



HEALTH PSYCHOLOGY AND CLINICAL SCIENCE

DOCTORAL TRAINING AREA IN PSYCHOLOGY AT THE CITY UNIVERSITY OF NEW YORK

HPCS 2017-2018 HANDBOOK

HPCS Program Philosophy, Aims, and Goals

Doctoral students in Health Psychology and Clinical Science (HPCS) receive a thorough grounding in clinical and health psychology, including current theoretical perspectives, the conduct and evaluation of scientific research methods, and evidence-based prevention and intervention practice across a diverse set of populations. The program embodies a clinical science model of training in the evidence-based practice of health service psychology. HPCS has a commitment to the interaction between physical and mental health, a focus on health disparities and the influence of sociocultural contexts, and the advancement of health equity from a biopsychosocial perspective. Training goals include:

Goals for Student Training

- **Knowledge of psychological science.** Graduates of the program will be expected to have an in-depth knowledge of clinical science and health psychology. Students will develop expertise in the psychological bases of physical and mental health and illness, including such topics as the biopsychosocial determinants of health and illness, stress and coping processes, and how social, cultural and temporal contexts alter health-behavior processes. They also will develop a broad knowledge of many of the basic areas of psychology (e.g., social psychology, cognitive psychology, developmental psychology, neuroscience) and other related areas (e.g., public health), as these areas interface with clinical science and health psychology. In addition to the mechanics of research design, students will develop the ability to conceptualize research problems in terms of broader theory as a means to understand physical and mental health-relevant phenomena in more meaningful ways.
- **Empirical research skills.** Students will develop advanced research skills, including the ability to understand, integrate, and critically evaluate the literature in the breadth of scientific psychology, and the ability to design, conduct, and analyze empirical research. The program emphasizes the development of laboratory, field and translational research skills, including the conduct of randomized clinical trials and program evaluation. Students are expected to maintain an active research program in collaboration with faculty members throughout their doctoral training so as to enhance the breadth and sophistication of their research skills and to produce new knowledge in one or more specialized areas through directed research experiences and the successful completion of a dissertation.
- **Clinical intervention.** Students become equipped to competently engage in activities related to health service psychology, including therapeutic intervention, psychological assessment, clinical supervision, and professional consultation. Our program provides exposure to a broad range of client populations through highly structured and supportive practicum experiences in preparation for internship.
- **Professional skills.** Students will develop proficiency in teaching and mentoring, writing research grants, presenting their work at research conferences, and publishing in professional journals.
- **Cultural diversity and ethical practice.** Students will develop awareness of how similarities and differences shape clinical practices and the research process. They will develop competence to study and interact with individuals from a variety of cultural backgrounds, to conduct research that is culturally-sensitive, and to develop skills to work collaboratively.

Programmatic Aims

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

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

Additional Guidelines

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/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf
2. The APA Ethical Principles of Psychologists and Code of Conduct, available at <http://www.apa.org/ethics/code2002.html>

Accreditation Status

At present, HPCS is NOT accredited; 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>.

Organizational Structure

HPCS is supported collaboratively by The City University of New York (CUNY) Graduate Center and Hunter College. The degree conferred upon graduation is granted by the Graduate Center at CUNY. The Program is administered by the Director of Clinical Training (DCT), Michael A. Hoyt, and the Director of Research Training (DRT), Tracey A. Revenson, who report to the Executive Officer of Psychology at the GC, Richard Bodnar, as well as to the Provost of Hunter College, Lon Kaufman. The DCT and DRT are responsible for program development and evaluation, course planning and staffing, managing the program budget and, most importantly, for admitting high quality candidates and for ensuring and monitoring student progress in collaboration with the Core Clinical Faculty. In addition the DCT (with the Deputy DCT and Clinical Training Committee) is responsible for quality of clinical practicum and practice training, including maintaining relationships and quality of practicum placements. Under the direction of the Program Directors, official HPCS committees include the: Admissions Committee; Clinical Training Committee; Diversity Recruitment and Retention Committee; the Curriculum Committee; and Faculty Membership Committee.

HPCS Handbook Updates

This handbook reflects the most current program procedures. Program requirements and policies are subject to change.

Curriculum Plan

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

Curriculum and Paths to Degree

In concert with the required Graduate Center's required first and second doctoral examinations, the dissertation, and close faculty mentoring, our plan of study provides a core foundation for the fulfillment of the HPCS training objectives. The program requires successful completion of 72 credits, a first and second doctoral examination, clinical practica and externships, a comprehensive assessment, and the doctoral dissertation. We also include a sample timeline for course of study and course requirements for students in the HPCS training area. This timeline does not include additional requirements and responsibilities (e.g., teaching, research, or grant appointments).

Course requirements are divided into four components:

1. Foundation Courses (15 Credits)
2. Methodological and Research Courses (18 Credits)
3. Breadth Requirements (12 Credits)
4. Applied/Clinical Training Requirements (27 Credits)

Required Foundation Courses (15 credits). All students are expected to complete the foundational courses by the end of fourth semester of Ph.D. study, even if they matriculate with a master's degree. Students are expected to enroll for credit in PSYC 80000 (Seminar in Current Psychological Research) in the fall semester typically in the first year; however, it is expected that students will attend presentations in this every semester in which they are in residence at CUNY (to the extent possible, for example, unless it conflicts with externships) as it serves as our program seminar series.

Foundation Courses (15 credits)		
	# of Credits	Course Number
Health Psychology	3	85300
Psychopathology	3	75500
Psychosocial Determinants of Health Disparities and Diversity	3	83502
Therapeutic Interventions I	3	83900
Seminar in Current Psychological Research	3	80000

Methodological and Research Courses (18 credits). In addition to the research training students will receive in laboratory work with faculty, students are expected to complete coursework in methodological and research methods. Students are expected to enroll for credit in PSYC 70330 (Research Practicum) typically in the first year; however, students may repeat this course for credit.

Methodological and Research Courses (18 credits)		
	# of Credits	Course Number
Research Methods	3	70310
Statistics I	3	70500
Statistics II	3	70600
Ethical and Legal Issues for Psychologists	3	77100
Research Practicum	3	70330
Psychometric Methods	3	76000

Breadth Requirements (12 credits). The effects of biological, psychological, and social forces are critical to understanding the risk and protective processes that underlie physical and mental health. Thus, the breadth requirements are meant to provide the opportunity for exposure to core areas of knowledge. Students, with their advisors, can select courses that fulfill these areas that are best matched with their interests and training objectives. In most cases, students should select the recommended courses listed below (approval is needed for any other alternative course).

