FORDHAM UNIVERSITY

CLINICAL PSYCHOLOGY DOCTORAL PROGRAM (CPDP) STUDENT HANDBOOK

Psychology Department

ACADEMIC YEAR 2024 - 2025

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MISSION AND RESPONSIBILITIES

In 2005, the CPDP adopted the following mission statement:

The Clinical Psychology Doctoral Program prepares students to contribute to the science and profession of psychology as researchers, practitioners and teachers in their chosen areas of clinical psychology. Employing the Boulder Scientist-Practitioner training model, our goal is to help students learn how to critically and dynamically integrate scientific research with real world practice in clinical work. We seek to educate generalists while providing students with opportunities to develop specializations in particular areas and approaches in clinical psychology. In order to prepare students to successfully enter a broad spectrum of professional careers, the faculty teaches sophisticated knowledge of the field's theoretical pluralism, adept research competencies, and a comprehensive array of skills in diagnostic assessment, psychotherapeutic intervention, and consultation. The faculty is dedicated to facilitating the formation of unique professional identities among students that combine their special interests and talents with high ethical standards and respect for the diversity of personalities, ethnicities, religions, and the social lives of those in need of mental health services.

Fordham University provides high quality training in both the clinical and research aspects of psychology. Domain E of the revised Guidelines and Principles for Accreditation of Programs in Professional Psychology (APA, 2010) concerning Student-Faculty Relations requires that students receive a written statement covering: a) program and institution policies and procedures, b) degree requirements, c) policies and procedures regarding student evaluation and continuance in the program including procedures for termination of impaired or incompetent students. This publication provides relevant information on these topics or directs the student to where such information can be found. All students are expected to read and become familiar with the following publications:

1. The Graduate School of Arts and Sciences Policies and Procedures Guidebook (https://bulletin.fordham.edu/gsas/resources/handbook/)
2. The Fordham University Student Handbook (https://www.fordham.edu/info/21683/student_handbook)
3. Relevant documents governing completion of the master's thesis and dissertation that are disseminated by the Psychology Department (available on the department's shared google drive).
4. American Psychological Association. (2010). Ethical principles of psychologists and code of conduct, with the 2010 amendments. Retrieved from https://www.apa.org/ethics/code/ethics-code-2017.pdf

ADMINISTRATIVE AND FINANCIAL ASSISTANCE

The Clinical Psychology Doctoral Program offers all students four years of academic year funding that is governed by GSAS policies and procedures for funding and tuition scholarships. Through GSAS, the program offers multiple forms of funding including graduate assistantships, fellowships, and tuition scholarships, as well as merit-based funding opportunities. The GSAS Dean determines which students receive funding upon recommendation of the CPDP and Psychology Department for graduate assistantships. Student funding is renewed annually. In order to receive GSAS funding or tuition scholarships the following criteria must be met each academic year.

1. Maintain a minimum GPA of 3.5
2. Meet the requirements of both satisfactory academic performance and satisfactory academic progress (see relevant sections in this handbook as well as GSAS policies and procedures)
3. Be certified as "full time" by registering for the full time equivalence in credits or by filing a *Matriculated Students Status Certification* form
4. Hold no additional Fordham assignments during the academic year without the written permission of the GSAS Dean.

Detailed information about graduate assistantships, teaching fellowships, teaching associates, and the range of merit-based distinguished fellowships can be found in the [GSAS Policies and Procedures Guidebook](#) as well as the GSAS website.

Summer Funding. It is important to note that graduate assistantships provide a stipend for the academic year, and **do not include funding over the summer (June- August)**. There are several opportunities to obtain summer funding through the University including competitive GSAS Summer Research Fellowships (applications typically due in February), GSAS Special Summer Projects (often do not know if these will be offered until May), and teaching positions (which have been very limited in recent years). *These opportunities are open to all Psychology Graduate students and typically, each only funds 1- 2 Psychology graduate students per year.* Students may also be funded to conduct, or assist with, research if their mentor has a research grant and should check in with their mentor about any available opportunities. We are always seeking new opportunities for summer funding for our students within the University, but students are also free to pursue their own summer employment. For example, some students have found paid positions at local private practices or externship sites, or have applied to outside organizations for funding (i.e., Psi Chi, APF, APS).

DEGREE REQUIREMENTS/REQUIRED COURSE OF STUDY

The Clinical Psychology Program currently requires 85 semester hours for the Ph.D. degree with a minimum of 3 years in residence. Students are expected to take four 3-credit courses per semester in Years 1-2, three 3-credit courses per semester in Year 3 (may take up to 12 credits, but need to take 9 credits for FT status in 3rd year), and a minimum of one 1 - credit course per semester in year 4. Additional credits are associated with completion of the MA thesis (3 credits), doctoral dissertation (6 credits) and an APA-accredited Internship (2 credits). Additional course work completed over the summer or transferred from a prior institution may reduce the number of courses per semester.

To receive credit for a course, a student must receive a final grade of B- or higher. If a final grade lower than a B- is received, the student is considered to have failed the course and is expected to retake the course, or an alternative course that fulfills the same program requirement, in another semester. If a student receives a second grade below a B-, they will then be placed on academic probation and a remediation plan will be created by the DCT in collaboration with the mentor to support improved academic performance for the subsequent semester(s).

The following table constitutes your graduation checklist.

COURSE OVERVIEW
An overview grid of when courses are routinely offered is included at the end of this section.

Clinical Training
(49 credit hours)
Clinical Topics Seminar (No credit hours)

PSYC 8023	Clinical Topics Seminar (6 semesters)	Year 1,2,3	0 Credits

Psychological Assessment (9 credit hours)

PSYC 6106	Cognitive Assessment with Lab	Year 1	3 Credits
PSYC 6119	Personality Assessment I with Lab	Year 1	3 Credits

See listings	Elective Assessment course	Year 2 or 3	3 Credits

Diagnostic and Intervention Training (12 credit hours)

PSYC 6210	Psychotherapy Theories	Year 1	3 Credits
PSYC 7111	Psychopathology	Year 1	3 Credits
PSYC 7121	Clinical Diagnosis	Year 1	3 Credits
See listings	Elective Intervention course	Year 2 or 3	3 Credits

Diversity Training (3 credit hours)

PSYC 6170	Multicultural Seminar	Year 2 or 3	3 Credits

Professional Ethics and Standards (3 credit hours)

PSYC 6005	Ethics in Psychology	Year 2	3 Credits
PSYC 8015	Identification of Child Abuse	Year 1	0 Credits

Teaching Skill Development (3 credit hours)

PSYC 7990	Teaching of Psychology	Year 3	3 Credits
--	Teacher Training Seminars	Years 1 - 3	0 Credits

Clinical Electives (Including at least one Intervention and one Assessment elective) (9 credits) (1 *Course – Assessment, 1 Course – Interventions, 1 Course- Extra elective*)

Intervention Electives			
PSYC 6050	Behavioral Medicine	Year 2 or 3	3 Credits
PSYC 6250	Dialectical Behavior Therapy	Year 2 or 3	3 Credits
PSYC 86280	Evidence-based Psychoanalytic Therapy	Year 2 or 3	3 Credits
PSYC 6380	Anxiety Disorders	Year 2 or 3	3 Credits
PSYC 6245	Cognitive Behavior Therapy	Year 2 or 3	3 Credits
PSYC 6250	Dialectical Behavior Therapy	Year 2 or 3	3 Credits
PSYC 6385	Depression and Suicide	Year 2 or 3	3 Credits
PSYC 6390	Global Mental Health	Year 2 or 3	3 Credits
PSYC 7250	Treatment of Substance Abuse	Year 2 or 3	3 Credits

PSYC 8271	Child Psychotherapy	Year 2 or 3	3 Credits
Assessment Electives			
PSYC 6251	Foundations of Neuropsychology	Year 2 or 3	3 Credits
PSYC 6253	Neuropsychological Assessment with Lab	Year 2 or 3	3 Credits
PSYC 6257	Child Neuropsychology with Lab	Year 2 or 3	3 Credits
PSYC 6137	Personality Assessment II with Lab	Year 2 or 3	3 Credits
PSYC 6184	Behavioral Assessment with Lab	Year 2 or 3	3 Credits
PSYC 6190	Forensic Assessment	Year 2 or 3	3 Credits
Other			
PSYC 7010	Psychology and Criminal Law	Year 2 or 3	3 Credits
PSYC 6020	Health Psychology	Year 2 or 3	3 Credits
PSYC 6030	Trauma and Family Violence	Year 2 or 3	3 Credits
PSYC 6780	Psychological Disorders in Children & Adolescents	Year 2 or 3	3 Credits
PSYC 6670	Psychopharmacology	Year 2 or 3	3 Credits

Externship Training (14 credit hours)

Year 1		
PSYC 8212	Clinical Externship III (no course registration required)	
PSYC 8213	Clinical Externship IV (no course registration required)	
Year 2		
PSYC 8202	Clinical Externship I	3 Credits
PSYC 8203	Clinical Externship II	3 Credits
	Clinical Supervision (receiving peer supervision from 4th years; no course registration required)	
Year 3		
PSYC 8212	Clinical Externship III	3 Credits
PSYC 8213	Clinical Externship IV	3 Credits
Year 4		
PSYC 8221	Clinical Externship V *	1 Credit
PSYC 8223	Clinical Externship VI *	1 Credit

Important Note. Fourth-year students are required to complete Externship V and VI (Supervision & Consultation Seminar), which has three components summarized below. The course is scheduled within a 3-hour time slot in

order to facilitate completion of all three aspects of the course at one time, typically Wednesday mornings. Specifically, the three components of this course are:

1) A year-long, weekly 1-hour didactic component on supervision and consultation (provided by two faculty members, one in the fall semester and the other in the spring semester).

2) A year-long, weekly 1-hour group supervision meeting where students discuss their experiences supervising a 2nd year student and a faculty member provides supervision.

3) A year-long, weekly 1-hour practicum component for this course, in which students will provide clinical supervision to a second-year student.

> Both fourth-year and second-year students are required to participate in this 1-hour 1:1 supervision component within the assigned time slot slated for this course (essentially, this is the laboratory component of the course). Please note that in some years, the number of fourth- and second-year students are not the same so it will not be possible to have 1:1 supervision. In such cases, the instructors will discuss how this will be handled for that year and will notify students as the course commences.

APA-Accredited Internship Training (2 credit hours)

PSYC 8080	Clinical Internship – Fall Semester	Year 5 or 6	1 Credit
PSYC 8080	Clinical Internship – Spring Semester	Year 5 or 6	1 Credit

OPTIONAL MAJOR AREAS OF STUDY

The CPDP is a single program that prepares students for/make eligible to take the New York State Licensing Examination in Psychology. Consistent with APA's "Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties" (approved as APA Policy in February 2012; Rozensky, Grus, Nutt, Carlson, Eisman, & Nelson, 2015, p.30), students can opt to pursue one of four Major Areas of Study (MAS) through elective courses, selecting/completing at least 2 years of appropriate externships, and by conducting either their MA or doctoral research in that area. The following MAS are available*: Child & Adolescent, Forensic Psychology, Health Psychology, and Neuropsychology.* The related courses in these areas count as elective credits.

In making decisions about MAS coursework, clinical experiences, and research, it is imperative that students proactively work with their primary mentor (or their MAS director) to make these decisions at the outset and throughout the training process to assure that their training goals are best met. Your DCT is also always a resource to you in this regard as well.

CHILD AND ADOLESCENT (*Required courses; 3 total courses [9 credits] are required)

PSYC 6780	**Psychological Disorders in Children & Adolescents***	Year 2 or 3	3 Credits
PSYC 8271	**Child Psychotherapy***	Year 2 or 3	3 Credits
PSYC 7030	Psychology and Juvenile Justice	Year 2 or 3	3 Credits
PSYC 6030	Trauma and Family Violence	Year 2 or 3	3 Credits

PSYC 6184	Behavioral Assessment with Lab	Year 2 or 3	3 Credits
PSYC 6257	Child Neuropsychology with Lab	Year 2 or 3	3 Credits
Two externships specializing in clinical child and/or adolescent psychology		Years 3 & 4	
Predoctoral or doctoral research in clinical child and/or adolescent psychology			
Didactics in clinical child and/or adolescent psychology (within CTS & externships)		Years 1-3	

Primary Faculty: Drs. Liz Raposa (Area Director), Peggy Andover, Amy Roy, Natasha Burke, Keith Cruise, and Andrew Rasmussen; **Affiliated Faculty**: Dr. Rachel Annunziato,

FORENSIC PSYCHOLOGY (Any 3 courses [9 credits] are required)

PSYC 6030	Trauma and Family Violence	Year 2 or 3	3 Credits
PSYC 6190	Forensic Assessment	Year 2 or 3	3 Credits
PSYC 7010	Psychology and Criminal Law	Year 2 or 3	3 Credits
PSYC 7030	Psychology and Juvenile Justice	Year 2 or 3	3 Credits
Two externships specializing in forensic psychology		Years 3 & 4	
Predoctoral or doctoral research in forensic psychology			
Didactics in forensic psychology (within CTS & externships)		Years 1-3	

Primary Faculty: Drs. Keith Cruise and Barry Rosenfeld (Area Directors); **Affiliated Faculty:** Dr. Celia Fisher and Dr. Andrew Rasmussen; **Associated Faculty:** Dr. Brian Belfi, Dr. Melodie Foellmi, Dr. Michele Galieta

HEALTH PSYCHOLOGY (Any 3 courses [9 credits] are required)

