

PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

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HANDBOOK FOR DOCTORAL STUDENTS IN CLINICAL PSYCHOLOGY

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TABLE OF CONTENTS

I.	Introduction.....	2
II.	Program Philosophy and Goals.....	5
	A. Student Participation in Program Governance	
	B. Advisement Philosophy	
III.	Program Structure, Coursework, Degree Requirements, & Deadlines.....	10
	A. Program Structure	
	B. Required Doctoral Coursework	
	C. Requirements and Important Deadlines	
IV.	Clinical Requirements.....	16
	A. Practicum	
	B. Clinical Qualifying Examination	
	C. Internship	
V.	Research Requirements.....	30
	A. Second Year Research Project (SYRP)	
	B. Dissertation	
	1. The Topic Proposal	
	2. Dissertation Committee	
	3. The Dissertation Proposal	
	4. Format for the Final Dissertation	
	5. Submission of the Dissertation	
VI.	Evaluation of Student Progress.....	44
	A. Satisfactory Progress in the Ph.D. Program	
	B. Program Requirements Regarding Incompletes	
VII.	Process for Student Grievances and Complaints.....	50
VIII.	Financial Assistance.....	52
IX.	Faculty.....	53
X.	Forms.....	60
	A. Course Evaluation Form	
	B. Practicum Evaluation Form	
	C. Student Externship Evaluation Form	
	D. Doctoral Student Evaluation Form	
	E. Advisor Summary Form	
	F. Evaluation of Doctoral Course and Faculty Form	
	G. Clinical Qualifying Examination: Results & Feedback Form	
	H. Dissertation Meeting Record	

I. INTRODUCTION

The Ph.D. Program in Clinical Psychology at Long Island University's Brooklyn Campus offers a fully accredited, full-time course of professional and scholarly education leading to the degree Doctor of Philosophy. The doctoral curriculum gives a graduate the academic credentials necessary for licensure as a psychologist by the New York State Education Department. In addition, for those graduates interested in certification as a School Psychologist in New York State, additional coursework within the School of Education at Long Island University's Brooklyn Campus provides the student with the necessary prerequisites to sit for the state examination. Students who have successfully completed 36 credits of coursework are eligible to apply for the Master of Arts degree and are strongly encouraged to do so.

The Ph.D. Program was initially accredited by the American Psychological Association in 1974, and has maintained accreditation since then. The most recent review of the Program in 2000 resulted in a continuation of its Full-Accreditation status for seven years. Accreditation information is available through the American Psychological Association, 750 First Street, NE, Washington, D.C. 2002-4242 (phone: 202-336-5979).

Minimum requirements for the Ph.D. include satisfactory performance in the following areas: 90 credits of coursework, usually completed within three years; three years of required practicum experience; completion of the Second Year Research Project (SYRP); the clinical qualifying examination; a 12-month minimum clinical internship at an APA approved institution; and the submission and defense of a dissertation that represents an original empirical contribution to the field of psychology.

From its inception in 1968, the Ph.D. Program has consistently emphasized a course of study that provides training in the development and integration of a spectrum of skills in intervention techniques, psychological assessment, and research. This integration prepares the future clinical psychologist to diagnose, treat, and study a broad range of psychological phenomena. The research emphasis of the Program provides graduates with the scholarly credentials necessary for positions in academic, research, and clinical settings.

The dominant clinical theoretical orientation of the Program is centered on psychodynamic approaches to therapy. However, consistent with the Program's longstanding emphasis on theoretical integration,

students are also introduced to and offered training in Cognitive-Behavioral Therapy, Dialectical Behavior Therapy and Family Systems Theory. Doctoral students are introduced to both psychodynamic and cognitive-behavioral approaches to clinical work in the first year of the Program, while in the second and third years they are intensively exposed to the spectrum of psychodynamic approaches to therapy. During these latter years, students are taught Relational, British Object Relational, Ego Psychological, Interpersonal, Dialectical Behavior Therapy and Integrative approaches to clinical theory, assessment, and treatment. Most externship settings where students elect to do their practicum work during these years offer training in variants of these approaches. For those students who have a special interest in pursuing cognitive-behavioral as well as dialectical behavior therapy approaches to treatment, advanced coursework and practicum work in this area is possible.

Although the Ph.D. Program in Clinical Psychology is now 40 years old, it has had only three Directors of the Ph.D. Program. John E. Exner, Ph.D., developer of the Exner Rorschach Scoring System, founded the Ph.D. Program in 1968 and was succeeded ten years later in 1978 by Lawrence O. Brown, Ph.D. The current Director, Nicholas Papouchis, Ph.D., ABPP, has served as the Director of the Ph.D. Program since 1984.