Breadth Requirements (12 credits)		
	# of Credits	Recommended Course #
Biological Bases ¹	3	75102
Cognitive-Affective Bases ²	3	71103
Developmental/Lifespan Bases ³	3	72000
Social Systems Bases ⁴	3	74600

Applied/Clinical Training (27 credits). Includes both knowledge-based and clinical practicum and externship courses.

Applied/Clinical Training (27 credits)		
	# of Credits	Course Number
Assessment I: Intellectual and Cognitive Functioning	3	82700
Assessment II: Personality Functioning	3	82800
Therapeutic Interventions II	3	83902
Personality and Individual Differences	3	74004
History of Psychology	3	70000
Clinical Practicum I & II (<i>can be repeated</i>)	6	84100/84200
Clinical Externship I & II (<i>can be repeated</i>)	6	70341/70342

¹ This elective is satisfied by any course designated by the program as satisfying the biological bases area. The recommended course is: PSYC 75102 Biological Basis of Behavior.

² This elective is satisfied by any course designated by program as satisfying the cognitive-affective breadth area. The recommended course is: PSYC 71103: Cognitive & Affective Aspects of Behavior.

³ This elective is satisfied by any elective course designated by the program as satisfying the developmental/lifespan breadth area. The recommended course is PSYC 72000 Developmental Psychology.

⁴ This elective is satisfied by any course designated by the program as satisfying the social systems breadth area. The recommended course is: PSYC 74600 Social Psychology.

Sample Curriculum Path

This path is to be used as a framework for planning your progression through your doctoral training. This provides a sample of the typical sequence through the program.

	Fall Semester	Spring Semester
1st Year	75500 Psychopathology I 70310 Research Methods and Design 70500 Statistical Methods in Psychology I 80000 Seminar in Current Psychological Research 75102 Biological Bases Requirement	85300 Health Psychology 83900 Therapeutic Interventions I 70600 Statistical Methods in Psychology II 70330 Research Practicum 72000 Developmental/Lifespan Bases Requirement
2nd Year	82700 Assessment I: Intellectual & Cognitive Functioning 83902 Therapeutic Interventions II 84100 Clinical Practicum I 77100 Ethics/Legal Issues for Psychologists 83502 Psychosocial Determinants of Health Disparities & Diversity	82800 Assessment II: Personality Functioning 74600 Social Systems Bases Requirement 84200 Clinical Practicum II 70000 History of Psychology 71103 Cognitive & Affective Bases of Behavior
		First Doctoral Exam Deadline (Advance to Level II)
3rd Year	74000 Personality & Individual Differences 70341 Clinical Externship I	76000 Psychometric Methods 70342 Clinical Externship II
4th Year	Registered on Record 70341 Clinical Externship I	Registered on Record 70342 Clinical Externship II
		Second Doctoral Exam Deadline Submit Dissertation Topic Proposal (Advance to Level II)
5th Year	90000 Dissertation Research Externship (optional)	90000 Dissertation Research Externship (optional)
	Dissertation Proposal Defense Internship Application	Dissertation Defense (recommended)
6th Year	Internship	Internship

Transfer Credit

The Graduate Center allows for a maximum of 30 credits to be transferred that have been taken prior to admission to a doctoral program. These may be applied toward the Ph.D. degree provided the courses were completed with a grade of B or higher within an appropriate period preceding the time of application and are equivalent to comparable courses offered at the Graduate Center. An evaluation of previously earned credits must be made before the end of the student's first year in residence by the HPCS Curriculum Committee. See more at: <http://www.gc.cuny.edu/About-the-GC/Governance,-Policies,-Procedures/Detail?id=4342#sthash.d0FAb7pG.dpuf>. Although the Graduate Center's allowance of 30 transfer credits, students cannot transfer more than 12 credits toward HPCS requirements.

Enrolling in Courses at Other Universities: Inter-University Doctoral Consortium

The Graduate Center is a member of the Inter-University Doctoral Consortium (IUDC), which provides for cross-registration among member institutions. Matriculated Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences 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 inter-university cross-registration project are as follows:

- A student must be matriculated full- or part-time in a doctoral program at one of the participating institutions.
- 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.
- The courses available for cross-registration should not normally be available at the home institution. Required courses can be taken, but only in the rare circumstance that the course is not offered at the home institution.
- Participation in cross-registration is subject to approval by the deans of the home and host institutions.
- Taking courses through the IUDC requires that the student coordinate with a variety of offices (including the Office of the Registrar at the Graduate Center).
- Importantly, when students want to take a course through the IUDC, they **MUST** obtain a copy of the most recent course syllabus for the course they are proposing to take and submit it to the HPCS Curriculum Committee for content review. Students will be permitted to take the course (either as an elective or in fulfillment of a program requirement), only after the HPCS Curriculum Committee grants approval and the syllabus has been determined to meet program standards and requirements.

Please note that only courses taken at universities in the consortium and during the standard academic year are covered under students' financial aid awards. In other words, students who elect to take courses during the summer or at institutions outside of the consortium are responsible for paying any tuition and fees. Information about the Inter-University Consortium is available on the Graduate Center website:

<https://www.gc.cuny.edu/Degrees-Research/Doctoral-Programs/Interuniversity-Doctoral-Consortium>

The First Doctoral Examination

To pass the first doctoral examination, HPCS students must successfully complete a mentored empirical research project. This includes a written research manuscript of a completed empirical project and a 15-30 min oral presentation of the completed research as part of the HPCS colloquium series. The research project can be either independent work or work designed in collaboration with a faculty member; it can involve the collection of new data, the analysis of data from a faculty advisors' existing research, a secondary data analysis on a national set, or an extension of a faculty-approved research project. In all cases, but particularly when using data from existing or ongoing research, students should take significant responsibility in forging the research question. The level of responsibility and independence should sufficiently warrant first authorship. The research report must be written independently by the student.

The learning objectives of the first doctoral examination are to:

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

First Doctoral Exam Committee

A two-person committee will supervise and evaluate the students' first doctoral examination. The committee is comprised of:

1. Faculty chair (typically the student's faculty advisor who must be an HPCS core or affiliated faculty member)
2. A member of the HPCS doctoral faculty (core or affiliated)

The second member of the committee should be chosen in concert with their faculty advisor and approved by the HPCS Training Directors. The second committee member may participate as a "reader" (i.e., to read and evaluate the final document) or may participate in a more substantive way during the research process.