PSYC 6020	Health Psychology	Year 2 or 3	3 Credits
PSYC 6050	Behavioral Medicine	Year 2 or 3	3 Credits
PSYC 6251	Neuropsychology with Lab	Year 2 or 3	3 Credits
PSYC 6257	Child Neuropsychology with Lab	Year 2 or 3	3 Credits
PSYC 6290	Health Disparities & Social Inequities	Year 2 or 3	3 Credits
Two externships specializing in health psychology		Years 3 & 4	
Predoctoral or doctoral research in health psychology			
Didactics in health psychology (within CTS & externships)		Years 1-3	

Primary Faculty: Drs, Haruka Minami & Natasha Burke (Area Directors); Barry Rosenfeld; Dr. Rachel Annunziato, **Affiliated Faculty**: Dr. Monica Rivera Mindt

NEUROPSYCHOLOGY (*Required courses; 3 total courses [9 credits] are required)

PSYC 6251	**Foundations of Neuropsychology***	Year 2 or 3	3 Credits

PSYC 6253	**Neuropsychological Assessment with Lab***	Year 2 or 3	3 Credits
PSYC 6257	Child Neuropsychology with lab	Year 2 or 3	3 Credits
PSYC 6290	Health Disparities & Social Inequities	Year 2 or 3	3 Credits
PSYC 6670	Psychopharmacology	Year 2 or 3	3 Credits
Two externships specializing in health/neuropsychology		Years 3 & 4	
Predoctoral or doctoral research in neuropsychology			
Didactics in neuropsychology (within CTS & externships)		Years 1-3	

Primary Faculty: Drs. Monica Rivera Mindt and Molly Zimmerman (Area Directors); **Affiliated Faculty:** Drs. Amy Roy, Karen Siedlecki, and Elissa Aminoff

Research Training
(18 Credits)

Research/Statistics Courses (9 credits, required)

PSYC 6802	Introduction to Psychological Statistics with Lab	Year 1	3 Credits
PSYC 6830	Research Methodology	Year 1	3 Credits
PSYC 7804	Regression Analysis with Lab	Year 2	3 Credits

Research Training (9 credit hours, required)

PSYC 8025	Research Colloquium (6 semesters)	Years 1-3	0 Credits
PSYC 8050[1] (or 8040)	Research Practicum (MA Thesis)	Year 2 (summer)	3 Credits
PSYC 0950	Dissertation Proposal Development (completed by Dissertation Proposal Acceptance) *	Year 3 or 4	1 Credit/semester
PSYC 9999	Dissertation Mentoring (completed by Dissertation Progress Report Acceptance) *	Year 4 or 5	1 Credit/semester

[1] For students entering w/ an MA degree AND approved thesis, PSYC 8040 is substituted for this requirement.
*PSYC 0950 is converted to PSYC 0960 (3 credits) upon acceptance of Proposal and PSYC 9999 is converted to PSYC 0970 (3 credits) upon acceptance of Progress Report

Optional Research/Statistics Courses
We have an outstanding Psychometrics & Quantitative Psychology (PQP) Doctoral Program, and we strongly encourage our students to leverage this valuable resource by developing advanced competence in research methodology and/or statistics. Students may choose to take one or more graduate courses in methods and/or statistics within the Department of Psychology as elective credits. Some examples of possible courses are listed

below, and you can check for additional options within current course listings on the Department website.

PSYC 6390	Qualitative Methods	Year 2 or 3	3 Credits
PSYC 7290	Item-Response Theory	Year 2 or 3	3 Credits
PSYC 7812	Factor Analysis	Year 2 or 3	3 Credits
PSYC 7830	Structural Equation Modeling	Year 2 or 3	3 Credits
PSYC 7850	Hierarchical Linear Modeling	Year 2 or 3	3 Credits
PSYC 7825	Models of Decision and Choice	Year 2 or 3	3 Credits

Other Required Coursework (APA Bases)
(18 Credit hours)

Biological Aspects of Behavior: Met by the following **required** course (3 credit hours)

PSYC 6654	Introduction to Neuroscience	Year 2 or 3	3 Credits

Social Bases: Met by the following **required** course (3 credit hours)

PSYC 5710	Issues in Social Psychology	Year 2 or 3	3 Credits

History and Systems: Met by the following **required** course (3 credit hours)

PSYC 6066	History and Systems in Psychology	Year 2 or 3	3 Credits

Cognitive/Affective Bases: Met by the following **required** course (3 credit hours)

PSYC 6370	Cognition and Affect	Year 2 or 3	3 Credits

Individual Bases: Met by the following **required** course (3 credit hours)

PSYC 6225	Personality Theories and Research	Year 2 or 3	3 credits

Developmental Bases: Met by one of the following courses (3 credit hours)

PSYC 6300	Foundations of Developmental Psychology	Year 2 or 3	3 Credits
PSYC 6330	Cognitive Development	Year 2 or 3	3 Credits

REGISTRATION

The Associate Dean of the Graduate School automatically places an Academic Hold on all students at the beginning of each semester. The Director of Clinical Training (DCT) will release advising holds prior to registration dates.

In terms of figuring out which courses to take, please refer to the 'Typical Sequence of Study' (TSoS) in this Handbook (below) and touch base with your mentor (and DCT if you need any help) prior to registering to make sure you are registering for appropriate courses. If you (or your cohort as a whole) wish to make any major deviations in your schedule from the TSoS in terms of timing of required courses, you must check with DCT first for permission.

Students should consult with their mentors regarding which electives they should be taking given their respective career trajectories. They are an excellent resource for you, utilize this resource! Also of note, electives are often only offered every other year so please keep that in mind as you think about which electives to take. Lastly, if you have any other questions or concerns about scheduling courses, you can discuss them further with the Associate DCT.

Students must maintain matriculation every semester they are in the program. Failure to maintain matriculation is grounds for dismissal. Students who fail to maintain matriculation for two consecutive semesters are **automatically** terminated from the program (see GSAS Academic Policies and Procedures). In the event that your coursework is completed and you are not registered for any other courses (which is not likely if you are actively working on your dissertation or on internship), you should register for Maintenance (PSYC 0910).

Psychology Department Dissertation Course Sequence Change

Beginning Fall 2024, the dissertation course sequence is changing for all doctoral students who proposed their dissertations as of Spring 2024. Students will still be enrolled in Proposal Acceptance (PSYC 0960; 3 credits) the semester the dissertation proposal meeting is completed. However, instead of enrolling in Dissertation Mentoring (PSYC 0970; 3 credits) the semester the Progress Report is completed, they will enroll in this course the semester after receiving a passing grade on Proposal Acceptance. Students enroll in Dissertation Direction (PSYC 9999; 1 credit) each semester until the Progress Report and Oral Defense are completed (The Progress Report milestone will be indicated by a check box on students' DegreeWorks.). Students in CPDP will continue to be enrolled in Internship (PSYC 8080; 1 credit) instead of Dissertation Direction while on internship.

This change in dissertation course sequence will place enrollment in Dissertation Mentoring in a semester where students are more likely to be funded through the university, thereby allowing it to be covered by the tuition scholarship. We will continue to ensure that the required Progress Report meeting has been successfully completed through a checkbox on DegreeWorks rather than through completion of the Dissertation Mentoring course.

Students who completed Proposal Acceptance in Spring 2024 will register for Dissertation Mentoring in Fall 2024. Students who completed Proposal Acceptance prior to Spring 2024 will continue with the psychology department's previous dissertation course sequence.

Before Fall 2024	As of Fall 2024
Proposal Development. (PSYC 0950)	Register when developing Dissertation Proposal. Two semesters maximum.
Proposal Acceptance (PSYC 0960; 3 credits) *Enrolled the semester in which the student completes their dissertation proposal meeting*	Proposal Acceptance (PSYC 0960; 3 credits) *Enrolled the semester in which the student completes their dissertation proposal meeting*
Dissertation Direction (PSYC 9999; 1 credit) *Enrolled each semester between Proposal Acceptance and Progress Report meeting to maintain continuous enrollment*	Dissertation Mentoring (PSYC 0970; 3 credits) *Enrolled the semester after Proposal Acceptance*
Dissertation Mentoring (PSYC 0970; 3 credits) *Enrolled the semester in which the student completes their Progress Report meeting*	Dissertation Direction (PSYC 9999; 1 credit) *Enrolled each semester until and including oral defense to maintain continuous enrollment (except CPDP students while they are enrolled in PSYC 8080 Internship)*
ZZGA 9999 (summer; 0 credits) *CPDP students who only need to complete internship before graduating in the summer (registration by GSAS)*	ZZGA 9999 (summer; 0 credits) *CPDP students who only need to complete internship before graduating in the summer (registration by GSAS)*
	Progress Report Requirement in DegreeWorks *Checkbox that is designated as completed once the progress report meeting is successfully completed*
	Oral Defense Requirement in DegreeWorks *Checkbox that is designated as completed once the oral defense is successfully completed*

INCOMPLETES

Occasionally extenuating circumstances make completion of a specific class (or classes) impossible and students request an "incomplete" (INC). Any such requests MUST be first made to the professor, and if approved, the DCT must be notified. The student will be placed on academic probation and a remediation plan put into place. Incompletes MUST be resolved before the end of the following semester (not including summer semester; i.e., an INC from the spring semester must be resolved by December). Failure to resolve an INC in a timely manner will result in that grade being converted to an F and may adversely affect eligibility for future financial aid or assistantships. Excessive INC grades may result in termination from the doctoral program.

TRANSFER CREDITS

Students with an MA in General Psychology, or a related subfield, and who have an accepted empirical thesis from their MA institution are permitted to transfer their MA degree towards their Fordham Ph.D. The precise number of credits transferred, and the extent to which transfer credits reduce the number of courses needed to complete the degree depend upon the extent to which prior course work is consistent with Fordham's requirements. According to Fordham GSAS policies and procedures, students may submit graduate work completed at other institutions during the five years prior to matriculation for partial fulfillment of course requirements, subject to the approval of the department chairperson or program director, and the dean. After 12 Fordham MA credits have been earned with a minimum GPA of 3.0, students with an accepted MA may request to waive course requirements based on courses taken during their MA course of study. The Director of Clinical Training and the faculty members teaching the Fordham courses in question jointly determine compatibility. Course waivers do not reduce the number of credits needed to graduate. A Fordham MA is not awarded to these students as they already hold the Masters Degree and the student has a maximum of **8 years** rather than the usual 10 years to complete the degree.

Students with graduate course work who do not have a transferable MA can transfer 6 credits towards their Fordham coursework. Transferred courses satisfy requirements as completely as do courses taken at Fordham. These credits must come from **graduate** course work **in excess of that required for their general MA**. This requirement implements New York State's prohibition against using the same course toward two different degrees (i.e., Fordham's MA or Ph.D. and the previously awarded degree). Thus, transfer credits are typically restricted to students who took graduate courses, but never received a MA degree, or completed coursework beyond that required for their MA degree. The course grade must be a B+ or better for transfer towards a Fordham PhD. Each course identified for transfer must be approved by the Director of Clinical Training, in consultation with the faculty member teaching the corresponding course at Fordham.

TYPICAL SEQUENCE OF STUDY

This overview provides guidance on expected timing of coursework if program requirements are to be completed in 5 or 6 years. Most of our students complete the program within 6 – 7 years, and specific data on this can be found on the CPDP website at the following link: "Student Admissions, Outcomes, Other Data (APA Disclosure)." Summer classes are optional, but most students take 1-2 classes per summer. Summer coursework enables students to reduce their course load during the academic year and/or complete supplemental electives (e.g., advanced statistical courses, specialization coursework). Financial aid packages provide funding for 2 classes per summer for the first 3 years and also in the 4th year if a Teaching Fellow) so long as students are actively engaged in their respective assistantships and maintain satisfactory academic progress. Summer funding for advanced students (4th year and above) depends on their specific packages. Please refer to your annual award letter for more information or contact Maria Barbieri if you have further questions.

Note: After Year 1, it is not required that these courses be taken in the semesters listed in this table, but this sequence is highly suggested.