The course of study is intensive and the structure of the Ph.D. Program is designed to provide a challenging, yet supportive, educational environment in which students master the knowledge base necessary to be competent clinical psychologists. The Program prides itself on being noted for the close working relationships faculty have with doctoral students and for the faculty's availability to advise, mentor and supervise doctoral students in both the clinical and research areas. At the beginning of their graduate careers, first-year students are assigned faculty who remain their Program advisors until graduation. Students awarded research assistantships within the Program are assigned to faculty to assist on faculty research projects. In the second year, faculty supervise the clinical work of students at the Psychological Services Center, the Program's in-house clinic, providing another forum for faculty-student mentoring. Additional mentoring takes place with the development of the Second Year Research Project (SYRP) required of all students. Work on the SYRP enables students to choose a faculty member who supervises the conceptualization, implementation, and completion of the empirical study. In this regard, it should be noted that, ordinarily, a doctoral faculty member is not able to supervise more than two Second Year Research Projects within a given class. The (SYRP)

is designed to provide doctoral students with the experience of carrying out a small-scale research project in preparation for later work on the doctoral dissertation.

The Program encourages students to begin work on his/her doctoral dissertation at the earliest point of eligibility, and students are required to remain in residence at the University during the fourth year of study to complete the first four chapters of the dissertation before beginning the clinical internship year. The dissertation topic proposal should be developed during the third year of training and presented to the Standing Dissertation Committee. The Standing Dissertation Committee determines whether the proposal meets Program standards for assignment to dissertation committee status.

The Ph.D. Program in Clinical Psychology has a long history of using an alternative model to the traditional single mentor system for the doctoral dissertation. In the LIU system, the student works closely with a three-person committee selected from among the full-time doctoral faculty. Although one member of the committee is nominally selected as the contact person who serves as a liaison with the student, the student's research is supervised by the three-person committee as a whole. In this fashion, each dissertation committee member contributes differentially to the student's research project within his/her respective areas of expertise. This allows the doctoral candidate to continue with his/her dissertation project even when a committee member is absent due to sabbatical. The Program believes that this committee system best serves the student's interests and expands his/her breadth of research training by providing the students with a range of faculty models with whom to identify. Members of the student's dissertation committee meet with the student as a group at regularly scheduled meetings except for unusual circumstances such as sabbaticals.

The success of any individual student in the Program depends largely upon his/her involvement and initiative. The attainment of a doctorate represents the highest educational goal, and students are expected to function autonomously and contribute substantially to their own growth and development through independent readings, individual research with faculty, attendance at colloquia, interaction with other students, and participation in department projects and additional elective research and clinical practica. Required courses comprise approximately two-thirds of the curriculum, leaving students with an opportunity to select a program of study relevant to their individual

clinical and research interests and goals while educating them in the science and practice of general psychology.

II. PROGRAM PHILOSOPHY AND GOALS

The Ph.D. Program in Clinical Psychology at the Brooklyn Campus of Long Island University is designed to provide the basis for a productive career in clinical practice in a variety of public and private settings, as well as to prepare students for future work in research and academic settings. The course of study provides a model of scholarship, research, and clinical activities that are typical of the clinical psychologist preparing for a career as a practicing clinician, clinical researcher, or a member of an academic faculty. It is expected that a student's choices of activities and concerns will be continued throughout their careers in post-doctoral studies, research, publications and professional presentations, and in the practice of psychotherapy and consultation as well as other professional activities.

The philosophy of the Ph.D. Program is predicated on the assumption that a clinical psychologist is a psychologist first, and subsequently a specialist. Fundamental to this philosophy is the belief that all of the skills and services that a clinician may develop and provide are founded upon, and critically reviewed from, the science of psychology. The training model followed is best described as a "**scholar-practitioner**" model. In keeping with this model, the Program has two important goals.

Scholarship and Research

One of the Program's basic goals is to provide the future clinical psychologist with a foundation in research and scholarship in the field of psychology. Essential to this goal is each student's completion of a Second Year Research Project (SYRP) under the supervision of a member of the faculty. The student is expected to begin work on this project during the first year of study and must complete the research project no later than the first week in October of the third year. Upon completion of the project, the student will present the results of the study to the faculty and graduate student body at the Annual SYRP Poster Presentation. To achieve this end, a variety of courses, seminars, and research experiences are offered to all students beginning in the first year. This coursework provides the student with the conceptual foundation for scholarship and research in psychology. These courses include two semesters of statistics, a semester of tests and measurement, and an introduction to research design and methodology.