Completion Deadline

The first doctoral examination must be completed, approved by both committee members, and submitted to the Training Directors by the end of the student's fourth semester of enrollment (typically by the end of the 2nd year). According to Graduate Center policies, if students have not successfully completed the first doctoral examination by the time they have completed 45 credits of coursework, they will receive a Satisfactory Progress Report from the Registrar denoting unsatisfactory progress in doctoral studies. If this occurs, the student should discuss this with the Training Directors, their faculty advisor, and the Executive Officer. In most instances, the student will be asked to develop a remediation plan and project timeline.

Assessment of First Doctoral Exam

The first doctoral examination will be evaluated by the two committee members on the learning objectives described above, which will lead to the ultimate determination of "pass", "qualified pass", or "fail".

- A "pass" from both members of the committee indicates that the student has successfully completed the requirement and no revisions to the written work will be required.
- A "qualified pass" from at least one member of the committee indicates that minor revisions are required that can be approved by the chair (advisor).
- A "fail" indicates that significant and substantial revisions are required in order to pass the exam, and the revised examination must be re-evaluated by both committee members. In the instance of a failure of the first doctoral exam, discussion of the full faculty will occur regarding determination if further remediation is needed or whether continuance in the program is recommended.

In situations in which a student does not receive a pass from both faculty members, the committee will suggest revisions. These revisions can include additional analyses and/or rewriting. The student can resubmit the project with revisions to the committee for its consideration. The same faculty members must pass the revised doctoral examination. Students will

be allowed only one resubmission. If the resubmission does not receive a “pass” or “qualified pass” from both committee members by the first day of the fifth semester of matriculation, a request to the Executive Office may be made by the Training Directors (in consultation with faculty) to terminate the student from the doctoral program in Psychology.

Manuscript Preparation

Once students have completed the analyses for the research project, they are expected to write a ready-for-submission APA-style manuscript of their research project (Introduction, Methods, Results, Discussion). The completed manuscript must be evaluated by the two committee members. Once both committee members have approved the first doctoral examination cover page (attached to this Handbook) should be signed. Students are highly encouraged to submit their first doctoral project manuscript for peer-review for publication.

The signed cover page and the first doctoral examination paper should be sent to the Training Coordinators as separate .pdf files, who will send official notification to the Psychology Executive Office, stating the student’s name, Banner ID #, and date that she or he successfully completed the First Doctoral Exam. The EO Office will notify the Registrar’s Office and the milestone (passing the first doctoral examination) will be noted on the student’s official transcript.

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

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

The Second Doctoral Examination

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

The learning objectives of the second doctoral examination are to:

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

Examination Project Structure

Students can select to produce either an integrative review/meta-analysis or a grant proposal. The student should make this selection with their faculty advisor and other faculty members as appropriate to their project goals.

- Integrative Review Paper or Meta-Analysis. The paper should pose a question that is answerable by systematically reviewing and critically evaluating the research literature in a particular area. Models for such papers can be found in Psychological Bulletin (<http://www.apa.org/pubs/journals/bul/index.aspx>), Clinical Psychology Review (<http://www.journals.elsevier.com/clinical-psychology-review/#>), Health Psychology Review (<http://www.tandfonline.com/toc/rhpr20/current>), and the Annual Review of Clinical Psychology (<http://www.annualreviews.org/loi/clinpsy>), among others. The paper should be substantial and ultimately publishable. The manuscript should be no more than 30 double-spaced pages (excluding references and tables). The chosen topic may be focused on the student's envisioned dissertation research or a different topic.
- Grant Proposal. This option involves the preparation of a ready-to-submit NIH-style grant proposal. Students should discuss with their advisors options for selecting the grant format to be utilized. The advisor must approve the selected format. Use of a common NIH grant format would be typical (e.g., R03 or R21 grant mechanism; F31 Ruth L. Kirschstein National Research Service Award). The grant proposal should give appropriate attention to theoretical, ethical, diversity, and methodological issues and include all ancillary grant proposal components.

Integration of Foundational Knowledge

Regardless of what format a student chooses for the second doctoral exam, the project must demonstrate integration of at least two discipline specific breadth areas of psychology (i.e., biological, social, cognitive, affective, developmental). Although the project itself must reflect integration, students must include a special section (minimally of 1 single-spaced page) to discuss how the project has successfully integrated core areas of knowledge.

Integration involves bringing together information from within a particular subject area, incorporating material from other relevant areas, and establishing implications for the field based on such integration. Your write up should describe your synthesis – not merely a list or description of studies- but a perspective that is greater, more meaningful, and more parsimonious than the sum of its parts. Successful integration should demonstrate the student's expertise, involving an advanced awareness of the pertinent theoretical and methodological issues.

Second Doctoral Exam Committee

A three-person committee will supervise and evaluate the students' second doctoral examination. The committee is comprised of:

1. Faculty Chair (typically the student's faculty advisor; must be a core or affiliated member of the HPCS faculty)
2. A member of the HPCS doctoral faculty (core or affiliated)
3. A member of the HPCS doctoral faculty (core or affiliated) or Member of the broader Psychology Doctoral Faculty at the CUNY Graduate Center or an appropriate scholar approved by the faculty advisor and Program

Directors who holds a Ph.D. or equivalent degree in an area of expertise pertinent to the dissertation project. [If a committee member that is not a member of the CUNY Psychology faculty is chosen, the student must receive approval from the Executive Office using the *Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member* form: http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Psychology/Forms/Request-for-Approval-of-Non-CUNY-Doctoral-Faculty-Dissertation-Member.pdf.]

Students should choose their committee members in concert with their faculty advisor; committee membership must be approved by the HPCS Training Directors before work commences. The committee should be composed after the student and faculty advisor have chosen the option and identified a proposed topic; and committee members should be chosen for their expertise.

Completion Deadline

The second doctoral examination must be completed, approved by all three committee members, and submitted to the Program Directors by the end of the student's eighth semester of enrollment (typically the end of the 4th year). If student fails to complete this requirement by this time, it will be considered a failed examination. If the examination is failed, the student will not be allowed to participate in externships during their ninth semester. Per the above, the student has one semester from the failed exam to complete an acceptable second doctoral examination, or a recommendation will be made to the Executive Officer to terminate the student from the doctoral program in Psychology.

Assessment of Second Doctoral Exam

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

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

In order to successfully complete the requirement, the student must earn a "pass". Students who fail to meet the requirements will submit a written remediation plan (which includes criteria for successful versus unsuccessful completion), developed with their second doctoral examination committee. This plan must be approved by the Program Directors. The student has one semester from the failed exam to complete an acceptable second doctoral examination or a recommendation may be made to the Executive Officer to terminate the student from the doctoral program in Psychology.

