place on: February 1, June commencement, or September 1.

The following are important and useful resources for all students involved in research: American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association Press.

Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

Appendix 5: New York State License in Psychology

Statement regarding State Licensing in Psychology (11/21/02)

General Purposes of State Licensing

In New York State, a Psychology license is required for use of the title, Psychologist, for fee for service. (Other titles, such as, psychotherapist or psychoanalyst are not so protected.) Please note that the term is generic, i.e., psychologist, and not clinical psychologist. The term is not legally required if you serve as a psychologist in a protected institution, such as a college or university, hospital or clinic. However, it is increasingly common for hospitals and clinics to require their psychologists to have a state license.

Procedures and Requirements for State Licensing

State licensing requires passing the EPPP. However, one must qualify to be eligible to sit for the examination. Two processes are potentially available for such eligibility. One is graduation from a program, which is licensure eligible. The Clinical Psychology Training Program within the Subprogram in Forensic Psychology is a license-eligible program.

The information provided here only applies to licensing in New York State. Other states may have substantially different requirements and procedures. Students and graduates planning to work in other states need to investigate their policies and procedures.

The above information is based on Part 52.10 of the Regulations of the Commissioner of Education for the Registration of Curricula in Psychology (1/2/02) and is of a general nature. Individual students and graduates should consult the New York State Licensing Board for further details and in order to confirm the information provided here.

For further information the student/applicant may write to the State Board of Psychology, Cultural Education Center, Room 3041, Albany, NY 12230. Information regarding licensure requirements may also be obtained at their Website: www.op.nysed.gov.

Appendix 6: Sexual Harassment Policy

It is the policy of John Jay College and The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all CUNY students, faculty, and staff. Harassment of employees or students based upon gender is inconsistent with this objective and contrary to the CUNY's nondiscrimination policy. Sexual harassment is illegal under federal, state, and city laws, and will not be tolerated within CUNY.

CUNY, through its colleges, will disseminate this policy and take other steps to educate the CUNY community about sexual harassment. CUNY will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the CUNY community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.

It is a violation of CUNY policy for any member of CUNY University community to engage in sexual harassment or to retaliate against any member of the CUNY community for raising an allegation of sexual harassment, for filing a complaint alleging sexual harassment, or for participating in any proceeding to determine if sexual harassment has occurred.

For purposes of this policy, sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other oral or written communications 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 coworkers), or in some circumstances even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). A lack of intent to harass may be relevant to, but will not be determinative of, whether sexual harassment has occurred.

Amorous, dating, or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur between a faculty member, supervisor, or other member of the CUNY community and any person for whom he or she has a professional responsibility. These dangers can include: that a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect his or her education or employment; that conflicts of interest may arise when a faculty member, supervisor, or other member of the CUNY community is required to evaluate the work or make personnel or academic decisions with respect to an individual with whom he or she is having a romantic relationship; that students or employees may perceive that a fellow student or coworker who is involved in a romantic relationship will receive an unfair advantage; and that if the relationship ends in a way that is not amicable, either or both of the parties may wish to take action to injure the other party.

Faculty members, supervisors, and other members of the CUNY community who have professional responsibility for other individuals, accordingly, should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above, such relationships are strongly discouraged.

For purposes of this section, an individual has "professional responsibility" for another individual at CUNY if he or she performs functions including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising, or making decisions or recommendations that confer benefits such as promotions, financial aid awards, or other remuneration, or that may impact upon other academic or employment opportunities.

Members of the CUNY community who make false and malicious complaints of sexual harassment, as opposed to complaints which, even if erroneous, are made in good faith, will be subject to disciplinary action.

For more information, please refer to the GC's policy on sexual harassment. It can be downloaded at http://www.gc.cuny.edu/policies_and_procedures/updates/sh_policy.pdf.