Advanced courses in research design follow in the second or third years of training, and students also have the opportunity to participate in individual research tutorials with members of the faculty. Doctoral students are required to take coursework in the general-experimental area in psychology as required by the State of New York to be eligible for licensure. The courses in general-experimental psychology required both by the Program and by the New York State Education Department are the following: Cognitive-Affective Issues in Psychology, Contemporary Psychological Theories (History and Systems), Personality Theory, Social Psychology, and Clinical Neuropsychology (The Biological Basis of Behavior). In addition to the courses listed above, the Ph.D. Program requires a course in developmental psychology. Although New York State has not specified the number of credits of coursework in cultural issues, the Program requires that students take Cross-Cultural Issues in Psychology.

Clinical Training

The second basic goal of the Program is to prepare the student to be a specialist practicing clinical psychology. To achieve this end, a variety of courses, seminars, and progressively more demanding practicum experiences are available to the student to develop knowledge and skill in the areas of psychopathology, assessment, and the fundamentals of intervention. Fourteen basic courses are required in these areas including: Psychopathology I and II, Tests and Measurements, Assessment I and II, three semesters of coursework in individual psychotherapy and six semesters of carefully graded coursework in clinical interviewing and practice. In addition, a number of elective courses may be selected to expand knowledge in areas such as child psychopathology and psychotherapy, clinical neuropsychological assessment, and family therapy.

The final basic goal of the Program is to provide students with sufficient flexibility to pursue their own interests in areas of specialization. To this end, elective courses and experiences are available that range from specialized practicum placements to advanced elective courses and seminars in the clinical and research areas. In recent years, students have investigated the domains of attachment theory, psychotherapy process and outcome, acculturation and immigration, and the impact of cultural factors on a variety of psychological phenomena. Other students have researched factors contributing to trauma, violence and mental health, and other areas of clinical psychology, as well as selected areas of developmental and social

psychology. The doctoral faculty's range of theoretical and research interests enables the student to develop a program of study that fits with his/her needs as a clinical psychologist-in-training. Students are strongly encouraged to develop topics within the faculty's breadth of expertise. The Program encourages students who are working full-time on their dissertations in their fourth year to do an additional 1 or 2 day externship placement in a specialized area of clinical practice or research as a means of developing their unique areas of specialization.

A. Student Participation in Program Governance

The Department encourages participation in Program governance by all of its graduate students with the belief that this participation will result in the continued re-evaluation and growth of the Program. This process also provides students with the opportunity for a greater understanding of the profession and their obligations to it. The Director of the Ph.D. Program meets monthly with each of the three classes in residence to discuss student concerns, proposed revisions to the curriculum, and other program adjustments. One important component in the administration and decision-making process of the Program is the Graduate Student Liaison Committee. This committee is comprised of two student representatives from each of the three classes in residence. Representatives are chosen by their peers. The members of the committee are responsible for maintaining a system of communication between the Department faculty and the graduate students. Their responsibilities include:

1. Calling meetings of graduate students to report and share Program information.
2. Making recommendations to the Curriculum Committee.
3. Completing evaluation of courses and faculty each semester.
4. Serving on the Admissions Committee, which screens applicants to the Ph.D. Program.
5. Recommending student colloquium interests and assisting in identifying speakers.
6. Consulting with the Director of the Ph.D. Program and the Associate Director of the Ph.D. Program to provide input regarding Program matters.

The Department's doctoral faculty works closely with the Graduate Student Liaison Committee on many issues, and strongly recommends full participation in graduate meetings by all graduate students.

B. Advisement Philosophy

A primary goal of the Program is to provide the necessary academic content, a range of professional experiences, and a positive learning environment to support you in becoming an outstanding scholar and practitioner. Professional development rests on the ability of a training program to articulate clear academic and professional standards, model, mentor, and advise students throughout the learning process, identify problems early on, and to offer constructive strategies for resolving difficulties.