	Fall	Spring	Summer
Year 1	**Courses** • Cognitive Assessment • Clinical Diagnosis • Research Methods • Intro to Statistics **Other Requirements** • Externship III (Shadowing) • CTS • Research Colloquium • Identification of Child Abuse **Programmatic Milestones** • None	**Courses** • Personality Assessment I • Psychopathology • Psychotherapy Theories • Regression Analysis **Other Requirements** • Externship IV (Shadowing) • CTS • Research Colloquium **Programmatic Milestones** • MA Preview Form Due May 1	**Courses** • History and Systems in Psychology • Elective (optional) **Other Requirements** • Begin 1st externship placement **Programmatic Milestones** • Work on MA Thesis
Year 2	**Courses** • Ethics in Psychology • Elective • Externship I **Other Requirements** • CTS • Research Colloquium • 1st externship placement **Programmatic Milestones** • MA Thesis Proposal Due November 1	**Courses** • Introduction to Neuroscience • Elective • Externship II **Other Requirements** • CTS • Research Colloquium • 1st externship placement **Programmatic Milestones** • Continue working on MA Thesis	**Courses** • Elective (optional) **Other Requirements** • Research Practicum[1] • Begin 2nd externship placement **Programmatic Milestones** • Submit MA Thesis to Reader June 1
	Students are allotted 30 credits for the year. In fall and spring semester, they must take 3 courses but may take 4 courses, with approval from the DCT (between 9-12 credits per semester). During the Summer, they can take up to 9 credits which must include the Research Practicum (3 credits). Thus, it is essential to plan ahead to ensure that the		

Year 3	**Courses** • Multicultural Seminar • Elective • Elective (optional) • Externship III **Other Requirements** • CTS • Research Colloquium • 2nd externship placement **Programmatic Milestones** • Comprehensive Exam LOI Due (October)	**Courses** • Cognition and Affect • Elective • Elective (optional) • Externship IV **Other Requirements** • CTS • Research Colloquium • 2nd externship placement **Programmatic Milestones** • Comprehensive Exam Due (March)	**Courses** • Teaching of Psychology • Elective (optional) **Other Requirements** • Begin 3rd externship placement **Programmatic Milestones** • None
Year 4	**Courses** • Externship V **Other Requirements** • None **5-Year Graduation Track** Programmatic Milestones • Dissertation Proposal • Internship applications • 3rd externship placement (optional) **6-Year Graduation Track** Programmatic Milestones • Work on Dissertation • 3rd externship placement (optional)	**Courses** • Externship VI **Other Requirements** • None **5-Year Graduation Track** Programmatic Milestones • Dissertation data collection • Internship interviews • 3rd externship placement (optional) **6-Year Graduation Track** Programmatic Milestones • Work on Dissertation • 3rd externship placement (optional)	**Courses** • None **5-Year Graduation Track** Programmatic Milestones • Begin Internship **6-Year Graduation Track** • Begin 4th externship placement (optional)
Year 5	**5-Year Graduation Track** • Internship • Dissertation Progress Report **6-Year Graduation Track** • Dissertation Proposal • Internship applications • 4th externship placement (optional)	**5-Year Graduation Track** • Internship • Dissertation Oral Defense **6-Year Graduation Track** • Dissertation data collection • Internship interviews • 4th externship placement (optional)	**5-Year Graduation Track** • Complete Internship • Graduate! **6-Year Graduation Track** • Begin Internship
Year 6	**6-Year Graduation Track** • Internship • Dissertation Progress Report	**6-Year Graduation Track** • Internship • Dissertation Oral Defense	**6-Year Graduation Track** • Complete Internship • Graduate!

CLINICAL TOPICS SEMINAR

All students attend Clinical Topics Seminar (CTS) for 6 semesters (the first three years). CTS is intended to serve multiple goals including facilitating the professional development of graduate students through, among other things, formal didactic presentations, guest lectures by faculty and invited speakers, and student presentations. Specifically, students are required to give a flash talk on their MA thesis topic in the fall of the 3rd year and a clinical case conference (in the Spring semester of the 4th year).

Topics covered in CTS rotate across different semesters and years (e.g., specific topic presentations that are covered sequentially and more in-depth on a rotating three-year cycle) in order to minimize repetition. Attendance and participation are the primary requirements for Clinical Topics Seminar. Students with an excessive number of absences (3 or more unexcused absences per semester) will receive an Incomplete (INC) for the semester. This INC will have to be made up in the 4th year.

Student presentations. The Master's Thesis Flash Talks and Clinical Case Conference serve several important purposes:

(1) To help strengthen public speaking and scientific presentation skills. Moreover, students demonstrate their ability to incorporate/comment on issues of individual differences/multicultural issues and ethical issues within both presentations.
(2) To help build a vibrant research and clinical community among the 1st- 3rd year students in CTS. Audience members have an opportunity to hear what their peers are doing and also to think critically and ask questions.
(3) To give clinical faculty opportunities to observe these critical elements of clinical psychology training and provide feedback to the students. Students receive written feedback on their research and case conference presentations that is based on a summary of faculty evaluations. Copies of the faculty evaluation forms are included in the appendix to this Handbook and additional presentation information is available for review on the CPDP Intranet Site. Students are expected to receive an overall rating of 'Satisfactory' in order to demonstrate competency on presenting research findings (MA thesis) and case consultation. If a student does not meet this level of competency, they will receive additional guidance/mentorship from the DCT and/or Associate DCT and student's mentor in order to prepare a new presentation for the following year (or at a time/schedule that meets with a student's other obligations) in order to have an additional opportunity to demonstrate competency in this required area. Students are expected to work closely with their research mentors and/or externship supervisors in order to prepare for these presentations.

RESEARCH REQUIREMENTS

Because of the program's emphasis on developing psychologists with strong research training, it is expected that all students will, at some point in their graduate training, be ACTIVELY involved in the conduct of research. For many students, this requirement is easily fulfilled, as many students are actively involved in large-scale research projects with their mentor. This is also achieved through the process of the MA thesis and doctoral dissertation. Some students opt to rely on archival data or publicly available datasets for their research. This is acceptable for ONE of the two projects, provided the student has collected, or plans to collect data independently for the other project (i.e., a student might use archival data or a pre-existing dataset for the MA thesis, but would then be expected to collect dissertation data and not rely on another archival dataset for the dissertation). See the Dissertation Manual for more details on the Use of Archival Data. It is acceptable for students to use data from an ongoing study of their mentor provided that they are actively involved in the data collection process. If there

are any questions about whether a project meets these requirements, contact your mentor or the DCT. Of note, work completed as a "research assistant" prior to graduate school **does not** satisfy the requirement that students engage in research as *part of their graduate training.*

As part of students' demonstrating intermediate and advanced levels of competence in their research training, the quality of students' research is evaluated using the Thesis and Dissertation Evaluation Form. Faculty (i.e., MA mentors and readers; Dissertation Committee members) rate students' final MA thesis, final dissertation and their dissertation orals presentation at the Oral Defense meeting (summary scores of 3 or better on the Thesis and Dissertation Evaluation Form are considered a passing grade; forms located at the end of this document). As part of this form, students are also evaluated in terms of their attention to individual differences/multicultural issues and ethical issues. Students will not be allowed to pass their respective MA thesis and dissertation requirements until the quality of their work is judged to meet this minimum level of competency.

<div align="center">

MASTER'S THESIS

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Goal: The goal of the Master's thesis is to develop the requisite skills for conducting independent research and writing up scientific findings. Original data collection as well as analyses of archival data are considered appropriate material for Master's theses. Although not all thesis research will generate publishable findings, the format and quality of the writing should meet this threshold.

Mentor and Reader: Students work with a Mentor (who is a full-time faculty member) under whose supervision they formulate and implement the research project, as well as write and revise the final thesis. One Reader will be assigned by the Associate Chair of Graduate Studies in consultation with the DCT.

Format: The final Master's thesis document is submitted to GSAS and thus must adhere to the format as noted in the Psychology Department Dissertation manual and the GSAS website. Students should adhere to the most recent American Psychological Association style guide edition at the time of thesis submission. (When in conflict, GSAS formatting supersedes APA.)

Students who enter the graduate program with an MA in Psychology, or a related subfield, from another institution **MAY** have the MA thesis requirement waived. The decision as to whether the MA thesis from another institution is acceptable is made by the DCT, in consultation with faculty who have expertise in the thesis topic. If an MA thesis is deemed acceptable, the student would not be required to complete a second thesis but will be expected to engage in a pre-doctoral research project (under the mentorship of a faculty member) following the same timeline and guidelines as is required for the MA thesis (with the exception of submission to the Graduate School upon completion).

TIMELINE

- **May 1st of Year 1**: MA thesis preview is due
- **November 1st of Year 2**: Introduction, Methods, and Planned Data Analysis are due to reader
  Failure to submit the Introduction, Methods, and Planned Data Analysis by November 1 of the 2nd year without an extension approved by the mentor and reader will result in a student being placed on academic probation for the Spring semester of their second year. Financial aid for the third year will be contingent on successful completion of the thesis. Successful completion of the thesis by August 1st will result in termination of the probationary status.
- **June 1st of Year 2**: Full draft of the MA thesis is due to the reader, plagiarism check is conducted
- **August 1st prior to Year 3**: Final thesis due to GSAS
  Failure to complete the MA thesis in time for the August graduation deadline will result in an automatic placement on academic probation and the student will be terminated from the CPDP with their MA degree

converted to a terminal Master's degree. The student will have one year in which to complete and submit a <u>late</u> master's thesis in order to receive the terminal MA degree.

ADVANCEMENT TO CANDIDACY

Students are advanced to candidacy after successfully completing all program requirements during their first two years of matriculation, including their MA thesis requirement. Faculty meet to review their academic progress at the start of their third year (following their August submission of their final MA thesis to GSAS) and vote on whether or not students have made satisfactory academic progress as outlined within this Handbook. So long as students have made satisfactory progress and there are no other faculty concerns, students are advanced to candidacy.

TEACHER TRAINING PROGRAM

All students are <u>required</u> to successfully complete the Teaching of Psychology course in their third year and attend the Teacher Training Workshop during their matriculation. The Teacher Training Workshop must be attended before teaching any course within the Psychology Department including labs, and successful completion of the Teaching of Psychology seminar is a requirement before serving as a Teaching Fellow or Teaching Associate. Regardless of whether a CPDP student is serving as a Teaching Fellow or Teaching Associate, the Teaching of Psychology course is still a program requirement as teaching skills that extend beyond the classroom are covered in this course. Students who serve as TA's or instructors are also expected to demonstrate excellence and ethical conduct in all aspects of their teaching. As part of the Teacher Training program, student instructors are paired with a faculty supervisor for the duration of the semester to help with syllabus and course preparation and issues that arise during the semester. Faculty supervisors also observe at least one class session and provide feedback to students regarding their performance. Students who teach also receive end-of-semester student evaluations (Students Evaluations of Educational Quality [SEEQ] Teacher Rating Forms). In order to demonstrate competence in this area, student instructors are expected to earn satisfactory ratings from students for each course they teach (i.e., score of 5 "Average" or better on Overall Instructor Rating of the SEEQ form), and faculty ratings based on their in-class observations of student teaching (i.e., scores of 2 "Satisfactory" or better on Student Teaching Observation Form).

COMPREHENSIVE EXAMINATION

During their third year, students will complete a systematic literature review identifying a gap in the current literature that should be completed with the goal of publication in mind. This will involve multiple required steps including: (1) Committee Selection, (2) Letter of Intent, (3) Written Exam Document, and (4) Oral Examination. These steps are described in more detail below. Dates provided are approximate and specific dates are determined each year (typically over the summer) and are provided to students prior to the start of their third year. NOTE: The CPDP is continually evaluating each step of this new procedure and faculty reserve the right to make adjustments to the process and procedures based on annual evaluation of the practice. Appropriate notice is provided to students by the DCT when such changes are made.

COMMITTEE: The Comprehensive Exam committee must be made up of faculty members in the Psychology Department. Students will typically select a comps mentor who is a CPDP faculty member. The comps mentor does not have to be the student's primary research mentor but in most cases will be. Approval must be obtained from the DCT in advance if the student would like the comps mentor to be a non-CPDP faculty member (e.g.,

ADP or PQP faculty member). At the time of the Letter of Intent submission, the DCT will assign two readers from the Psychology Department to form the student's comprehensive exam committee. Students may request specific readers only if their topic is directly relevant to that faculty member's work and the final paper (and resulting manuscript) would benefit from their expertise. Such requests must include justification and be made in the same email as the Letter of Intent submission (see below).

LETTER OF INTENT (LOI): By October 15th, of the 3rd academic year, students must submit a letter of intent (LOI) to the comps mentor, DCT, and Nicole proposing the topic of the Comprehensive Exam. Students who fail to submit the LOI on the assigned submission date will be ineligible to earn a high pass. Students are encouraged to have an initial conversation with their primary mentor regarding their topic prior to sending out the LOI; however, this is not a required step to develop the LOI. Based on the LOI (and optional input from the student), the DCT will assign readers and distribute the LOI to the entire comps committee within 7 days, with the student cc:ed on the email. The committee will have 2 weeks to review and comment on the LOI. The purpose of this review is to confirm that the comprehensive exam topic seems feasible and to provide constructive guidance, primarily related to the proposed structure (i.e., inclusion of ethics and diversity, use of appropriate headings) that is consistent with the LOI structure noted below. The role of the mentor and readers is not to make substantive suggestions regarding the topic/content of the comprehensive exam unless they have serious doubts (or concerns) about feasibility. Committee members' comments will be submitted to Nicole who will compile them and send along to the student (copying the comps mentor and the committee members). Students should strongly consider these comments when completing their exam but will not be penalized if they choose not to follow them. The comments are considered *suggestions* not *requirements*. However, after receiving the LOI feedback, students are encouraged to meet with their comps mentor to review and consolidate the feedback into an actionable plan to inform their research and writing. The mentor has the discretion to seek out any clarification from the committee (in the case of discrepant feedback) and will coordinate communication to ensure the student has a clear direction to move forward from the LOI feedback process.

The LOI should be approximately 1000-1500 words (1- 2 pages single spaced) and should adequately:
- identify topic, novel question, or gap in the existing literature that involves a clear clinical theme;
- identify that such a review has not been done previously or that the student is taking a different approach than has been taken before (i.e., how does this review relate to or expand upon prior reviews)
- identify journal(s) for possible publication
- include key search terms and keywords and describe search methods
- outline the key sections of the Comprehensive Exam indicating the major topic areas that will be addressed in the review (i.e., table of contents format)

ADDENDUMS: Recognizing that the project may shift focus or scope midstream due to the discovery of new information, data, or theories, students may submit an addendum to their approved LOIs until **January 15th, of the 3rd academic year.** The committee will have 2 weeks to review and approve the addendum. The addendum must include a clear rationale for the proposed change along with details of the change (e.g., an addendum may be warranted when the student's research has resulted in a need to expand or contract the scope of the review compared to what was presented in the original LOI and/or the LOI feedback). An addendum can be submitted at any time up to January 15th. Students may only submit one addendum. Addendums are not required; they simply serve as an opportunity for students to seek approval from the committee for *substantive deviations from the approved LOI*. Comps committee members should "reply all" to the initial email to indicate approval or disapproval of the addendum and students should also "reply all" to indicate that such feedback was received.