Manuscript Preparation

Once all three committee members have approved the second doctoral examination, the cover page (attached to this Handbook) should be signed. The cover page and the second doctoral examination paper should be sent to the Program Directors as separate pdfs, who will send official notification to the Psychology Executive Office, stating the student's name, Banner ID #, and date that she or he successfully completed the Second Doctoral Exam. The Executive Office will notify the Registrar's Office, and the milestone (completion of second doctoral examination) will be noted at the bottom of the student's transcript.

To complete the requirements of the HPCS Comprehensive Assessment, students must engage successfully in a number of professional activities, including those that are associated with the creation, communication, and dissemination of scholarship.

The primary learning objective of the comprehensive assessment is to:

1. Disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Components

To successfully complete this milestone, all students are required to complete all of the following:

1. Attend two national or international conferences, with each conference being hosted by a different organization. The conferences or meetings attended are subject to the approval of the student's faculty advisor and HPCS Training Directors. The registration badge serves as documentation of attendance.
2. Present a poster or paper at a regional, national, or international conference. The student should be first author on the presentation. The page from the conference program listing the poster or paper will serve as documentation. The conference or meeting to which the presentation is submitted is subject to the approval of the student's faculty advisor and HPCS Training Directors.
3. Submit a first-authored manuscript to a peer-reviewed journal. The journal's letter/email of receipt of the manuscript will serve as documentation. The manuscript can be based on the first or second doctoral examination or any research project conducted during doctoral training at the Graduate Center. The peer-reviewed journal to which the article is submitted is subject to the approval of the student's faculty advisor. The manuscript only has to be submitted to, not accepted by, the journal (although we hope it will be!).

The documentation should be submitted along with the *Comprehensive Assessment Form*, signed by the faculty advisor and Program Directors. The Comprehensive Assessment Form must be submitted before the oral dissertation defense.

Doctoral Dissertation

The doctoral dissertation is the culmination of the student's research training. The scope of the research is more ambitious than that of the first doctoral examination research project, yet it should not be of such scope as to be incapable of meeting the limit set by the Graduate Center for the completion of doctoral training (i.e., all requirements for the degree must be completed no later than eight years after matriculation). (Note that the Graduate Center sometimes refers to the doctoral dissertation as the Third Doctoral Examination in its materials.) The expectation is that the research question and study design 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 examination as a basis for the dissertation. All HPCS dissertations must be original empirical research, and must clearly demonstrate the candidate's ability to work at the frontiers of the field.

The learning objectives of the doctoral dissertation are to:

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

Note: All required forms can be accessed on the Psychology website at <http://www.gc.cuny.edu/Page-Elements/Academics-Research-Centers-Initiatives/Doctoral-Programs/Psychology/Forms-and-Procedures>

Doctoral Dissertation Committee

A three-person committee will supervise and evaluate the students' doctoral dissertation. The committee is comprised of:

1. Faculty Chair (typically the student's faculty advisor; must be a core or affiliated member of the HPCS doctoral faculty)
2. A member of the HPCS doctoral faculty (core or affiliated)
3. A member of the HPCS doctoral faculty (core or affiliated) or Member of the broader Psychology Doctoral Faculty at the CUNY Graduate Center or an appropriate scholar approved by the faculty advisor and Program Directors who holds a Ph.D. or equivalent degree in an area of expertise pertinent to the dissertation project. [If a committee member that is not a member of the CUNY Psychology faculty is chosen, the student must receive approval from the Executive Office using the *Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member* form: http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Psychology/Forms/Request-for-Approval-of-Non-CUNY-Doctoral-Faculty-Dissertation-Member.pdf.]

Students should choose their committee members in concert with their faculty advisor and the committee is ultimately approved by the HPCS Training Directors. The dissertation committee works with the student to help prepare the proposal and troubleshoot as the dissertation is completed. This committee serves as the core of the examining committee at the both the proposal and oral defenses.

External Reviewers

Once the dissertation project and document is completed, two additional faculty members, called "external reviewers" join the three-person committee for the oral defense. The role of the external reviewers is to read the final document and partake in the oral defense. The student should select these individuals in consultation with the Dissertation Chair and with the approval of the HPCS Program Directors. The Graduate Center requires that at least three members of the dissertation defense committee be members of the Graduate Center doctoral faculty. [If one or more external reviewers is not a member of the CUNY Psychology faculty, the student must receive approval from the Executive Office using the *Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member* form http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Psychology/Forms/Request-for-Approval-of-Non-CUNY-Doctoral-Faculty-Dissertation-Member.pdf].

Steps to Completion of the Doctoral Dissertation

1. Topic Proposal. The Graduate Center requires that students submit a brief topic proposal, *Dissertation Topic Proposal and Dissertation Committee Selection* form before the proposal is written. This form includes: the dissertation title, the names of the three committee members, a 1-2 page summary of the proposed research, as well as the completion date of the second doctoral exam and the number of credits completed. Students must obtain oral agreement from prospective dissertation committee members before designating their committee on this form. The Dissertation Chair must sign this form. The Chair then submits the form to the Program Directors, who sign and submit it to the Executive Officer for approval. Note that the topic proposal represents administrative approval of the general dissertation topic and does not constitute scientific review or approval of the project method or approach. At this time, it is the responsibility of the student to check with the APO (Judith Kubran) to see that all Psychology requirements for the degree, with the exception of the dissertation, have been completed.
2. Proposal Defense. The purpose of the dissertation proposal defense meeting is to provide a forum in which a student's dissertation proposal is presented to the 3-member dissertation committee in order to obtain informed critique. To achieve this, a written dissertation proposal is prepared in advance and submitted to the dissertation chair and committee members for approval, prior to the dissertation proposal defense meeting; often the Dissertation Chair approves the proposal before it is given to the other two committee members. The dissertation proposal should contain a review of the relevant literature; specific aims; a thesis; hypotheses; a fully-developed methods section (including: Research Design; Recruitment Procedures; Proposed Sample; Measures); and a data analysis plan. Once the committee approves the written proposal, the student is responsible for coordinating a date for the defense meeting among dissertation committee members.