Our key strategy in building a supportive learning environment is to have a responsive system of advisement that conveys commitment to your development, provides open and candid communication, and gives timely constructive feedback. We believe that advisement is a partnership between you and the Program. We recognize that when problems arise there may be reluctance on the part of the student to speak out due to concerns of negative reprisals. Nonetheless the program encourages you to come forward with any concerns and has attempted to create several vehicles through which issues can be addressed safely. For example, depending on their nature, problems can be addressed through elected class representatives, anonymous course feedback evaluations, the student's Program Advisor, any individual faculty member with whom you may work, the Director of the Ph.D. Program, the Associate Director of the Program, the Director of the Psychological Services Center, and the Coordinator of the Externship Training. The responsibility of faculty in this partnership includes being, accessible, knowledgeable, sensitive, and proactive in addressing the student's questions, concerns, and difficulties.

Process of Advisement

Advisement begins informally during the process of your acceptance into the Ph.D. Program, continues more formally during your matriculation through the Program while you are in residence, and becomes more collegial as you proceed through the dissertation and internship process.

During April or May preceding your formal entrance into the program in September you will be invited to attend the year end Colloquium. You will have also received a copy of the Student Handbook for the Ph.D. Program. The Handbook is a very important resource for you to be knowledgeable about since it covers all aspects and requirements of the Ph.D. Program. We urge you to read it through

carefully. At the Colloquium you will meet faculty, students from each year in residence, and also your Program Advisor. The Program Advisor is usually the faculty member with whom you interviewed – although this assignment can be changed upon request. The Program Advisor's role is more broadly defined than other advisory roles that faculty may play during your matriculation. The Program Advisor is a resource for you concerning any aspect of the Program, serves as your advocate, and is the primary vehicle through which feedback on your performance is conveyed to you.

For example, there are several systems in place to evaluate you as you progress through the program. The faculty meets to formally evaluate the performance of all students in residence twice a year, at the end of each semester. The outcome of these meetings is a completed Ph.D. Student Evaluation Form, which is signed by the Director of the Ph.D. Program. The Program Advisor is responsible for providing feedback from this meeting to each advisee. Usually these advisory meetings occur during the beginning of the second semester and at the end of the second semester after grades have been completed and other responsibilities have been evaluated. This more formal review process focuses on your academic and clinical performance, your performance as a research, assessment, or teaching assistant, whether you are on track with regard to completing Program requirements, and your professional conduct with faculty, supervisors, clients, and peers within and outside of the Program.

The Program also has established the Student Evaluation Committee which meets as necessary to make recommendations to the Director of the Ph.D. Program concerning any students having difficulties. Your Program Advisor may be invited to these meetings to offer input to both the Student Evaluation Committee and the Director of the Ph.D. Program when there are questions raised about your performance in academic, clinical, or professional areas, or if you are not making satisfactory progress through the Program.

Your Program Advisor will meet with you throughout your 3 years in residence and will maintain more limited contact with you until your graduation. As of spring 2007 the Program established the Advisement Hour which is scheduled the third Wednesday of each month. While these are times set aside during each semester for the two of you to meet, you should also feel free to come to your Program Advisor at any time with any concern. You may also bring concerns to the Director of the Ph.D. Program, the Associate Director of the Ph.D. program, the

Departmental Chairperson, or any faculty member with whom you feel comfortable.

III. PROGRAM STRUCTURE, COURSEWORK, DEGREE REQUIREMENTS, AND DEADLINES

A. Program Structure

Although the specifics of the Program are outlined in the Graduate Studies Bulletin, it is useful to re-emphasize the basic structure of the Program as related to its goals.

The Program is designed to impart a breadth of knowledge in general psychology plus sufficient sophistication in research methodology to enable students to be contributors to the field of psychology. To this end, courses in general psychology, the two-year sequence in statistics and research design (each of which is a one-year sequence), and a variety of advanced research courses are available to students on a yearly basis. Students are also expected to develop and carry out an independent research project (SYRP) to be completed no later than the beginning (generally during the first full week of October) of the third year of training. Beyond this training, students may do additional research training by electing a one or two day a week research practicum in the fourth year.

To achieve the goal of training the student to be a practicing clinical psychologist, students are required to enroll in three semester-long courses in psychotherapy. The first year course in intervention techniques presents students with principles of cognitive behavioral therapy and psychodynamic therapy and is followed in the second and third years by courses in psychodynamic psychotherapy. Students also participate in the three required years of practicum experiences, and take additional electives in intervention techniques. These electives are available in the second and third years.

A third goal of clinical training is to provide the student with the fundamental clinical skills relevant to assessment methodology. To this end, students enroll in the three-semester sequence in psychological assessment. In addition, they participate in a testing practicum as part of their second year placement in the Psychological Services Center where advanced doctoral students supervise the diagnostic testing of patients seen in the Psychological Services Center.