WRITTEN EXAM: Students are expected to **independently** write a systematic literature review that addresses **a novel question** or **identifies an existing gap in the literature,** and **synthesizes the existing research to generate new ideas or hypotheses for future work.** The topic for the Comprehensive Exam may ultimately be related to the student's dissertation topic, but it is not meant to be (and cannot be) the Introduction to the dissertation. The review should meet the most current standards for a systematic review and include a table/

figure of the selection methods used (i.e., PRISMA diagram). Students are expected (although not required) to follow the outline proposed in the LOI and are strongly encouraged to review the comprehensive exam grading rubric. Separate sections for Consideration of Ethical Issues and Diversity and Individual Differences can be included but are not required.

The final Comprehensive Exam is expected to be 25- 30 double-spaced pages in length, 1" margins, 11pt Arial or 12pt Times New Roman font. This suggested length does not include title page, references, or tables. The written exam must be submitted by email to the committee by **mid-March, of the 3rd academic year**. Students can submit the written exam prior to this date and are encouraged to do so based on other commitments, but faculty are not required to provide feedback until two weeks after the official deadline. This email *must* include Nicole so that she can record that the exam has been formally received by the department and she can send it to Maria Barbieri to be checked for plagiarism. *Any extenuating circumstances that would necessitate an extension of this deadline must be communicated to the DCT and approved by the student's comps committee no later than one week prior to the submission date.* Students who fail to submit their comprehensive exam by the assigned submission date and time (even with an approved extension) will be ineligible to earn a high pass. Comprehensive exams submitted after the deadline without **prior** approval of the DCT or extenuating circumstances, will not be accepted after April 25 (two weeks prior to the May 9th oral examination deadline) and will not be eligible for any focused or major rewrites (see details below). Once the exam is submitted, a tentative date for the oral examination will be scheduled by Nicole, in consultation with the student, comps mentor, and committee. The committee will have 2 weeks after this deadline to complete their review of the exam. Once students receive the committee's feedback, Nicole will finalize the date and time of the oral examination (typically within 1- 2 weeks).

ORAL EXAMINATION: After students have submitted their written exam to the committee, they will engage in an oral defense of the written exam. The format for the oral exam will include a 10 to 15 minute presentation by the student, followed by a question and answer exchange with each member of the committee (approximately 1 hour in total). The oral exam is an integral part of the Comprehensive Exam process and must be deemed satisfactory by the committee in order to pass the Comprehensive Exam. The grading rubric for the Oral Examination is provided below.

GRADING: The grading rubrics for the Comprehensive Exam are attached below. Each member of the comps committee independently rates both the written and oral portions of the exam, with scores averaged across all raters. Students must pass both the written and oral exam portions. Students must earn an overall average score of 3.0 on all four domains of the written exam rubric to pass the written exam. An overall average score of 3.0 on the oral presentation rubric is needed in order to pass the oral exam. To earn a high pass, the student must earn an average score of 4.0 on two or more written exam domains and the oral presentation. Any student who fails to submit the LOI by the assigned submission date, submits the written examination after the stated deadline with or without a DCT- approved extension, or fails to complete the oral exam within the allowable time frame will be ineligible to earn a high pass.

Students who fail to submit the written exam by the stated deadline with no prior extension approval or significant extenuating circumstances (e.g., major illness), forfeit their right to submit any focused revisions or major rewrites as detailed below. In other words, the grade received for the document that is submitted will be the final grade for the written exam, without any opportunities for revisions. Written exams without approved deadline extensions will not be accepted after April 25 (two weeks prior to the May 9th oral examination deadline).

If a student does not earn an average score of 3.0 or higher on only one written exam domain, they will be provided one opportunity to submit a focused revision to the committee addressing that content area. The student's comps mentor will review all of the feedback from the committee members, based on the rubric in a meeting with the student so that they are aware of the area requiring revision. The student should submit a revised version of the failed section along with a brief memo detailing how they responded to the committee's

comments. The deadline for this revision is typically one week after the feedback has been received, and can be no later than 7 days prior to the oral examination. This focused revision does not delay scheduling of the oral exam (see Timeline below). The comps committee will provide feedback on the focused revision and the orals following the oral exam. If the revised section does not receive an average score of 3.0 or higher, the written exam is considered failed.

If a student does not earn an average score of 3.0 or higher on two or more written exam domains, or on the overall exam mean score, they will have one opportunity to provide a major rewrite addressing each domain and integrating committee feedback across all four domains. The student's comps mentor will review all of the feedback from the committee members, based on the rubric, in a meeting with the student so that they are aware of the areas requiring revision. The major rewrite must be submitted within 30 calendar days of written exam grade notification and the full committee will re-evaluate the entire written exam per the same grading procedures as the original submission. The 30 day time period for revisions begins when the written exam feedback is submitted to the student and mentor. Revisions must be accompanied by a memo that clearly outlines the changes made in response to the committee's evaluation. Once received, the committee members have 2 weeks to review the memo and revised document. The student cannot progress to the oral exam until the written exam has been passed (i.e., an average score of 3.0 is obtained on all four domains, and overall exam score of 3.0) and will have only one opportunity to complete the major rewrite and earn the required passing grade.

Students who fail the oral exam will have a maximum of 30 calendar days after oral exam notification to reschedule this portion of the exam.

If a student fails to pass the Comprehensive Exam (written and/or orals) after revisions to the written and/or oral exam portions (with the exception of late submissions as detailed above), CPDP and GSAS policies will be enacted regarding failure of the comprehensive exam with dismissal from the program. If a student believes that an incorrect assessment has been made of either the written or oral exam, they may appeal the grade in question utilizing the appeal process outlined in the GSAS Academic Policies and Procedures Guidebook.

TIMELINE (dates will change each year; see Comps Manual for specific dates):
- **Summer before 3rd Year begins**: Begin work on the Comprehensive Exam around the time of completion of the MA thesis
- **October 15**: Deadline to submit the LOI to comps mentor, DCT, and Nicole
- **January 15**: (OPTIONAL) Deadline to submit one addendum to the committee detailing substantial changes in focus or scope from the approved LOI
- **Mid-March**: Deadline to submit the Comprehensive Exam to the committee by **(cc:ing the email to DCT and Nicole)**.
- Within two weeks of the written exam submission deadline, committee members will submit written exam ratings to Nicole who will compile and provide the student and committee with the written exam results. Results will be provided via email and within two working days after receiving all committee rating forms.
- **May 9th**: Deadline to complete the Oral Examination (30 days of submitting the written exam – excluding holiday breaks and weekends). No later than 24 hours after the oral defense, committee members will submit their final ratings of the oral exam to Nicole who will calculate the oral exam grade and the overall final grade (pass, high pass or fail). Results will be provided via email within two working days after receiving all committee rating forms.
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POSTPONEMENT: Students can select to delay by one year the comprehensive exam process after consultation with their primary mentor and approval by the DCT. October 1st is the last date to have a one year extension approved by the DCT. Completing the comprehensive exam process is part of a student's evaluation of satisfactory academic progress and this delay should only be requested after serious deliberation and

consultation. A student cannot propose their dissertation until the comprehensive examination has been completed.

EXTERNSHIPS

As part of graduate training, all students complete a minimum of two academic years of externship training starting in their 2nd year in the program. Students are not allowed to participate in any externship prior to the Fall semester of their 2nd year. Externships are limited to 2 days (16 hours) per week for 2nd and 3rd year students. Only 4th & 5th year students are eligible for 20 hour/week and/or paid externships.

The process of selecting, applying, interviewing, and accepting an externship has been developed by the CPDP leadership team and is described briefly below. A more detailed Externship Handbook is available on the CPDP Intranet.

Site selection. The primary purpose of externship is to help students develop a range of clinical skills that will prepare him or her for internship and, eventually, independent practice as a psychologist. To attain that goal, students should seek a balance of assessment and intervention experiences, and work with a range of different settings and populations (e.g., adults and children, inpatient and outpatient, etc.). The specific balance of treatment versus assessment and general versus specialized training experiences will vary depending on student interest and focus. Students whose primary externship placements do not provide the opportunity for adequate assessment experience often seek supplemental experiences (e.g., a summer or 4th year externship). One way to evaluate externship placements is the extent to which they contribute positively to your APPIC internship application form. Students should review the APPIC site and available APPI forms early in their graduate training (and regularly throughout their training) in order to understand the expectations of internship sites and obtain relevant and sufficient clinical experience. Information for all of the externship training sites is available at https://nynjadot.apa.org/employer-directory. The CPDP also has a local database maintained by the Clinic Director that provides information about student experiences at a large number of the externship sites.

Application process. Students should prepare a list of externship sites (roughly 5-6) they plan to apply to and submit them to the Clinic Director by **December 15th**. These requests will then be discussed with, and approved by, the Clinic Director in order to develop an optimal training plan for each graduate student. **NO STUDENT IS PERMITTED TO APPLY FOR ANY EXTERNSHIP WITHOUT PRIOR AUTHORIZATION FROM THE DCT OR CLINIC DIRECTOR.** Students are expected to follow the externship application guidelines and procedures set forth by the New York New Jersey Directors of Training (NYNJADOT; available electronically on Google docs and via request to program coordinator). **NO STUDENT IS PERMITTED TO APPLY FOR EXTERNSHIP BEFORE JANUARY 15** and no externship sites are permitted to have a deadline prior to February 1. Interviews will take place throughout February and early March, with offers and acceptance decisions expected in March. On "match day", students are expected to include the Clinic Director and DCT on all correspondences with sites and to notify them when they have formally accepted an externship. Any problems (e.g., externship sites pressuring students to make early decisions) should be reported to the Clinic Director. Note that NYNJADOT guidelines are updated annually with application, interview, and match dates. This information is shared with all students annually by the Clinic Director.

While on externship. Students are expected to carefully monitor the nature of, and time spent on all aspects of their clinical training, as this information is required for the APPIC application. Students are expected to immediately notify the DCT & Clinic Director if they have any concerns or problems at their externship site. Students may not elect to terminate an externship without first notifying the DCT & Clinic Director and providing ample time to try to remediate the situation. In addition, all students are required to complete the **Externship Training Review Form** following completion of any externship experiences. This form is used to help provide feedback to program faculty regarding the quality of the training experience, and can help guide future students

with regard to their choice of externships. These evaluations of externship sites are made available (anonymously) to assist students in selecting externship placements.

GRADING. To receive a grade of Pass (P) for each semester students are registered for externship they must receive a satisfactory evaluation from their clinical supervisor, using the **Fordham University Clinical Evaluation Form** (found in this handbook and available electronically on Google Drive) in order to insure adequate skill development, professional demeanor and ethical behavior (e.g., Satisfactory ratings on all summary ratings). All externship placements must complete this supervisory evaluation at the completion of the placement (including summer and supplemental placements). Externship placements completed in years 2 and 3 must also include mid-year supervisory evaluations (typically in January). At the outset of all externship placements, the student is required to forward his or her supervisor's contact information to the Clinic Director and to Nicole. Supervisory evaluations will be requested by the Clinic Director prior to completion of the externship, in order to provide ample opportunity for site supervisors to discuss supervisory ratings with the student. To receive a grade of Pass, students must also submit the **Externship Training Review Form** (found at the end of this manual and available electronically) in order to facilitate monitoring of the caliber of training received and allow for accurate monitoring of externship sites. Note: this form is only required at the end of the year.

Students are expected to get satisfactory ratings from their supervisors during their two years of required externship in order to successfully fulfill the externship requirement. On occasion, students may receive an unsatisfactory evaluation from an externship supervisor. Mid-year evaluations that result in an unsatisfactory evaluation will result in a grade of INC for the semester, to be resolved after the end-of-year evaluation has been received. **Students who receive an unsatisfactory end-of-year evaluation (i.e., a rating of 1, corresponding to *Below Expectations*, on two or more summary ratings)** will be required to successfully complete an additional year of externship training. Two years of unsatisfactory evaluations will result in termination from the Clinical PhD program.

MALPRACTICE INSURANCE

All students seeing patients in the FCMHC are required to purchase and maintain their own malpractice insurance. Most students use an inexpensive plan (~$35/year) provided by the American Psychological Association's Insurance Trust (APAIT). Students should begin this coverage in their first year and maintain it consistently throughout their graduate school matriculation. While the University provides some malpractice coverage for all activities that are directly related to graduate training, outside employment, additional training experiences (outside of formal externships) and a host of other activities are not covered by the university's policy.

ANNUAL ACTIVITY REPORTS & EVALUATIONS

All matriculating students are **REQUIRED** to submit an annual activity report each spring (see in the Important Forms at the end of the handbook). This report documents accomplishments during the previous year. This information is critical for adequate monitoring of student progress and APA reporting requirements, and enables our faculty to assess each student's progress towards graduate and career goals. Fall registration holds will not be released if this information has not been received and students may not be considered for financial aid if annual documentation has not been provided.