The dissertation proposal defense meeting, conducted by the Chair of the Dissertation Committee, consists of a 10-15 minute presentation made by the student regarding the theory, specific aims and research design of the proposed study, followed by questions from the two members of the committee and the Chair. Upon completion of the discussion, the dissertation committee votes on whether to accept or reject the proposal, and whether to request changes. If changes are required, they are to be submitted by the student no later than one month after the proposal defense meeting. Upon completion and approval of the Committee, all members must sign the *Dissertation Proposal Approval Form*, which can be obtained from the Executive Office or on the Psychology program website. This form indicates that the proposal has been accepted and the research is ready to be started.

If a student changes her or his dissertation topic after the proposal has been defended and approved, the student is required to resubmit and defend the new proposal according to the above guidelines. Proposal defenses are open to other students and faculty, who are welcome to ask questions of the student, but all individuals not on the committee will leave after the completion of the oral defense, while the committee deliberates.

Approval of the dissertation committee does not substitute for institutional ethics review and oversight. Where required, students must seek IRB approval before conducting research involving human subjects. This approval must be granted before the student begins their dissertation research. For detailed information, please go to the CUNY HRPP website: <http://www2.cuny.edu/research/research-compliance/human-research-protection-program-hrpp/>.

3. Writing the Dissertation. After data are collected, the student writes the dissertation in APA-style. Although the student may consult with and obtain feedback from the Chair and committee members throughout the dissertation process, the dissertation is to be the independent work of the student and not a collaborative project.
4. The Dissertation Manuscript and Oral Defense. After the final written document has been approved by the Chair and two committee members, the student, chair, and External Reviewers arrange the time and date for the final examination in consultation with the Psychology Program's Assistant Program Officer (APO; Judith Kubran). Students should turn in at least three approved dissertation evaluation forms to the APO at least four weeks prior to a defense so that that the Provost, at the request of the Executive Officer of Psychology, can formally invite all members of the committee to participate in the final Examination. Dissertation Evaluation forms can be obtained

on the Psychology website; include a form with the top section completed along with the dissertation to all committee members and external examiners. Although all five committee members must approve the dissertation using the Dissertation Evaluation form before the date of the oral defense, only three members must submit them in order for the oral defense to be scheduled. Note that committee members sign and submit individual Dissertation Evaluation Forms.

Because of demands on faculty and student time at the end of each semester, students are advised not to schedule a dissertation defense close to the end of a semester or during the summer break (June, July and most of August). It is the responsibility of the student to check with the APO (Judith Kubran) to see that all arrangements for the oral defense have been made, including a reserved room and completion of all paperwork.

The dissertation oral defense often lasts approximately two hours. It consists of a 15-20 minute presentation of the completed dissertation research, followed by questions from the committee, often first from the “outside readers”, then the committee members, and then the Chair. All doctoral faculty are invited officially to the defense and questions from other faculty members may follow if they have read the dissertation. After discussion and questions, all but the dissertation committee will leave the room and the committee will decide on the status of the dissertation. This evaluation is recorded on the *Dissertation Evaluation Form*, which must be signed by all committee members (original signatures) and submitted to the Executive Officer of Psychology who signs it and sends it on to the Provost’s office for signature.

Assessment of the Doctoral Dissertation

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

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

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

Dissertation Document Preparation

Once the dissertation has been passed, the cover page (attached to this Handbook) should be signed. The cover page should be sent to the Program Directors. Students should follow Graduate Center procedures (with the assistance of Jude Kubran) for officially depositing their approved dissertation.

The dissertation should only be deposited when a student meets the academic degree requirements in their program of study and while enrolled at the Graduate Center (as per the Graduate Center Bulletin). Thus, the dissertation should not be deposited until the student has completed clinical internship.

Clinical Practica and Externships

Practicum and Externship 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. Note that most practica and externships are 12-month commitments and so extend into the summers.

Practicum vs. Externship

- Practicum. In the program, Practicum will be defined as more elementary clinical training experience to be provided earlier in the student's training, beginning in Year 2 (after or concurrently with relevant, introductory clinical coursework). Practica will largely consist of training experiences offered by HPCS faculty however, certain exceptions may be made for alternative sites. Practica will have a cap of 10-12 hours/week of all training elements (intervention, assessment, note taking, supervision). Students may take a second year of practicum but, if in the same training experience as the previous year, they must seek approval from the DCT and their advisor.
- Externship. Following completion of the second-year practicum, students will be allowed to enroll in externship training. Students must complete at least one year of externship. Externships will involve 12-16 hours of training per week (intervention, assessment, note taking, supervision). Notably, students planning to apply for NYS licensure must take externships that conform to a 16-hour per week requirement. Most externship sites are part of the NYNJADOT consortium and thus applications to these sites are part of a matching system. However, not all externships are part of this matching process and students are permitted to take externships outside of the match (with approval by the DCT and the Clinical Training Committee). Further, externships can involve training "in house" with primary HPCS faculty. However, there must be a clear distinction in training between students enrolled in those training experience as students in "practica" versus those in "externship". Further, students must do at least one full year of training in an external site (either as a practicum or externship) before internship. Students are highly encouraged to complete at least one externship experience that offers exposure to clinical health psychology/behavioral medicine.

Externship Application Process

In order to apply externship hours 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 semester. Each fall, the DCT and/or Deputy DCT holds a meeting to update students on placement sites, as well as to discuss current externship application procedures (as determined by the NYNJADOT consortium). All students planning to apply for externship are required to attend the meeting or, in unusual cases, make alternate arrangements to meet with the DCT and/or Deputy DCT. A database of sites is maintained by the NYNJADOT consortium; in addition, HPCS students have informally maintained a listing of their experiences with various sites.

Students are required to prepare a list of sites to which they plan to apply and submit it to the DCT and/or Deputy DCT by January 30th of the year they are applying for externship. Students then meet individually with the DCT and/or Deputy DCT and/or Deputy DCT to discuss their proposed sites and their individualized training goals. The student must have the approval of the DCT and/or Deputy 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 are sent by the DCT and/or Deputy DCT to all students.

It is recommended that students apply to the maximum number of placement sites allowed by NYNJADOT consortium guidelines. Most sites require letters of recommendation from the student's advisor, the DCT, or a clinical professor/supervisor. Please give all letter writers 3-4 weeks to prepare letters, as many supervisors are writing multiple letters. Additionally, many sites require a letter of readiness from the DCT. After meeting with the DCT, it is the student's responsibility to list the sites where the student plans to apply, along with contact information for the Site Director, and all application requirements to the DCT (two to three weeks in advance of the date that the letters are needed). Students may not apply for placements prior to January 15, but are encouraged to apply as soon after that date as possible.