The student is also encouraged to select opportunities for training that support and enhance his/her needs and interests. A variety of seminars, didactic courses, and practicum experiences are available for those desiring a concentration in neuropsychology, clinical work with children and adolescents, issues related to the study of violence or trauma, and exposure to a community psychology/family systems framework. The range of externships available in the third year to advanced students offers clinical training that augments the elective coursework in this area. Similarly, the student is encouraged and expected to participate in a variety of research experiences prior to beginning his/her dissertation.

Ordinarily, completion of the requirements for the Ph.D. degree in Clinical Psychology involves a minimum of five years of full-time academic study. **There is an eight-year time limit for completing all of the requirements for the degree. Failure to do so within this eight-year period is grounds for dismissal from the Program.** In all cases where the candidate requires more than eight years to complete the degree requirements, extensions of time are granted only when the student has demonstrated steady progress toward the completion of the degree. It is the student's responsibility to petition the Director of the Ph.D. Program for an extension. The request for an extension of time must clearly specify in writing the grounds for the petition. The request must be accompanied by a letter from all members of the student's dissertation committee which supports the student's request for an extension of time. An extension is granted for only one year at a time. If the student's progress is in question, the Director of the Ph.D. Program may present this written request to a committee composed of the Standing Dissertation Committee or the Student Evaluation Committee for their input into this decision. Time away from academic study in the form of a leave of absence, as approved by the Director of the Ph.D. Program and the Graduate Dean, does not count toward the calculation of the eight-year time limit. Students must obtain written approval from the Director of the Ph.D. Program for all leaves of absence and requests for extension.

The degree requirements in Clinical Psychology include **a minimum of 90 credits** of graduate courses. As part of the Program's strategy to provide feedback to faculty, students are asked to evaluate the courses they take by completing an Evaluation of Doctoral Course and Faculty form for each class. These forms are filled out anonymously and, upon request, can be typed by the Administrative Assistant to the Ph.D. Program to render students' handwriting unidentifiable.

B. Required Doctoral Coursework

(All courses are 3 credits except where otherwise indicated)

First Year

PSY 600	Research Design I
PSY 606	Statistics I
PSY 607	Professional Ethics
PSY 620	Tests and Measurements (4 credits)
PSY 625	Psychological Assessment I (4 credits)
PSY 630	Introduction to Clinical Practice I
PSY 631	Introduction to Clinical Practice II
PSY 655	Psychopathology I
PSY 660	Intervention Techniques
PSY 706	Statistics II (4)
PSY 755	Psychopathology II

Second Year

PSY 603	Contemporary Psychological Theories (History and Systems)
PSY 614	Cross-Cultural Issues in Psychology
PSY 635	Advanced Clinical Interviewing III
PSY 636	Advanced Clinical Interviewing IV
PSY 671	Psychodynamic Psychotherapy I
PSY 676	Psychological Assessment II (4 credits)
PSY 700	Research Design II or its equivalent PSY 710
PSY 710	Research in Psychotherapy

Third Year

PSY 691	Clinical Practice V
PSY 692	Clinical Practice VI
PSY 771	Advanced Psychodynamic Psychotherapy

The following six required courses may be taken in the Second or Third Year

PSY 602	Developmental Psychology or PSY 702
PSY 702	Advanced Developmental Psychology
PSY 611	Cognitive Affective Basis of Behavior
PSY 613	Social Psychology
PSY 615	Personality Theory
PSY 678	Clinical Neuropsychology

C. Requirements and Important Deadlines

1. The program requires 90 academic credits, excluding the credits for dissertation topic seminar and dissertation seminar.
2. Students should file for the M.A. degree at the beginning of the spring semester of the first year of training.
3. All degree requirements must be completed within 8 years of admission into the Program.
4. The Topic Proposal for the Second Year Research Project must be completed by the end of the Research Design I course at the end of the first year of training.
5. The Second Year Research Project (SYRP) is due to be presented at the Annual SYRP Poster Presentation on the first or second Wednesday in October of the second or third year of training. Failure to present the SYRP by the third year automatically places the doctoral student on academic probation.
6. The Case Summary of the client who is the subject of the Clinical Qualifying Examination should be submitted to the Associate Director of the Ph.D. Program, by March (date to be determined) of the second year of training.
7. The completed version of the Clinical Qualifying Examination is due January 15th of the third year of training.
8. The Topic Proposal for the Dissertation must be approved before the end of the fourth year. Failure to do so represents unsatisfactory progress.
9. Dissertation Topic Proposals are reviewed by the Standing Dissertation Committee and must be submitted at least one week (7 days) before a scheduled meeting of the Committee. The student should submit ten (10) copies of the topic proposal for distribution.