First and second year students are evaluated in December and May. All other students are evaluated annually in May. Evaluations are conducted at a Clinical Faculty Meeting where faculty members have access to the

student's complete file, including recent transcripts, the annual activity report, and externship evaluations. Student evaluations are summarized in an annual letter from the DCT, emailed to the students directly.

Clinical students are evaluated on personal[2] as well as academic and professional skills represented by the nine Profession-wide Competencies adopted by the Commission on Accreditation. The following two ethical principles guide deliberations. **Principle E: Concern for Others' Welfare**, requires psychologists to balance the welfare and rights of patients, clients, supervisees, and students. This includes concern for harm that may derive from impaired or incompetent students. **Principle F: Social Responsibility**, expresses concern for the community and society in which psychologists work. This includes the responsibility to insure adequate interpersonal and professional skills in all graduates. Impairment refers to diminished functioning whereas incompetence refers to insufficient skills to provide adequate professional care. Impairment and incompetence can stem from interpersonal and intrapersonal problems, as well as inadequate theoretical understanding and insufficient clinical proficiency regarding assessment and treatment. Remediation of deficiencies includes but is not limited to: repeating coursework, repeating masters and/or doctoral comprehensive exams, repeating externships, increased supervision by the same or different supervisor, tutoring, or a leave of absence. Failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or termination. Fortunately, this unpleasant event is rather rare. The national average appears to be one student every two or three years is terminated (Forrest, Elman, & Gizara, 1997). Only about 2% of students nationwide fail to complete their internships (Forrest, Elman, & Gizara, 1997).

INTERNSHIP APPLICATIONS

Students must have made satisfactory academic progress, be in good academic standing, and successfully defended their dissertation proposal before **OCTOBER 1** of the semester they plan to apply for internship.

Those students who plan to meet this deadline and apply for internship should submit to the DCT a list of internship sites they anticipate applying to and schedule an individual meeting for early October. Although the ultimate decision about where to apply and how many applications to submit rests with the student, the DCT will review the list of sites and may suggest alterations or additions. Only APA-accredited internship sites are acceptable during the Phase I application process. Because of the increasingly competitive nature of internship applications, most students typically apply to approximately 15 internship placements, with some breadth in location (i.e., outside of New York City). In 2022, the CPDP faculty authorized that any student who enters Phase II of the match process can submit applications to non-accredited programs if the non-accredited program is able to verify that the program has initiated the accreditation process. Evidence that the non-accredited program has initiated the accreditation process is training director verification that a self-study has been submitted. This change balances student flexibility in securing an internship placement during Phase II while also increasing the likelihood that the non-accredited program will achieve accreditation status during the student's internship year.

Students are also required to complete, in advance of meeting with the DCT, the Uniform Application for the Association of Psychology Postdoctoral and Internship Centers (AAPI) – available from their web page at www.appic.org. Because this application changes periodically, it is critical to complete the most up-to-date version of the application.

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[2] The courts have consistently ruled that interpersonal skills and intrapersonal characteristics are considered part of academic credentials for psychology. Forrest, Elman, and Gizara (1997) report that "Court rulings have given 'great deference' to the judgment of faculty in evaluating and terminating students if it can be shown that the student has been evaluated fairly, given feedback, and the opportunity to remediate the deficiencies" (p. 34).

Students are advised to review this application EARLY in their graduate careers, in order to adequately monitor the types of data needed for the internship application (e.g., tracking clinical training experiences).

GRADUATION

Degrees are formally conferred during graduation ceremonies held in May, August, and February. Students who complete all required coursework (to this point) and complete the MA Thesis by August (before their 3rd year) will officially receive their MA degree in August prior to starting their 3rd year. Doctoral students who complete their internship during the summer, and have defended their dissertation before May 1, are typically allowed to participate in the May graduation ceremony but do not officially receive their degree until the August graduation. It could take up to one semester to deliver your actual diploma.

POST-DOCTORAL FELLOWSHIP APPLICATIONS

Students who are in the process of completing the program often apply for post-doctoral fellowships prior to completion of the program. Because of the binding nature of most post-docs, which typically require a letter from the DCT certifying that the student is expected to graduate before the post-doc begins, **students are NOT permitted to apply for post-doctoral fellowships unless they have already scheduled a Dissertation Progress Report.** Note that the Progress Report meeting cannot be scheduled until the Progress Report document is ready for distribution to the dissertation committee (i.e., 2 weeks prior to the date of the meeting).

IMPORTANT GSAS/DEPARTMENTAL/PROGRAM GUIDELINES

FULL TIME STATUS

Students must maintain continuous enrollment until all degree requirements are completed (see GSAS Policies and Procedures). Students are expected to take four 3-credit courses per semester in Year 1, three to four 3-credit courses per semester in Year 2 (please confirm with mentor and DCT if you wish to take four courses), three 3-credit courses per semester in Year 3, and one 3-credit course per semester in year 4. The Externship seminar counts as one of these 3-credit courses in each semester of years 2, 3 and 4. Additional credits are associated with completion of the MA thesis (3 credits), doctoral dissertation (6 credits) and an APA-accredited Internship (2 credits). Additional course work completed over the summer or transferred from a prior institution may reduce the number of courses per semester.

Please also note that student loans typically become due once full-time status is no longer maintained.

Full time status during the 4th and subsequent years requires that the following three conditions be met:

1) The student's dissertation mentor must be identified

2) The mentor must be willing to certify that the student is working the equivalent of at least three weekdays per week on the dissertation; this requires behavioral evidence such as physical presence in the department, adherence to a reasonable schedule of deadlines, etc.

3) The student may not be employed more than two days per week.

Students on Clinical Internship (PSYC 8080) automatically have full-time status.

Advanced students (and any students with extenuating circumstances) are expected to file a Status Form each semester in which "full-time" status is desired but is not reflected by enrollment for 12 credits. See Maria Barbieri

to complete this form prior to registration. Advanced students must submit a written statement from their mentor describing the fulfillment of the above three criteria along with the Status Form.

SATISFACTORY ACADEMIC PERFORMANCE & PROGRESS

"Satisfactory academic performance" is defined in the GSAS Academic Policies and Procedures Guidebook (GAPPG). This University policy requires that doctoral students maintain at least a 3.5 GPA to demonstrate satisfactory academic performance, which is a requirement for receiving GSAS funding. You should consult this section of the GAPPG if you have any doubts or concerns about your level of academic performance. Additionally, the CPDP requires that you receive a B- or higher in each of your courses to demonstrate competency and/or discipline-specific knowledge per APA guidelines. Receipt of a grade below a B- constitutes a failure of the course and requires the student to re-take the course or to take one that satisfies the same program requirements. Receipt of two grades below a B- result in academic probation and a remediation plan to support the student's academic performance in the subsequent semester(s).

"Satisfactory academic progress" becomes relevant after the first two years of coursework are completed. It is defined as completion (or demonstrating significant progress towards completion) of at least one of the following requirements each academic year after all regular course work has been completed:
1) Ph.D. Comprehensive Exam
2) Dissertation Proposal
3) Dissertation Progress Report
4) Dissertation Oral Defense
5) Internship
Clinical students are expected to complete the Ph.D. in no longer than six to seven years.

This means that the *MINIMALLY* acceptable pace toward the Ph.D. degree is as follows:

Year 1   Course work, MA thesis preview submitted by May 1st
Year 2   Introduction, Methods, and Planned Data Analysis for the MA Thesis submitted to reader by November 1 of the 2nd year
          Failure to submit the Introduction, Methods, and Planned Data Analysis by November 1 of the 2nd year without an extension approved by the mentor and reader will result in a student being placed on academic probation for the Spring semester of their second year. Financial aid for the third year will be contingent on successful completion of the thesis. Successful completion of the thesis by August 1st will result in termination of the probationary status.
Year 2   Full draft of the MA thesis is submitted to the reader by June 1 of the 2nd year
Year 2   Final thesis submitted to GSAS by August 1st of the 2nd year
          Failure to complete the MA thesis in time for the August graduation deadline will result in an automatic placement on academic probation and the student will be terminated from the CPDP with their MA degree converted to a terminal Master's degree. The student will have one year in which to complete and submit a late master's thesis in order to receive the terminal MA degree.
Year 2   Course work and first externship completed
Year 3   Course work, Second externship, and Ph.D. Comprehensive exam
Year 4   Complete Supervision sequence
Year 4+*   Dissertation Proposal; Dissertation Data Collection; Progress Report; Dissertation Oral Defense; Internship

Note. We <u>strongly</u> recommend students apply for internship no later than Year 5 and complete the dissertation prior to going on internship if at all possible. We believe all students can feasibly complete entire program in 7 years.

If any one of these indicators of "satisfactory academic progress" is not fulfilled according to this schedule, a student is placed on academic probation for one year or for a time period specified by the Department and approved by GSAS.

STUDENTS ON ACADEMIC PROBATION ARE NOT AUTOMATICALLY ELIGIBLE TO RECEIVE FINANCIAL AID. During the probationary time period the student must contact his/her mentor/advisor and the DCT to develop a proposed schedule for completion of all remaining degree requirements. A Degree Completion Schedule form is available in the department office. After obtaining the approval of the mentor/advisor and DCT, the student files the schedule with the Associate Chair for Graduate Studies. Acting upon the recommendation of the department, the Associate Dean of the Graduate School of Arts and Sciences determines the final schedule for completion. **If students subsequently miss a deadline on an approved schedule, they risk having financial aid removed and/or being dropped from the program. Therefore, they must contact their mentor/advisor for approval of any changes. Students should appreciate that they are allowed only one probationary period during their academic tenure.**

Remediation Efforts: In the event that remediation efforts are needed, the student meets with the DCT in order to develop a written remediation plan with clear objectives and timelines. This remediation plan is reviewed and signed by the student, the DCT, the student's mentor, the Department Chair, and the Dean of the Graduate School of Arts and Sciences. As part of this remediation process, the student typically meets with the DCT and his/her mentor periodically to monitor and discuss progress on the remediation plan during the remediation period. Students receive verbal and written (email and/or hard copy) feedback regarding the extent to which remediation efforts have or have not been successful at the conclusion of the remediation period.

REASONS FOR TERMINATION

Termination will be determined by the entire faculty of the Psychology Department and/or by the Dean of the Graduate School. The following conditions are those under which a student may be terminated:

1) Having a cumulative GPA of less than 3.0.

2) Failing to make satisfactory academic progress as specified above.

3) Failure to complete the MA Thesis by August of the 2nd year.

4) Failing the Ph.D. Comprehensive Examination after having the opportunity to revise per Comprehensive Exam guidelines.

5) Unsatisfactory performance evaluations from two separate externship training sites.

6) Unethical or criminal behavior (plagiarism, cheating, violation of APA ethical guidelines, or University or governmental law, including harassment).

7) Serious psychological problems that affect the student's functioning in the program. Any student who, in the judgment of the faculty, is having psychological problems that interfere with effective service delivery and/or progress through the program will be advised orally and in writing as to necessary remediation which shall include but is not be limited to: repeating coursework, repeating externship, increased supervision by the same or different supervisor, tutoring, or a leave of absence. Failure to benefit from remediation may be followed by counseling toward voluntary withdrawal from the program or termination.

ETHICAL STANDARDS/PROFESSIONAL BEHAVIOR

Ethical Standards

The program is bound by the Ethical Principles of Psychologists and Code of Conduct set forth by the American Psychological Association (APA, 2010). In addition, we are bound by other ethical and professional principles promulgated by APA. Please see the references in this Handbook. Any breach of any part of these principles is grounds for dismissal from the program without further qualification regardless of course work, research or other academic achievement.

Professional Development & Identity

The Fordham University CPDP prepares students to function as researchers, scientists, and clinicians. Overarching all of these activities is the formation of a strong professional identity, one that we strive to cultivate in students during their time in the program. The goal, from the perspective of the faculty, is that students in the program move from mentees to colleagues. In order to accomplish this, the CPDP faculty are committed to providing guidance on how to balance the work load associated with our expectations of professional functioning. In order for faculty to fulfill this commitment, we also expect students to adopt a professional attitude in their work, and carry this with them outside the confines of the University.

The development of professional identity is a process, one that we understand may be challenging at times. Early in your time in the program, it is understood that students will be absorbing research and clinical application literature, as well as foundation course work. As you move through the program into later years, the effort expended to absorb research and clinically relevant material will likely ease, but there will be other pressures on your time. Part of good professional function, therefore, is developing and establishing good habits around time management and planning.

In addition to developing good professional work habits, the program encourages students to begin their involvement in the field through engagement in conferences or other membership organizations. This facilitates student socialization to the profession, allows for engagement with the latest developments in the field and subspecialty (if applicable), and encourages active involvement in contemporary movements in clinical research, science, and practice. These are habits that we hope students in the program will see as ones to maintain and refine throughout their careers long after graduating.

As part of students' professional conduct and professional development, it is also expected that students will limit their use of electronic devises (e.g., social media, emailing, texting) during classes, presentations of any kind, CTS, colloquium.

Professional Behavior
In order to avoid incidents that may reflect unfavorably upon the student, the program, and/or the university, the following expectations regarding professional behavior are delineated below:

- Students may not engage in any professional activities on or off campus without the prior approval of their mentor and/or DCT. Failure to obtain proper approval may jeopardize the student's standing in the program.
- Under no circumstances are students permitted to treat clients privately without supervision, even if they are licensed to do so as another mental health professional.
- The professional use of university facilities is limited to those functions that are a part of the student's training.
- Students may not make financial commitments that might impact university, department, or program

budgets without prior written permission from the DCT and, if necessary, the graduate divisions.
- Students may not submit a paper in fulfillment of a class or research requirement if that paper, or one similar to it, was submitted in fulfillment of any other course or program unless the teachers/supervisors involved give approval.
- Students are required to act in accordance with the APA's ethical principles and standards for providers of psychological services. Violation of these principles and standards may constitute grounds for dismissal from the program irrespective of any other consideration.