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

Course Registration

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

Student Liability Insurance

In addition to institutional coverage, all students engaged in clinical training are required to maintain a student liability plan (available at www.apait.org) for a nominal fee. This also covers any approved work you do outside of externship course (e.g., summer months). You are required to have your certificate of insurance coverage on file with the DCT at all times.

Child Abuse Training

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

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

Documentation and Evaluation

To successfully complete an externship, students must:

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

Clinical Internship

A one-year clinical internship is required for obtaining the doctoral degree in Psychology.

Readiness to Apply for Internship

Students who plan to apply for internships in the upcoming cycle, should be in conversation with the DCT about their desire to apply. Students must be granted approval by the Clinical Training Committee before initiating any internship application processes. Students will be deemed ready to apply when: 1) they have successfully defended their dissertation proposals by October 1st of the year they plan to apply; and, 2) the DCT (in consultation with the clinical faculty) has deemed their training experiences and performance are minimally acceptable for internship readiness.

Students must schedule an appointment with the DCT, and provide a summary of their accrued hours in various categories. Together, the entire portfolio of experiences will be examined, and the Clinical Training Committee 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. For some students, it may be advisable to apply and complete the dissertation in their fifth year (often with a placement that includes more limited hours 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 it is highly unadvisable for students to elect to apply before they have completed the fourth year of doctoral study or against DCT recommendations.

Application for Internship

Beginning with the 2018 match, the Association of Psychology Postdoctoral and Internship Centers (APPIC) (www.appic.org) will block access to the internship match process to any student seeking internship from a not yet accredited doctoral program. Students will, however, have access to the APPIC Post Vacancy Match Process in the spring. Any student wishing to participate in the post vacancy match should be in contact with the DCT and still gain approval by October 1. Because some vacant sites may request the full AAPI application, students should plan to prepare the full AAPI (available at www.appic.org).

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

Internships Outside the APPIC Match

Students are highly encouraged to complete APA-accredited internships. However, there may be instances in which a student might want to consider an internship outside the APPIC Match. In these instances, a student should be in close conversation with the DCT. The DCT will extensively review any unaccredited internship for quality and adequacy of the training experience. A formal internship training plan will be developed in consideration of any unaccredited internship that minimally includes a thorough description of:

- The nature and appropriateness of the training activities
- Frequency and quality of supervision
- Credentials of the supervisors
- How the internship evaluates student performance
- How interns can demonstrate competency at the appropriate level

For additional information about quality and standards for internship training see: <http://www.appic.org/About-APPIC/APPIC-Policies/Internship>

Student Evaluation Procedures

Purpose of Annual Review

Every student will be reviewed on an annual basis at the close of each academic year by the full faculty. First year students and any student requiring special attention are also reviewed at the end of fall semester. The purpose of this process is to ensure that all students have ongoing feedback about their progress and that they receive continuous guidance regarding satisfactory completion of program requirements and continuous growth in the areas of independent and scholarly research, clinical development, and professional growth. The review is to delineate both the strengths demonstrated in academic work, research, clinical work, and citizenship as well as areas for improvement.

Review Procedures

Students will submit a Student Self-Evaluation Form and current CV to their primary faculty advisor. This assessment includes an update on student activities. These materials will be reviewed within the following two weeks by the advisor and discussed with the student in a face-to-face meeting. Written student responses should be added to the forms during the meeting. After the meeting both the student and advisor will sign the Faculty Evaluation Report (prepared by the faculty advisor), which will go to the Program Directors for signature. Meetings must occur before the official end of the semester and the signed forms should be received by the Program Directors before semester's end.

Student progress is evaluated in the following competency areas (note that clinical and intervention skill evaluation procedures are described elsewhere):

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

The form will be maintained electronically in the student's file, which is accessible to faculty and the student upon request. Following the student evaluation meeting, a letter discussing the faculty's findings regarding each student's progress is prepared by the Program Directors. The letter is sent to each student and placed in the student's file.

Minimum Levels of Achievement

In addition to successful achievement of the milestone projects (e.g., First Doctoral Exam, Second Doctoral Exam, etc.) as outlined above, students must achieve a minimum level of achievement across competency areas. This includes achievement of a minimal rating of "2" (meets expectations) on faculty evaluation ratings by the time of internship application and minimum achievement of B- in all mandatory coursework.

Remediation Plans

In the case that faculty determine that student is not making satisfactory progress or is not completing program requirements in a timely manner (or if a student received an unsatisfactory progress report from the Graduate Center Registrar), a remediation plan will be developed. A remediation is typically indicated when a student is not meeting, or is not positioned to meet, the minimal level achievement any component of the student's training. This includes achieving below a B- in a course, consistent ratings of "does not meet expectations" on faculty and clinical evaluations, or unsatisfactory progress on milestone projects. A written remediation plan will be developed by the primary faculty advisor, reviewed with a student (signed by both), and kept on file with the Program Directors. The plan should be designed to set clear and realistic expectations and set strategies for maximizing student success.

Students in these circumstances who do not improve, however, may be asked to withdraw from the program. In such cases, students may appeal the decision as detailed in the *Grievances and Appeals Procedures* section. If there is evidence that fair procedures were not followed, further appeals can be made to the Executive Officer of Psychology. Information on academic progress and appeals procedures can be found in the GC Student Handbook on pages 54 and 64 and available at: http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Publications/Student_Handbook_web.pdf?ext=.pdf

Program Policies, Procedures, & Resources

Full Time Attendance and Residency

HPCS is based on full-time attendance, and only students who make a full-time commitment are admitted. Students enrolled in HPCS cannot be enrolled concurrently in any other academic institution nor are they permitted to maintain external employment (see following section entitled *External Employment Policy*). Students are required to complete a minimum of four full-time academic years of graduate study, plus internship, to receive the doctoral degree with a minimum of two of these years within HPCS.

Registration

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

New York State Residency

Students are required to establish in-state residency as soon as possible, and no later than the beginning of their second year in the program. Forms and detailed instructions for establishing residency are available in the Office of the Registrar at the GC (Room 7201) or at: http://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Forms/CityUniversityResidencyForm.pdf?ext=.pdf. Students who fail to do so by their second year will be responsible for paying the out of state portion of their tuition. In addition, students should ensure that their home address in the Banner and/or CUNYfirst systems is accurate at all times. Any tuition reimbursements/financial disbursements (and other official communications from the Graduate Center) will be sent to this address. Note: Simply updating your address in Banner is not sufficient for establishing New York State residency.