Schematic of Doctoral Requirements by Year

1st YEAR

FALL

Courses
Practicum
Practicum Placement (6-8 hours off-site)

SPRING

Courses
Practicum
Practicum Placement (6-8 hours off-site)
SYRP Topic Proposal
File for M.A.

2nd YEAR

FALL

Courses
Practicum
LIU Psych Services Center

SPRING

Courses
Practicum
LIU Psych Services Center
Complete Center Termination Reports
Case Summary- Clinical Qualifying Exam

3rd YEAR

FALL

Courses
Practicum
Externship (16 hour off-site)
SYRP Annual Poster Presentation

SPRING

Courses
Practicum
Externship (16 hour off-site)
Clinical Qualifying Examination
Dissertation Topic Proposal approval

4th YEAR

FALL

Dissertation Committee Work
Conditional Application to Internship
First 4 Chapters of Dissertation Approved

SPRING

Dissertation Committee Work

5th YEAR

FALL

Dissertation Committee Work or
Internship

SPRING

Dissertation Committee Work or
Internship

Additional degree requirements include satisfactory completion of three years of practicum experience, completion of the Second Year Research Project by the beginning of the third year, satisfactory performance on the Clinical Qualifying Examination, a one-year full-time clinical internship at an APA approved installation, and the completion of the doctoral dissertation which represents an original contribution to psychology and a journal-ready draft of the dissertation.

Ph.D. students are responsible for registering and clearing their bills each semester within the announced registration period. It is expected that students will register for classes, dissertation or clinical internship, or will maintain matriculation, as their status requires. It is not the Program's responsibility to notify students of their matriculation status. Students may be granted permission to elect a part-time load or take a leave of absence (during which they must maintain matriculation each fall or spring semester) only after petitioning the Director of the Ph.D. Program and with the written permission of the Graduate Dean. Part-time status will be granted to students only for extraordinary reasons and is not permissible during the first two years of residence.

Once the student has started the dissertation sequence, he/she must maintain registration until the dissertation is completed. Students who have requested a leave of absence are responsible for notifying the Director of the Ph.D. Program and the Graduate Dean when they are ready to resume full-time graduate study. In those instances where a student has taken a year's leave of absence and fails to register for the next academic semester, that student will be considered to have withdrawn from the Program. When a student encounters serious medical problems that require more than one year's leave of absence, the decision to grant more time will be determined by the Student Evaluation Committee in consultation with the Director of the Ph.D. Program.

Students who fail to maintain steady registration must pay tuition for all missing semesters before the degree will be granted. This always entails retroactive registration and reinstatement and may include penalty fees. Often, it results in inaccurate transcripts that do not reflect steady progress toward the degree. **It is the student's responsibility to make sure that the academic record is accurate and complete, and that all bills are paid.**

IV. CLINICAL REQUIREMENTS

A. Practicum

The philosophy of the Program is that early and continued clinical coursework and experience is important for clinical training. In this context, the Program provides a series of pre-internship practicum experiences, as well as intensive didactic education beginning in the first semester of training and continuing through the third year of training. In addition, some students may elect to do a specialized two-day a week clinical practicum during their fourth year of training.

The first year practicum associated with the Introduction to Clinical Practice (630-631) course requires six to ten hours a week at a clinical facility. The practicum experience exposes students to a variety of clinical approaches, including psychodynamic and cognitive-behavioral. A substantial portion of the didactic material of the courses in Introduction to Intervention Techniques (660) and Introduction to Clinical Practice (630, 631) is related to these approaches. There are also two courses in the first year that offer practicum experiences to develop the student's skills in psychological assessment. One of these is associated with the first year course in Tests and Measurements (620) and the second with Psychological Assessment I (625).

The second year practicum (635-636) requires a minimum of twelve hours a week. All students are placed in the Long Island University Psychological Services Center where they are supervised by the clinical faculty of the Ph.D. Program. The second year practicum provides experience in clinical interviewing, diagnostic assessment, and psychotherapy with a wide variety of clients who represent different levels of pathology and who come from highly diverse ethnic and socioeconomic backgrounds. The therapeutic orientation of the second year practicum is primarily psychodynamic; however, those students who would like to continue with training in cognitive-behavioral therapy may request a supervisor with that theoretical orientation. Additionally, students may elect to continue to work with their psychotherapy clients during their third year of training if this is therapeutically indicated for the client and if the student's schedule permits. This continued treatment may take place in the Psychological Services Center or at the student's third year practicum site. In previous years doctoral students have continued with psychotherapy clients into their fourth and fifth years. If treatment continues on the LIU campus, an individual supervisor will be provided. Students who elect to continue are able to gain valuable experience in doing longer-term therapy with clients.