Social Media

1) If you choose to describe your professional status and activities on social media (e.g., Facebook or LinkedIn), you should indicate that you are a graduate student in the Fordham University Clinical Psychology Doctoral Program. You should not describe practicum activities, specific skills in which you are trained, or titles that may be assigned to you at placements outside of the program. Any descriptions of that sort could be misconstrued and could unintentionally misrepresent your professional qualifications. Also, please remember that you cannot discuss or quote *any* of your clinical interactions with clients or research participants. Lastly, everything you post on social media is essentially public, and you should always be mindful of this and the APA Ethics Code as you make decisions about what you should and should not post. If you have any questions or concerns, please make an appointment to discuss with the DCT.

2) Additionally, as university employees, all students must review and be aware of the Fordham University Social Media Policy and agree to standards and procedures outlined in this policy concerning the proper use of social media for official business purposes and/or when posting content and comments to any official Fordham social media site.

ACADEMIC INTEGRITY

The CPDP is committed to upholding standards of academic integrity. All CPDP students are expected to carry out their academic activities upholding the highest standard of integrity, honesty, and truth consistent with the APA Ethics Code as well as relevant program, department, GSAS, and University Policies. Violations of academic integrity, such as plagiarism, cheating, falsification, and inappropriate collaboration, are governed by GSAS policies and procedures as noted in the GSAS Academic Policies and Procedures Guidebook, but graduate students in the Psychology Department are held to the standard of the APA Ethics Code when it differs from GSAS policy.

PSYCHOLOGY DEPARTMENT PLAGIARISM ANALYSIS POLICY. Unfortunately, plagiarism has become an increasingly common occurrence over the past few years, leading to a number of problems. After extensive discussions within the department and University, we have decided to initiate a policy of routine assessments of key documents. This analysis uses a state-of-the-art software program that can identify material that is quoted from published articles, books or on websites. This analysis will be conducted at the point when key documents are ready to be submitted to faculty for final review.

Effective January 1, 2020, the key documents that are examined using the University's plagiarism detection software are the following:

- Completed master's theses (when submitted to the Reader for review)
- Completed comprehensive exams (when submitted to the committee)

- Completed dissertation proposals (at the time of distribution to the committee)
- Completed dissertation progress reports (at the time of distribution to the committee)

Maria Barbieri should be copied on the email distributing these documents to the readers/committee members, so it can be analyzed for plagiarism.

The Department recognizes that this change in processes may seem like an extreme response, particularly given how infrequently this problem has arisen. However, the costs associated with plagiarism are substantial for students, faculty and the University. For example, students may be terminated from the program if plagiarism is detected. Of course, the faculty have always been aware of the possibility of plagiarism and have utilized this software (or other approaches) on those rare occasions when it was suspected or identified, but the Department has determined that a routine assessment of all key documents is a preferable, and more accurate approach.

After reviewing the reports, primary mentors will determine if there is evidence of plagiarized content and follow all policies and procedures related to violation of academic integrity standards from the GSAS Policies and Procedures Guidebook.

PSYCHOLOGY DEPARTMENT POLICY ON THE USE OF SOFTWARE TECHNOLOGIES IN GRADUATE EDUCATION (APPROVED 3/13/2024). The purpose of this statement is to provide baseline departmental standards for the appropriate use of software technologies as they pertain to graduate education. Although the onset of text-generative software (e.g., ChatGPT) was a primary motivator for the creation of this policy, this statement discusses software technologies more broadly and uses the broad term "technology" to indicate various types of text-generating, image-generating, grammar-and-spell checking, language translation, and other tools commonly called "artificial intelligence" (AI). We steer away from the term "AI" because this term is not well-defined (or accurate, in many instances) and the zeitgeist may adopt new labels for emerging technologies as they arise. With the ever-changing landscape of what technologies are readily available, it is important to delineate the proper and improper use of these tools as they pertain to graduate education.
<u>Students, mentors, and instructors should be aware that these technologies should not be relied upon to provide accurate output. Technologies that generate text may not provide accurate information, and technologies that claim to detect the source of a text or image (human versus computer) may not do so accurately.</u>

Policy
The original text (i.e., the main body of the document) for a class assignment, thesis, dissertation, or comps should be generated entirely by the student themself. To the extent that other technologies might be used, it is the responsibility of the student to transparently discuss with the mentor or professor which technologies will be used, and how. Any technologies used to aid in the writing or research process should be discussed with and approved by the mentor and cited where appropriate. The mentor should ensure that multiple drafts of writing are reviewed in a timely manner before the student is allowed to submit their work to other audiences (e.g., other committee members, publications, conferences). In the case where it is inappropriate for the mentor to provide feedback on drafts (e.g., comps), it is the responsibility of the student to have multiple timestamped drafts of the writing available to demonstrate the evolution of the document if requested[3].

Enforcement and Prevention
Most graduate activities that involve writing already have safeguards in place to ensure that the student is producing their own work. It is imperative that these mechanisms are taken seriously and used to evaluate and improve the quality of the work. Such mechanisms include:

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[3] At the time of writing, Google Docs, Dropbox, and other platforms automatically keep track of version changes and timestamps. Students may also be encouraged to save separate copies of documents with different date-stamped names (e.g., "Thesis 2024-01-01.docx").

1. Students submit multiple drafts of a document to the mentor.
2. Mentors, instructors, and/or committees assess whether the information in the document is accurate (e.g., description of prior literature and correct citations).
3. Students document how prior feedback on a document was incorporated into a new draft.
4. Oral defenses for theses/comps.

For writing assignments in coursework, instructors are encouraged to design assignments that clearly delineate the appropriate/inappropriate use of technology and that incorporate safeguards that will enforce the proper use of technology. Strategies that are well-aligned to students producing their own writing include:
1. Submission of multiple drafts of a document along with a detailed description of how instructor feedback was incorporated.
2. Requiring students to keep track of different versions of their final document.
3. Requiring students to include in their writing personal reflections and/or information specific to the class.
4. Oral presentations of their work.

If a student uses technology in unapproved or improper ways, the behavior is subject to scrutiny and penalty through established channels of enforcing academic integrity.

EMAIL

Almost all communication from the University, the Department and the DCT to students will be by email. The University provides every student with an email account. Publicly available terminals in the Walsh library and elsewhere on campus are available to access your email account. You can access your email account from any computer that has access to the internet using the following http address: **mail.fordham.edu. YOU ARE RESPONSIBLE FOR CHECKING THIS EMAIL REGULARLY.** If you routinely use another email address, you should arrange for email to be forwarded accordingly.

OUTSIDE EMPLOYMENT

Outside employment, during the academic year, should not exceed the 16 hours per week requirement of students funded by Fordham. Students should never represent themselves as full-time to an employer while simultaneously claiming full-time student status. Outside employment can be pursued over the summer.

NOTICE OF RIGHTS, RESPONSIBILITIES, AND PROFESSIONAL DEVELOPMENT

The CPDP affirms the University's commitment to the pursuit of truth, advancement of knowledge, and the statement of standards of behavior applicable to all students, faculty, and administrative officers through the University Code of Conduct. The code of conduct can be located at the following website (https://www.fordham.edu/info/20987/article_6_university_code_of_conduct).

NOTICE OF NONDISCRIMINATION, GRIEVANCE, AND DUE PROCESS POLICIES

Fordham University admits students of any gender, sexual orientation, race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of gender, sexual orientation, race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. The CPDP adheres to all nondiscrimination policies established by the

University, which can be found here: https://www.fordham.edu/about/leadership-and-administration/administrative-offices/gender-equity-and-title-ix-office/non-discrimination-policy/ and follows all University policies related to sexual misconduct which can be found here: https://www.fordham.edu/info/21366/policies/2719/sexual_and_related_misconduct_policy_and_procedures.

Any student who believes they have been discriminated against with respect to participation in, access to, or benefits of the CPDP, the Department of Psychology, and/or any academic program or activity within GSAS/University, or who has experienced or witnessed a hate crime can follow the links on this page to consult with the appropriate University office and/or file a complaint.(https://www.fordham.edu/info/22823/discrimination). Information about the grievance process related to funded work performed by CPDP students at Fordham University can be found in Article 18 of the Fordham CWA Collective Bargaining Agreement. CPDP and department leadership (DCT: Amy Roy; Department Chair: Peggy Andover) are also available for consultation and guidance. If you have been or are concerned that you may have been the victim of discrimination, please reach out to university offices and/or CPDP/departmental leadership.

Beyond these formal channels, feedback about strengths and weaknesses of the clinical program is welcome. Please feel free to email your comments to aroy3@fordham.edu. The cohort meetings scheduled by the DCT are an additional forum for general discussion of these and related matters.

OFFICE OF DISABILITY SERVICES

Fordham University complies with all Federal and State regulations regarding disabled students in accordance with policies detailed on the Office of Disability Services website (https://www.fordham.edu/info/20174/disability_services).

Legislation regulating disabled students seeking to become clinical psychologists requires them to:
1) Notify the program of their disability upon admission and to provide proof of their disability
2) Demonstrate that they are otherwise qualified to function as a clinical psychologist
3) Demonstrate that any dismissal was not done on the basis of the demonstrated disability

Note: Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill-O'Hare Hall, Lower Level, x0655 or at Lincoln Center-Room 207, x6282.

COMMUNITY & COMMUNICATION

CPDP PEER MENTORSHIP PROGRAM

- Starting the summer before their 1st year, incoming students are paired with and contacted by an upcoming 2nd year CPDP student for individual mentorship. During this time, incoming students often contact their peer mentor for program- (e.g., University and Departmental administration, courses, instructors, expectations) and personally- related (e.g., housing, the Bronx neighborhood, transportation, coping with transition to graduate school) questions.
- Mentors and mentees are matched based on similar experiences and/or interests (e.g., attending

graduate school while raising a family, sharing similar hobbies). To promote interactions between labs, the matching process also attempts to pair students from different research areas.

- At the start of the mentee's 1st year, 2nd year CPDP students coordinate a meet-and-greet for the mentors and mentees.
- Throughout the year, information on externships and other student-related issues are emailed to 1st year CPDP students.
- Mentors are asked to contact their mentees throughout the school year to check up on how they are doing and serve as a resource. Mentors are especially encouraged to check in with their mentees during the externship application season as this is can be a particularly challenging process during the 1st year.
- Mentors and mentees are highly encouraged to continue this mentorship relationship past the mentee's 1st year.
- Of note, leadership and responsibility of the CPDP Peer Mentorship Program transfers each year to the upcoming 2nd year CPDP students. The DCT and Associate DCT serve as a resource to facilitate this program and support both mentors and mentees, on an as-needed basis.

CPDP EXECUTIVE COUNCIL (EC)

The mission of the EC is to provide a mechanism for active and ongoing partnership between CPDP faculty and students in the ongoing strategic development and implementation of the program. Of note, the EC is not a formal governing body, but instead makes recommendations to the CPDP faculty, and provides a structure to implement strategic initiatives.

The EC offers a wonderful opportunity to get involved and provides a valuable service to the Program. Exemplars of the EC's past efforts include the development and dissemination of an updated and much more user-friendly list of mental health/wellness resources and the development and implementation of our first ever anonymous online survey for current students regarding student satisfaction, quality of life, and how to improve the program.

EC Membership & Terms. There are 5 Faculty slots and 5 Student Representative slots, which are detailed below:

EC Faculty Slots. There are 3 permanent faculty slots on the EC, one for the DCT, one for the Associate DCT, and one for the Clinical Director. The remaining 2 slots are filled with current CPDP faculty for 1-year terms. Membership is voluntary and determined by faculty interest/availability and affirmed by the entire CPDP faculty. The DCT serves as the EC Chair.

EC Student Slots. We have 1-year terms for 5 EC Student Reps (one from each of the following Cohorts: 1st, 2nd, 3rd, 4th, & 5+ Years) to assure representative input in the EC process throughout the academic developmental 'lifespan.' Students must be in good standing within the Program to serve on the EC. In the past, cohorts have met amongst themselves and decided on the person that they want to serve. Membership is completely voluntary and determined by consensus of your cohort. For the 5+ Year slot, students can self-nominate to the current EC for consideration. Please contact the DCT and Nicole McCarroll with any questions and to let them know your Cohort's nomination for EC Student Rep.

*We encourage you to consider pursuing this leadership opportunity!

EC Timeline. Moving forward, it is recommended that member assignments for each academic year be confirmed by **May 15th** of the prior academic year.

EC Member Expectations & Meeting Structure. The EC commitment includes at least 1- 2 in-person (or Zoom) meetings/semester, ad hoc meetings when needed, active follow up on the work of the EC, and keeping your respective constituents (i.e., faculty, your cohort) up-to-date and getting their input to share w/ the

EC. A designated EC member will be responsible to create/disseminate agendas and take/share minutes (stored on the EC Google folder). The structure of the EC meetings follows Robert's Rules of Order (http://www.rulesonline.com/)

IMPORTANT DEPARTMENTAL RESOURCES

Google Resources:
 (1) The new CPDP Intranet provides resources and useful information Note, that this information is periodically updated and we welcome student input. Please notify the DCT and/ or Nicole if there is information you would like included or updated.
 (2) **Psychotherapy Referrals**: The CPDP maintains a list of local psychotherapy referrals should students be interested in psychotherapy services located in our CPDP Google Student Folder (Resources subfolder). For your convenience and privacy, a list of psychotherapy referrals, that accept our Fordham student insurance or provide slide scale services, are provided on our CPDP Student Google Drive. For a tailored referral list, please contact DCT or Associate DCT.
 (3) CPDP and Psychology Department Google Calendars: Provide useful information about current and upcoming events. This information is periodically updated and we welcome student input. If there is a program-related event that you would like added to calendar/s, please let us know.