Outside Employment

All students in the Program are matriculated as full-time student status, and therefore should not accept external employment of any kind while a student in the graduate program. Notably, clinical experience in the form of clinical externship placements and clinical internship placements, and sanctioned teaching positions associated with student fellowships are not considered to be “employment”. This is true even if the extern is paid a stipend, so long as the activity is discussed with the DCT and documented in the student’s file as work towards the fulfillment of their degree. On-campus jobs, including teaching, research, or other that are above the work requirements for the GCF, Grad A, Grad B, Grad C, or Grad C stipend may be allowed at the discretion of the Program Directors provided the student is in good academic standing and that the appointment does not violate workloads established by the Graduate Center.

Professional Title and Supervision

Students, particularly when working in a clinical environment, should not practice psychology under a title using the words “psychologist,” “psychology,” or “psychological” unless 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.

Confidentiality

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

Research Policies

Specific rules and guidelines apply to both students and faculty who wish to conduct research at CUNY. No student may conduct research without a faculty supervisor; all research projects must have a faculty Principal Investigator. Students who wish to conduct research must first obtain approval from their faculty principal investigator. Students must then

apply for and obtain ethics approval from CUNY's Human Research Protection Program (HRPP). Ethical guidelines and information about the participant pool at Hunter 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 CUNY Human Research Protection Program (HRPP). The CUNY Human Research Protection Program (HRPP) is responsible for the protection of the rights and welfare of human subjects in research projects conducted at CUNY or by CUNY faculty, staff and students and RF CUNY staff. The program provides oversight, administrative support and educational training to ensure that CUNY research complies with federal and State regulations, University policy and the highest ethical standards.

Prior to the commencement of any research investigation, students are required to submit a research proposal to the HRPP Coordinator's Office for ethics review. If the HRPP's office determines that the research is either exempt or expedited, the student is notified and research may commence. If it is determined that the research requires full review, the research is referred to the centralized CUNY HRPP (IRB) for further review. Additional information on the CUNY HRPP's review process can be found at www.cuny.edu/research/compliance/human-subjects-research-1.html. Researchers must remain aware of their project's HRPP approval expiration date. No research, including data analysis, is permitted once the approval expires. In order to continue data collection, researchers must renew HRPP approval. Once approved by the HRPP, the research is recognized by CUNY and subsequent steps in the research process may be followed. In addition, students must comply with any additional human subject protections and training requirements imposed by funding entities (e.g., NIH) for extramurally funded research.

Training in the 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 CUNY 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://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 applying for IRB approval for a research project must submit a copy of their CITI certification with their proposal.

Professional Development and Affiliation

The Program seeks to facilitate students' professional development. In accordance with this goal, students are provided many opportunities to participate in professional organizations, seminars and colloquia, and research collaborations at local, regional, national, and international levels. Students maintain student-affiliate memberships in professional organizations such as the American Psychological Association, the Society of Health Psychology, 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 relevant talks at the national conferences of these organizations. The faculty will keep students informed about student travel awards. The Graduate Center and Hunter both offer annual opportunities for student travel funding.

Student Publications and Presentations

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. This includes obtaining explicit approval from all co-authors on any professional work prior to submission (including conference abstracts). 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 the Health Psychology & Clinical Science program at the Graduate Center, City University of New York as either graduate students or doctoral candidates (when they have advanced to candidacy). Students may also choose to include the name of their lab and Hunter College on their signature line.

Mentoring, Faculty Advising, and Course Planning

Each student is required to have a faculty mentor/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 manages faculty reviews of student progress. In addition, the student will be incorporated into the mentor's research lab or another faculty member's lab (with the agreement of the mentor). Attempts are made to match students to advisors who share similar research interests. During the first year, the primary mentor 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 employ a flexible match model where students are free to work with more than one faculty member, as long as they are making satisfactory progress toward program goals. Students may also switch mentors; however, students are encouraged to do so only after completion of the First Doctoral Examination project, except in unusual circumstances.

If a student is experiencing problems with his or her faculty advisor at any time, the Program Directors should be contacted for assistance. If either student or faculty mentor wish to have the student change mentors, either party may initiate the process for the identification of a new faculty advisor for the student. Changes in mentorship should be discussed with the Program Directors in anticipation of such changes.

Financial Aid

All graduate students in the Program receive five full years of financial support. This support includes tuition remission, a stipend (at standard fellowship pay levels), and health insurance eligibility (New York State Health Insurance Program, or NYSHIP). Students are required to pay nominal student fees for technology and health insurance. Additional stipend monies from other sources (e.g., advisors' grants, Dean's or Provost's Fellowships) have also been procured by our, 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.

Additional information about financial aid can be obtained from: <https://www.gc.cuny.edu/Prospective-Current-Students/Current-Students/Financial-Assistance>. Most funding packages include a service requirement. Typically, students who have fellowships with service requirements serve as teaching assistants, undergraduate course instructors, research assistants, or tutors. Note that students do not receive a stipend during their internship 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 Program Directors about the matter. Students, regardless of their award type, are responsible for completing any and all forms and attending all training sessions as required.

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.

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 students reassess their health insurance paperwork and status anytime there is a change in funding. For questions, contact Scott Voorhees in the Office of Student Affairs at the Graduate Center (212-817-7406, svoorhees@gc.cuny.edu).

Student Status Designations

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

- **Level I:** Upon entry to the program, students are classified at Level I.
- **Advancement to Level II:** Advancement to Level II requires the completion of 45 credits and successful defense of the first doctoral examination project.
- **Advancement to Level III:** Students are advanced to Level III after completing all coursework and successfully passing the Second Doctoral Examination. Program Directors will verify students' completion of required coursework prior to recommending advancement to Level III.

Advancement to Candidacy

One month prior to the oral defense of the dissertation, the student is advised to consult the Executive Office staff to be certain that all the requirements for the Ph.D. degree at the City University of New York have been met. Before the student can sit for the oral defense, the following must have been satisfied:

- 1) Completed at least 72 graduate credits, with an overall average of B or better
- 2) Satisfied the statistics requirement (PSYCH 75000 and 76000 or their equivalents) with a grade of B or better
- 3) Passed the First Doctoral Examination
- 4) Passed the Second Doctoral Examination
- 5) Filed an accepted Topic Proposal with the Executive Officer
- 6) Filed an accepted Dissertation Proposal with the Executive Officer
- 7) Satisfied all program requirements

The procedure is handled by the Office of the Executive Officer in Psychology and not by the HPCS Training Directors. Students are responsible for submitting all the required forms and documents. If a student is missing any of the requirements for candidacy, he or she will be so notified by the Executive Officer who also will notify the Program Directors. 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 the program difficult. Students in such situations should discuss their particular situation with the Program Directors as soon as possible as it is frequently possible to make accommodations.