The third year practicum requires a minimum of sixteen hours per week. At this level of experience, the student is expected to function in the areas of interviewing, assessment, and intervention with greater proficiency. During the second academic year, clinical students meet with the Coordinator of Externship Training to discuss third year practicum opportunities, some of which focus particularly on work with children, and arrangements are made for students to be interviewed at installations of their choice. While the off-site installations retain final determination in selection of students, LIU students have consistently been offered placements at the most highly respected of clinical facilities throughout the N.Y. metropolitan area.

The Ph.D. Program maintains liaisons with a number of clinical facilities in the greater New York area. All practicum placements provide close supervision of the student's work by the staff of the facility. Supervision at the placement is complemented by additional group supervision from the clinical faculty of the Department in the third year practicum courses. In these third year practicum courses (691-692) at the University, students present psychotherapy work at a case conference seminar led by a clinical faculty member. It should be noted that the Coordinator of Externships and the Director of the Ph.D. Program and other members of the clinical faculty also maintain regular contact with supervisory personnel at various practicum facilities.

In recent years, an increasing number of fourth year students have elected to do a fourth year practicum placement to pursue additional training. Such fourth year placements do not require registration as a course, although they do require permission from the Director of the Ph.D. Program. The hours of clinical experience involved in such training may be counted toward the student's clinical hours reported when applying for a clinical internship.

The graded series of practicum experiences prepare the student for the internship and, ultimately, for professional status. No student may accept a practicum placement without approval by the Director of the Ph.D. Program.

Failure to successfully complete a practicum experience will result in the student not receiving credit for that experience. When the student's performance has been judged to be unsatisfactory by both their individual supervisors and the practicum instructor, the student is automatically placed on clinical probation. Failure to satisfactorily complete the following year of practicum experience will ordinarily result

in dismissal from the Program. If the student completes the next year satisfactorily, he/she will be expected to complete an additional practicum year. Thus, depending upon the evaluation of the student's performance, the student may be asked to repeat that particular practicum year, or may be allowed to continue into the next practicum year with the provision that the student will complete an additional practicum in the fourth year of training. If the student's practicum performance has been marginal but not unsatisfactory, he/she will be required to complete an additional year of practicum training.

In those instances where the student's performance has been evaluated as substandard due to personality factors or for other reasons of professional unsuitability, the student will be asked to take a year's leave of absence. During that year, the student will be expected to work in his/her own individual psychotherapy on the personality difficulties which have interfered with his/her clinical work. In most instances, the student will also be asked to find work in a clinical facility where his/her functioning can be closely observed and supervised. In these instances, it is essential that the Director of the Ph.D. Program or a member of the Student Evaluation Committee be in oral and written communication with a supervisor at the agency where the student has found employment. The student will provide the necessary consent forms for such communication to take place. When the student seeks reinstatement into the Program, the student must demonstrate that he/she has successfully addressed the issues leading to the leave of absence before readmission to the Program. This ordinarily requires an evaluative interview by the Student Evaluation Committee and the Director of the Ph.D. Program. The student will also be asked to provide whatever documentation is necessary to support his/her request to return to the Program.

The Clinical Qualifying Examination

The purpose of the Clinical Qualifying Examination is to evaluate the student's breadth and depth of theoretical, treatment, and research knowledge in clinical psychology related to the student's competence in working with a specific case in psychotherapy. The student is expected to demonstrate the capacity to evaluate and integrate this literature. **Successful completion of the clinical qualifying examination allows the student to accept a pre-doctoral clinical internship placement.**

The Clinical Qualifying Examination is typically completed prior to the completion of the third year of training. Failure to complete the

Qualifying Examinations by the beginning of the fourth year automatically places the student on academic probation. As noted above students are not eligible to accept a pre-doctoral internship unless the qualifier has been successfully completed. The following summarizes the requirements and procedures to be followed for the examination.

1. Eligibility

- a. No outstanding incompletes in any course.
- b. Client must have been seen for at least 15 sessions over a minimum of 3 months.

2. Restrictions

The Clinical Qualifying Examination must be successfully completed before applying for pre-doctoral clinical internship.