Faculty Resources
 (1) For questions about the CPDP overall, concerns or questions about your progress in the program, questions about programmatic milestones (Masters Thesis, Comprehensive Exam, Dissertation, internship), reach out to the Director of Clinical Training, Dr. Amy Roy (aroy3@fordham.edu)
 (2) For questions about the courses offered, selecting courses, and Clinical Topics Seminar, please contact the Associate Director, Dr. David Marcotte (marcotte@fordham.edu)
 (3) For questions about externships (including selection, preparation of applications, interviews, and acceptances) and associated Externship Seminars, and about the Fordham Community Mental Health Clinic (FCMHC), please contact the Clinic Director, Dr. Alex Kriss (akriss1@fordham.edu)
 (4) For questions about graduate assistantships, teaching assignments, and any teaching-related issues, contact the Associate Chair of Psychology, Dr. Molly Zimmerman (mzimmerman7@fordham.edu)
 (5) For student issues within your classes (i.e., course overrides, academic integrity violations), reach out to your teaching supervisor and the Associate Chairs for Undergraduate Studies, Dr. Elissa Aminoff (RH; eaminoff@fordham.edu) and Dr. Karen Siedlecki (LC; ksiedlecki@fordham.edu).
 (6) For broader questions about the department, contact the Department Chair, Dr. Peggy Andover (andover@fordham.edu).

Administrative Resources
 (1) For questions about financial issues, scholarships, DegreeWorks, or Registration, email the Psychology Department Administrator, Maria Barbieri (barbieri@fordham.edu).
 (2) For questions about MA thesis process and procedures, and dissertation meeting scheduling and registration, email the Department Secretary, Maria Merli (mmerli@fordham.edu)
 (3) For questions about Comps procedures, and required letters/forms (i.e., verification letters, letters of readiness/good standing for externship, post doc letters/documentation, matriculation forms, TQVCVL forms), email Nicolemarie McCarroll (nmccarroll@fordham.edu).

IMPORTANT UNIVERSITY RESOURCES

Fordham Graduate Student Association (GSA): The GSA is a student government organization that acts as a liaison between the graduate student body and the GSAS administration. The GSA also coordinates social, academic, and professional events to support graduate student development and foster community across all graduate programs. Information about the GSA can be found at:
https://www.fordham.edu/info/24201/graduate_student_association

Fordham Office of the Chief Diversity Officer (CDO): The Office of the ODO advances Fordham's shared commitment to create and sustain a diverse, inclusive, and just campus community in which all members thrive. Information about the functions of the ODO and diversity, equity, and inclusion at Fordham can be found at:
https://www.fordham.edu/info/29198/office_of_the_chief_diversity_officer

Fordham Office of Multicultural Affairs (OMA): The OMA provides programs, events, and resources that allow the entire Fordham community to connect to various forms of diversity and inclusion. Information about the OMA can be found at https://www.fordham.edu/info/20909/about_the_office_of_multicultural_affairs

Fordham Office of International Services (OIS): The OIS provides assistance to international students to help them navigate federal and local regulations, find summer employment, and answer any questions about their paperwork or status. Information about the OIS can be found at https://www.fordham.edu/academics/academic-resources/international-services/

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IMPORTANT FORMS

FORDHAM UNIVERSITY CLINICAL EVALUATION FORM
For Externships and Internships
(Adapted from the Minnesota Supervisory Inventory) Rev. 12.2017 dm

For Fordham Use Only

Course: Externship I, II, III, IV, V, VI

Date of Evaluation: _____ Fall: _____ Spring: _____

Supervisee: _____

Supervisor: _____

    [ ] Primary Supervisor   [ ] Secondary Supervisor

Supervisor Phone #_____ Supervisor Email**:** _____

Training Site: _____

Population: _____

Primary Psychotherapeutic Orientation of Supervisee: _____

Introduction and Directions: Supervisors are asked to use the 3-point scale below to rate skills, competencies and conduct observed during the experience by **circling the appropriate rating**. The **NA** response should be used **as often as necessary** to designate skills or behaviors that were either not applicable or not observed sufficiently so that this form documents areas only in which supervisees had supervised training experiences. Therefore, **no** supervisee will receive numeric ratings on all items. In addition to the ratings, supervisors are encouraged to provide narrative comments about supervisees' professional development. Additional narrative comments can be appended to this form.

Please use the Following Rating Scale:

1	**Development Required:**	Further training and supervision is required to meet expectations.
2	**Meets Expectations:**	Functions adequately to above average for level of training.
3	**Exceeds Expectations:**	Functions exceptionally for level of training.
NA	**Not Applicable:**	Not Applicable/Not Observed/Cannot Say.

1. ASSESSMENT COMPETENCE

1. Judgment in selecting assessment approaches	1	2	3	NA
2. Rapport with clients of diverse clinical, age, gender, and cultural groups	1	2	3	NA
a) Effectively uses eye contact, body position, calm demeanor, head nods, etc.	1	2	3	NA
3. Diagnostic interviewing	1	2	3	NA
a) Appropriate use of open-ended and direct questions	1	2	3	NA
b) Speaks at client's level of comprehension	1	2	3	NA
c) Appropriately assesses suicide risk and dangerousness	1	2	3	NA
d) Appropriately assesses alcohol and substance-related disorders	1	2	3	NA
4. a) Personality tests: Administering and/or scoring	1	2	3	NA
b) Interpreting objective personality tests	1	2	3	NA
c) Interpreting projective personality tests	1	2	3	NA
5. a) Intelligence and psychoeducational tests: Administering and/or scoring	1	2	3	NA
b) Interpreting intelligence and psychoeducational tests	1	2	3	NA
6. a) Neuropsychological instruments: Administering and scoring	1	2	3	NA
b) Interpreting neuropsychological instruments	1	2	3	NA
7. Mental status examination	1	2	3	NA
8. Observing and describing behavior	1	2	3	NA
9. Obtaining collateral information	1	2	3	NA
10. Integrating assessment data	1	2	3	NA
11. Awareness of legal issues in assessment (e.g., malpractice, mandatory reporting, commitment, forensics, court testimony)	1	2	3	NA
12. Awareness of and sensitivity to cultural diversity issues in assessment social, systems, and other issues in assessment	1	2	3	NA
13. Awareness of and sensitivity to developmental, physical, pharmacological, social, systems, and other issues in assessment	1	2	3	
14. Diagnosis	1	2	3	NA
15. Understanding of psychiatric nosology (DSM V)	1	2	3	NA
16. Written reports of psychological evaluations	1	2	3	NA
17. Providing feedback to clients and families	1	2	3	NA
18. Providing feedback to other professionals, agencies, schools, etc.	1	2	3	NA
19. Formulating treatment recommendations	1	2	3	NA

20. Understands/can initiate emergency measures (e.g., hospitalization, holds)	1	2	3	NA
21. Clinical judgment in assessment	1	2	3	NA
22. Miscellaneous (specify)	1	2	3	NA
23. Miscellaneous (specify)	1	2	3	NA
Overall Competence in Assessment	**1**	**2**	**3**	

Progress and Comments about Assessment:

2. PSYCHOTHERAPY AND INTERVENTION COMPETENCE

1. Skill and effectiveness as a therapist	1	2	3	NA
2. Rapport with clients	1	2	3	NA
3. Empathy, warmth, and genuineness with clients	1	2	3	NA
4. Support of client	1	2	3	NA
5. Focusing and controlling session	1	2	3	NA
6. Directness, relevance, and succinctness of comments	1	2	3	NA
7. Timing of comments	1	2	3	NA
8. Interpretation	1	2	3	NA
9. Confrontation	1	2	3	NA
10. Treatment formulation and clinical judgment about intervention alternatives, necessity, objectives, strategies, length, and termination	1	2	3	NA
11. Preparation for sessions	1	2	3	NA
12. Assignments, behavioral prescriptions and follow-up on assignments	1	2	3	NA
13. Awareness and/or management of resistive and defensive operations	1	2	3	NA
14. Understanding and management of clients' boundaries	1	2	3	NA
15. Awareness and/or management of transference	1	2	3	NA
16. Awareness and/or management of countertransference	1	2	3	NA
17. Flexibility and/or creative problem solving	1	2	3	NA

18. Awareness of and sensitivity to cultural diversity issues in psychotherapy and interventions	1	2	3	NA
19. Awareness of ethical and legal issues in psychotherapy and intervention (e.g., referrals, hospitalizations, contracts with patients/families)	1	2	3	NA
20. Miscellaneous (specify):	1	2	3	NA
21. Miscellaneous (specify):	1	2	3	NA

Treatment Modalities

1. Behavior modification	1	2	3	NA
2. Biofeedback	1	2	3	NA
3. Brief or Time-Limited therapy	1	2	3	NA
4. Case management	1	2	3	NA
5. Client-centered therapy	1	2	3	NA
6. Cognitive-behavioral therapy	1	2	3	NA
7. Crisis intervention, knowledge and use of referral sources	1	2	3	NA
8. Eclectic therapy	1	2	3	NA
9. Empirically validated treatment (specify:	1	2	3	NA
10. Family/systems therapy	1	2	3	NA
11. Group therapy	1	2	3	NA
12. Hypnosis	1	2	3	NA
13. Milieu therapy	1	2	3	NA
14. Play therapy	1	2	3	NA
15. Psychodynamic therapy	1	2	3	NA
16. Relaxation training	1	2	3	NA
17. Sex therapy	1	2	3	NA
18. Supportive therapy	1	2	3	NA
19. Other/Miscellaneous (specify)	1	2	3	NA
20. Other/Miscellaneous (specify)	1	2	3	NA
Overall Competence in Psychotherapy and Intervention	**1**	**2**	**3**	

Progress and Comments about Assessment:

3. CONSULTATION COMPETENCE

1. Knowledge and handling of consultation role	1	2	3	NA
2. Knowledge of institutional and systems' dynamics and functions	1	2	3	NA
3. Effectiveness as a consultant	1	2	3	NA
4. Timely response to consultation requests	1	2	3	NA
5. Timely provision of oral and written feedback	1	2	3	NA
6. Rapport with treatment team and awareness of other disciplines contributions '	1	2	3	NA
7. Attendance and punctuality at treatment team meetings	1	2	3	NA
8. Participation at treatment team meetings	1	2	3	NA
9. Knowledge of psychopharmacology and appropriate referral for medication	1	2	3	NA
10. Other/Miscellaneous (specify)	1	2	3	NA
Overall Competence in Consultation	**1**	**2**	**3**	**NA**

Progress and Comments about Consultation:

4. PROFESSIONAL, ETHICAL, AND LEGAL CONDUCT

1. Awareness of/adherence to APA Ethical Principles, Code of Conduct, and other Professional Standards	1	2	3	NA
2. Awareness of/adherence to legal (e.g., mandatory reporting, commitment, testimony) and regulatory (e.g., Board of Psychology) standards	1	2	3	NA

3. Maintains and understands when to suspend confidentiality	1	2	3	NA
4. Maintenance of records and timeliness of reports, prior authorizations, treatment plans, and treatment summaries	1	2	3	NA
5. Maintenance of expected workload and professionalism in fulfilling clinical responsibilities	1	2	3	NA
6. Timely response to messages	1	2	3	NA
7. Punctuality for patient contacts and professional meetings	1	2	3	NA
8. Integration of research and practice	1	2	3	NA
9. Understanding and management of professional boundaries with clients	1	2	3	NA
10. Awareness of personal issues in relationships with clients	1	2	3	NA
11. Management of interpersonal stress in relationships with clients	1	2	3	NA
12. Clinical inquisitiveness	1	2	3	NA
13. Maturity	1	2	3	NA
14. Initiative and motivation	1	2	3	NA
15. Appropriate attire and presentation	1	2	3	NA
16. Other/Miscellaneous (specify)	1	2	3	NA
Overall Professional, Ethical, and Legal Conduct	**1**	**2**	**3**	

Progress and Comments about Consultation:

5. SUPERVISION

1. Openness and responsiveness to supervision	1	2	3	NA
2. Cooperation with supervisor	1	2	3	NA
3. Communication with supervisor	1	2	3	NA
4. Preparation for supervision	1	2	3	NA
5. Use of audiovisual aids for supervision	1	2	3	NA
6. Effectively incorporates feedback from supervision into clinical practice	1	2	3	NA
7. Awareness of and/or management of personal issues In relating to supervisor	1	2	3	NA

8. Effectiveness and competence of supervisee as a supervisor	1	2	3	NA
9. Other/Miscellaneous (specify)	1	2	3	NA
Overall Response to Supervision	**1**	**2**	**3**	

Progress and Comments about Supervision:

6. PROFESSIONAL PRESENTATION(S) / CASE CONFERENCE(S)

1. Preparation for presentation(s)	1	2	3	NA
2. Organization and quality of presentation(s)	1	2	3	NA
3. Appropriate level of presentation(s)	1	2	3	NA
4. Literature review	1	2	3	NA
5. Integration of research and clinical issues	1	2	3	NA
6. Participation in others' presentations and in professional activities	1	2	3	NA
7. Other/Miscellaneous (specify)	1	2	3	NA
Overall Professional Presentation(s) / Case Conference(s)	**1**	**2**	**3**	

Progress and Comments:

7. SITE-SPECIFIC MATTERS (If any)

1. Specify:	1	2	3	NA
2. Specify:	1	2	3	NA
3. Specify:	1	2	3	NA

4. Specify:	1	2	3	NA
Overall Site Specific	**1**	**2**	**3**	

Site Specific Comments:

8. DOCUMENTATION OF LIVE SUPERVISION

Standard II.B.3.d from the *Standards on Accreditation* of the American Psychological Association now requires that "practicum evaluation must be based in part on direct observation." According to Section C.14D, this requirement may be satisfied by "in person observation" (in the treatment room or through a one-way mirror), live video stream or video recording. Audio recording alone is insufficient, except in rare situations where it is the only possible way to meet the requirement. When this is the case, the reason needs to be <u>explained on the student's evaluation form</u>. In all cases, the direct observation must be conducted by the student's immediate supervisor.