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. Students who are requesting a leave and who have incomplete courses pending should present, as part of their request, their plans for completing their courses when they resume matriculation. It should first be submitted for approval to the student's advisor and the Program Directors, and then to the Executive Officer. A student may receive a maximum of four semesters leave of absence. Students who feel they require additional leave will need to resign from the Program and reapply for re-admission at a later time when they are able to return to continue progress toward the degree. There is no guarantee, however, that a student will be readmitted.

A student on a leave of absence is not permitted to use the resources of the Graduate Center or CUNY (e.g., library, computer center, mentor consultation) and may not take the First or Second Doctoral Examinations. A student may not defend 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 Master's Degree

Enrollment in the Program is for the purpose of working toward the Ph.D. degree; however, an en-route master's degree is an option for all students 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 all deadlines for filing. It is the student's responsibility to complete the paperwork, which can be found on the Psychology website.

Time Limit for the Degree

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

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 Program Directors to audit a course. Once a student has advanced to candidacy they may not audit courses.

Incomplete and "No Record of Progress" Grades

Students who will not be able to complete course requirements for a given course must so notify the course instructor prior to the end of the semester to request an incomplete grade (INC) and negotiate with the instructor a contractual schedule for completing all remaining course requirements. Students should be aware that instructors 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.

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 3.0 throughout their doctoral work in order to graduate. Failure to maintain the minimum cumulative grade point average of 3.0 will result in placement on probation. Any student on probation must not only achieve a 3.0 cumulative average during the two successive terms following the term in which the deficiency occurred, but also maintain at least a 3.0 term average in any term in which he or she is on probation. Failure to meet either of these requirements might result in dismissal from the Program. The GC policy on satisfactory academic progress and termination can be found in the Graduate Student Handbook.

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 receives unsatisfactory final evaluation ratings from their supervisors(s) at two externship placements.
3. 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.)
4. 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

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

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

For additional information, please consult "Avoiding and Detecting Plagiarism," available at the Graduate Center in the Office of the Vice President for Student Affairs, (Room 7301), the Provost's Office (Room 8113), or on the web at https://www.gc.cuny.edu/CUNY_GC/media/CUNY-Graduate-Center/PDF/Policies/General/AvoidingPlagiarism.pdf?ext=.pdf

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 Program Directors). For the most part, any problems that cannot be handled by the student's academic advisor/ research mentor are handled by the Program Directors, the HPCS Executive Committee, or by the Psychology Program's Ombuds Officer. Students are informed that appeals of academic decisions, such as examination grades, as well as other grievances, may be made to the Program Directors within 30 days of the student's notification of the decision in question. If a resolution of the situation, satisfactory to the student and the Program Directors, is not reached, the Program Directors bring the appeal to the Executive Committee within a further 30 days. Students always have the right to present their appeals or grievances directly to the Executive Committee.

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

The GC also has an Ombuds Officer for problems that are not resolved at the Program level. The role of this office is similar to the Program Ombuds Officer, to make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the GC Ombuds officer helps ensure that the nature of a particular or general problem is clarified with 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 and the GC Provost's Office.

There are separate GC procedures outlined for academic grade disputes, administrative grade disputes, and for disputes about terminations, which are detailed in the GC Student Handbook. For complaints about faculty conduct, the student is referred to policy in the GC Student Handbook. For complaints involving sexual harassment, students are referred to the GC Student Handbook. 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

The GC provide support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions that affect their performance in the classroom setting. Individuals requesting special services or equipment at the GC should consult with 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 Graduate Center does not discriminate on the basis of disability in the admission and retention of students or the employment of faculty and staff.

PROGRAM WORKSHEET – ACADEMIC YEAR 201__-201__

Student's Name _____

Banner # _____

Course	Course #	Instructor	Grade	Semester
Foundation Courses (15 credits)				
Health Psychology	85300			
Psychopathology	75500			
Psychosocial Determinants of Health Disparities & Diversity	83502			
Seminar in Current Psychological Research	80000			
Therapeutic Interventions I	83900			
Methodological and Research Courses (18 credits)				
Research Methods	70310			
Statistics I	70500			
Statistics II	70600			
Ethical and Legal Issues for Psychologists	77100			
Research Practicum	70330			
Psychometric Methods	76000			
Breadth Requirement Courses (12 credits)				
Biological Bases				
Cognitive-Affective Bases				
Developmental/Lifespan Bases				
Social Systems Bases				
Applied Clinical Training Requirements (27 credits)				
Assessment I: Intellectual & Cognitive Functioning	82700			
Assessment II: Personality Functioning	82800			
Therapeutic Interventions II	83902			
Personality and Individual Differences	74004			
History of Psychology	70000			
Clinical Practicum	84100			
Clinical Practicum	84200			
Clinical Externship	70341			
Clinical Externship	70342			
Elective Courses				
1.				
2.				
3.				
4.				
5.				

COMPLETION OF MILESTONES

1. First Doctoral Exam

Title	Faculty Chair	Committee Members	Date Completed

2. Second Doctoral Exam

Title	Faculty Chair	Committee Members	Date Completed

3. Comprehensive Assessment *(must be completed by date of oral dissertation defense)*

A. <i>1st Author Manuscript Submission</i>	Journal	Date Submitted	Disposition	Date Completed

Full Manuscript Citation (APA Style):

B. <i>1st Author Conference Presentation (poster or talk)</i>	Conference	Date Completed

Full paper citation (APA Style)

C. <i>Conference Attendance (national or international conference)</i>	Conferences	Dates
	1.	
	2.	

4. Dissertation

Title	
Chair	
Committee Members	
Outside Readers	
Date Topic Proposal Approved	
Date Proposal Approved	
Date of Oral Defense	
Date Completed Dissertation Deposited	

TITLE OF FIRST DOC PAPER

NAME OF STUDENT

BANNER # _____

Health Psychology & Clinical Science Training Area

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

Date

Dr. [Advisor's name goes here] (Chair)

Date

Dr. [2nd reader's name goes here]

Date

Dr. [one of the training coordinator's names]

TITLE OF SECOND DOC PAPER

NAME OF STUDENT, M.A.

BANNER # _____

Health Psychology & Clinical Science Training Area

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

Date

Dr. [Advisor's name goes here] (Chair)

Date

Dr. [committee member's name goes here]

Date

Dr. [committee member's name goes here]

Date

Dr. [one of the training coordinator's names]