SUPERVISOR:

☐ I certify that Live Supervision according to Standard 11.B.3.d from the *Standards on Accreditation* of the American Psychological Association was conducted by me for this student on

_____ in the following format:

      (Date)

☐ In person supervision   ☐ Live video stream   ☐ Video recording

☐ Live supervision was not conducted during this evaluation period for the following reason:

_____

_____

_____

_____

_____

_____

Recommendations for Further Training/Supervision:

Supervisor's Signature   **Date**   **Supervisee's Signature**   **Date Reviewed**

Supervisor's Name (*Please Print*)

Please return this form to: Alex Kriss, Ph.D.
Psychology Department – Dealy 226
Fordham University
Bronx, NY 10458-5198

Student Externship Training Review Form

1. Placement/Agency Name: _____

2. Your Name: _____Year _____ Hours per week: _____

3. Name of supervisor(s): _____

4. Setting (specify percentage)

   Psychiatric hospital - inpatient: _____

   Psychiatric hospital – outpatient: _____

   Community-based clinic: _____

   Forensic: _____

   Medical setting (non-psychiatric):_____

   College counseling center: _____

5. Time allocation (specify percentage of time):

   Direct patient contact (assessment/treatment/etc.):   _____

   Supervision, didactic seminars, conferences, etc.:   _____

   Report/note writing: _____

   Other (specify: _____):   _____

6. Does the site/supervisor have a clear theoretical orientation (if yes, specify: _____) ?

7. Assessment Experience   Hours/week   Total # cases

   Intelligence/achievement   _____   _____

   Personality – Objective   _____   _____

Personality – Projective   _____   _____

Neuropsychological   _____   _____

Forensic   _____   _____

Other (specify: _____)   _____   _____

Total number of reports written: _____

8. Treatment experience	Hours/week	Total # cases
Individual Therapy	_____	_____
Older adults (65+)	_____	_____
Adults (18-64)	_____	_____
Adolescents (13-17)	_____	_____
Children (< 12)	_____	_____
Group Therapy		
Adults	_____	_____
Adolescents	_____	_____
Family/Couples	_____	_____
Other Interventions/experience		
Behavioral Medicine/Health-related	_____	_____
Diagnostic/intake interviews	_____	_____
Substance abuse	_____	_____
Forensic	_____	_____
Case conference presentations	_____	_____

9. Site ratings (circle choice)

Exposure to diverse client populations   Poor   Fair   Good   Excellent

Exposure to empirically supported treatments   Poor   Fair   Good   Excellent

Quality of didactic seminars   Poor   Fair   Good   Excellent

Quality of Clinical Supervision   Poor   Fair   Good   Excellent

Quality of Overall Clinical Experience   Poor   Fair   Good   Excellent

Please explain ANY low ratings (i.e., what was wrong or problematic):

Highlight any particular strengths of the site/experience:

CTS Thesis Research Presentation Form

Date:_____

Student:_____   Faculty Rater:_____

1) Comprehension & Content: Did the presentation provide an understanding of the background to the research question being addressed and its significance? Did the presentation clearly describe the key results of the research including conclusions and outcomes?

Inadequate	Adequate	Good	Strong	Unusually Strong
1	2	3	4	5

Comments:

2) Engagement and Communication: Did the presentation follow a clear and logical sequence? Did the speaker avoid scientific jargon, explain terminology, and provide adequate background information to illustrate points? Did the presenter spend adequate time on each element of the presentation — or did the presenter elaborate for too long on one aspect or was the presentation rushed? Did the speaker have sufficient stage presence, eye contact, and vocal range; maintain a steady pace; and have a confident stance?

Inadequate	Adequate	Good	Strong	Unusually Strong
1	2	3	4	5

Comments:

3) Slide format: Did the slides enhance the presentation? Were they clear, legible, and concise?

Inadequate	Adequate	Good	Strong	Unusually Strong
1	2	3	4	5

Comments:

4) Individual Differences & Multicultural Issues: Did the presentation include sufficient discussion of diversity and/or multicultural/ sociocultural issues within the context of the research question, assessment methods, interpretation of findings, or future directions? For example, comments related to cross-cultural validity, norm construction/ interpretation, or (constraints on) generalizability of findings.

Inadequate	Adequate	Good	Strong	Unusually Strong
1	2	3	4	5

Comments:

5) Ethical Issues: Did the presentation indicate that the research was conducted in adherence with ethical standards? For example, mention of IRB approval and informed consent/assent procedures or exemption.

Yes   No

Comments:

Overall Rating:

Inadequate	Adequate	Good	Strong	Unusually Strong
1	2	3	4	5

Comments:

Case Conference Rating Form

Date: _____

Student: _____   **Faculty Member:** _____

1) Background Information: Description of case background, presenting problem, historical information (personal/social history, psych treatment, etc.), medication and substance use

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

2) Psychological Assessment: Choice of assessment techniques, rationale for choice, description and discussion of assessment findings

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

3) Case Conceptualization: Description of conceptualization, accuracy of diagnosis, rationale for diagnosis (and differential), discussion of case conceptualization

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

4) Intervention: Choice of intervention and rationale for choice (including discussion of evidence base), description of intervention, assesses the effectiveness of their own clinical work, discussion

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

5) Ethical Issues: Adherence to ethical standards; protection of confidentiality during case presentation

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

6) Individual Differences & Multicultural Issues: Address cultural diversity and individual differences in terms of assessment, diagnosis, case conceptualization, treatment; relevant psychometric issues (e.g., cross-cultural validity, norms); sociocultural issues (acculturation, language, SES, quality of education, etc.)

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

7) Presentation: Preparation and organization during presentation, clarity, level of interest generated by presentation, use of audiovisual aids

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

8) Overall Rating:

Unsatisfactory	*Satisfactory*	*Good*	*Excellent*	*N/A*
1	2	3	4	

Comments:

CPDP COMPREHENSIVE EXAM GRADING RUBRIC

An integrative literature reviews synthesize theory and/or empirical literature on a research topic. These literature reviews uniquely contribute to an area of research by evaluating empirical support for a particular theory, identifying gaps in the literature and proposing important avenues for future research, merging different areas of research, or reviewing research methodologies. Committee members should complete this evaluation form online for tabulation.

Student Name:_____ Program:_____ Date: _____

WRITTEN PORTION

Please evaluate the quality of the written review/proposal by using the scale below, with 1 indicating the poorest and 5 indicating the highest possible rating. Descriptive anchors are provided to facilitate your rating. Please circle the number that reflects most closely your evaluation. Please return the form to the mentor. Thank you!

Integrative Literature Review					
Identified key theme(s) in the literature	1 No coherent theme identified	2	3 Theme(s) identified and clearly stated	4	5 Theme(s) and subsidiary, embedded, or implicit aspects of theme(s) are identified and clearly stated.
Identified key gap(s) in the literature	1 No gap(s) identified	2	3 Gap(s) identified and clearly stated	4	5 Gap(s) and subsidiary, embedded, or implicit aspects of gap(s) are identified and clearly stated.
Considered related perspectives	1 Does not acknowledge other possible perspectives	2	3 Acknowledges other possible perspectives, although not clearly stated	4	5 Synthesizes other perspectives and considers implications
Considered Issues of Research Methodology (i.e., attention to samples, measurement)	1 No consideration of methodology	2	3 Acknowledges some methodological strengths and weaknesses	4	5 Clearly describes strengths and limitations of previous work in terms of methodology
Covered Breadth of Literature	1 No breadth	2	3 Good coverage of breadth	4	5 Excellent coverage of breadth of literature
Potential for publication	1 Low potential for publication	2	3 Moderate potential for publication	4	5 High potential for publication
Comments:					

Diversity & Individual Differences						
Relevant psychometric issues (e.g., cross-cultural validity, norms)	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding	
Identified sociocultural issues regarding topic and/or outcomes (acculturation, language, SES, quality of education, etc.)	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding	
Comments:						

Consideration of Ethical Issues						
Identified ethical issues related to the clinical topic being reviewed	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding	
Address ethical issues that pertain to the underlying research (e.g., limitations)	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding	
Comments:						

Writing/Format						
Organization	1 Unstructured; most paragraphs rambling, unfocused; no clear beginning or ending of paragraphs; inappropriate or missing sequence markers	2	3 Structured; most paragraphs are focused; discernible beginning and ending paragraphs, some appropriate sequence markers	4	5 Well-structured; paragraphs are clearly focused and organized around a central theme; clear beginning and ending paragraphs; appropriate, coherent sequences and sequence markers	
Technical Writing Skills (grammar, spelling, etc.)	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding	
Documentation	1 Documentation generally inconsistent and incomplete; non-standard citation; citation information not	2	3 Documentation is fairly consistent but incomplete; general use of standard citation; citation information is somewhat incorporated into document	4	5 Documentation clear, consistent and complete; standard citation; cited information is incorporated effectively into document	

	incorporated into document				
APA Format	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding
Clarity and organization	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding
Level of interest generated	1 Very poor	2	3 Acceptable	4	5 Exemplary/ Outstanding
Comments:					

ORAL PRESENTATION

Please evaluate the quality of the oral presentation by using the scale below, with 1 indicating the poorest and 5 indicating the highest possible rating. Descriptive anchors are provided to facilitate your rating. Please circle the number that reflects most closely your evaluation. Please return the form to the mentor. Thank you!

Presentation was clear and had a coherent theme	1 No coherent theme identified	2	3 Theme(s) identified and clearly stated	4	5 Theme(s) and subsidiary, embedded, or implicit aspects of theme(s) are identified and clearly stated.
Presentation followed a logical format	1 No logical format	2	3 Good logical format, or inconsistent logic	4	5 Logical format was excellent and easy to follow
Presentation included an engaging introduction	1 No introduction or not engaging	2	3 Included an introduction, but was not compelling or engaging	4	5 Engaging Introduction, really captured my interest in the topic
Presenter maintained my interest	1 Presenter did not maintain my interest	2	3 Interest was average or inconsistent	4	5 Presenter maintain my interest from beginning to end
Presentation considered related perspectives	1 Does not acknowledge other possible perspectives	2	3 Acknowledges other possible perspectives, although not clearly stated	4	5 Synthesizes other perspectives and considers implications
Presentation addressed relevant ethical issues	1 No inclusion	2	3 Some inclusion	4	5 Full coverage of issues regarding ethics
Inclusion of diversity	1 No inclusion	2	3 Some inclusion	4	5 Full coverage of issues regarding diversity
Presentation Covered Breadth of Literature	1 No breadth	2	3 Good coverage of breadth	4	5 Excellent coverage of breadth of literature
Presenter Displayed Proper Time Management	1 Presenter did not display proper time management	2	3 Presenter displayed some time management	4	5 Presented displayed excellent time management
Comments:					

Information Disclosure Consent

I realize that the Family and Educational Rights and Privacy Act prohibits release of personally identifiable information from my student education records without my prior written consent. I intend this document to be my consent for the release of the information specified below for the purposes specified below.

I authorize the release of information in writing or by telephone about my

- Academic record and performance, including research participation and research performance;
- Performance in clinical placements, both within the University and outside.

I authorize the release of this information to:

- Training centers and placements, including internship sites to which I have made application
- Potential employers to whom I have made application or inquiry for employment

I authorize the release of this information by any of the faculty of the Clinical Psychology Program.

I understand:

- That upon written notice this consent can be revoked in full or in part.
- That if so requested, I may receive copies of any written records disclosed except for records such as confidential letters of recommendation to which I have waived my access.
- The Program Director or designee shall be informed by faculty of any requests and will be the administrator responsible for coordinating the release of all written records.

_____

PRINT NAME

_____

SIGNATURE   DATE

Clinical Student Handbook and Clinical Psychology Training Program Acceptance Form

I acknowledge receipt of the <u>Clinical Student Handbook</u> at Fordham University. In doing so, I indicate that I am aware that:

1. It is my responsibility to be familiar with Program, Department, and University regulations concerning academic integrity, student and faculty responsibilities, and degree and program requirements;

2. The American Psychological Association's ethical standards and guidelines for professional activities as well as the law and regulations governing the activities of psychologists in the State of New York are applicable to me; and

3. Violations of University, APA, or New York codes, regulations, or law may lead to sanctions including separation from the Program and University.

_____

PRINT NAME

_____

SIGNATURE   DATE