3. Overview of Required Documents¹

1. Case Summary
2. 1-page Preliminary Outline
3. Final Outline
4. Written Examination

4. Deadlines

- a. **Case Summary:** Must be handed to the Associate Director of the Ph.D. Program by March 24th of the spring of the 2nd year.
- b. **Written Examination:** Must be handed to both the 1st and 2nd Examiners by the 15th of January of the 3rd year.
- c. **Oral Examination:** Must be scheduled within 2 months of receipt of the written examination. It is the student's responsibility to contact both Examiners to schedule the oral examination.
- d. **Revisions:** Should you be required to revise your written examination, the latest deadline for turning in your revised examination is June 15th. The Examiners may at their discretion set an earlier date for receipt of your revised examination. Should you be asked to submit your revisions later than the end of the spring semester, you will receive notification of the status of your examination no later than the following September 15th.

¹ Please note that your Examiners may ask you to prepare additional documents in preparation for your meetings.

- e. **Re-examination:** In the event that you fail the examination, you will be allowed to resubmit your revised written examination by the next regular examination deadline, either September 30th or the following January 15th. As was the procedure with the 1st oral examination, the second oral examination will be conducted within 2 months of your submission of the revised written examination to the 1st and 2nd Examiners. It is the student's responsibility to contact both Examiners to schedule the oral examination.

4. Procedures

Case Summary Procedure (The First Step)

- a. A two to three page Case Summary (see outline below) must be hand delivered **and** emailed to Dr. Duncan, Associate Director of the Ph.D. Program by the 24th of March of your 2nd year (jwestduncan@gmail.com). This will allow enough time to satisfy the 3-month treatment requirement and to schedule any meetings with the 1st Examiner before the summer break.
- b. If you fail to submit your case summary by the March 24th deadline in your 2nd year, you will not be allowed to take the January 15th examination in your 3rd year and you will be placed on probation.
- c. Please observe APA and LIU Psychological Services Center confidentiality standards in de-identifying the client you choose for your examination. **For all written documents you will prepare during the clinical qualifying examination process you must de-identify the client.** These standards include the following: do not use the client's name; use only a pseudonym of the client's first name as an identifier; disguise any readily identifiable information; omit the name of the university (although you can identify the client as a college student); do not indicate place of employment (although you can characterize the type of work the client does); age is important information but do not give the date of birth; do not give specific information about place of residence, e.g. Brooklyn, although you may indicate the client is living in New York. Do include ethnicity, immigration status, etc as this is crucial information. Before submitting your case summary, examination outlines, and ultimately your written examination carefully proofread the document to make sure you have not included any information that could be used to identify the client.
- d. Include your contact information (telephone number and e-mail address) in case there are any questions regarding the case

- summary.
- e. You will be assigned two Examiners within the two-week period following the submission of the case summary.
 - f. Following your assignment to your 1st and 2nd Examiners, you are expected to write an examination outline. (The content of this outline is discussed in section **5** of this document.)

Examination Outline Procedure (The Second Step)

- a. Within three weeks of your assignment to Examiners it is your responsibility to schedule a meeting or discussion with your 1st Examiner. Please be prepared in this meeting to discuss the content areas that you are considering as the focus of your examination. You are required to write a one page preliminary **outline** and to meet with and/or send it by email to your 1st Examiner prior to your meeting. At this point your outline should cover the broad areas of focus of your examination and your preliminary thoughts regarding diverse theoretical orientations including non-psychodynamic theoretical orientations. You will work with your 1st Examiner to determine the desired amount of detail and elaboration.
- b. Once the 1st Examiner has provided input and you have revised your draft outline based on this input, your draft outline should be given to the 2nd Examiner for input.
- c. Once the 2nd Examiner has provided input you are ready to submit the required **final outline**, to the 1st Examiner, which incorporates the suggestions and input of both Examiners. If the final outline is acceptable to the 1st Examiner it is now ready to be **signed** by the 1st and 2nd Examiner and by you.
- d. Once both Examiners have signed off on your final outline, no further input will be provided to you. This is an examination; you are expected to demonstrate competency independently.
- e. You are responsible for making **4 copies** of the signed final outline. Distribute one copy to each Examiner and one copy to the Administrative Assistant to the Ph.D. Program, Ms. Connie Clayton, who will place this copy into your permanent departmental file. Please retain one copy for yourself.

Written and Oral Clinical Qualifying Examination (The Third Step)

- a. The written examination must be completed by the **next** examination deadline date, January 15th of your 3rd year and **handed** to the 1st and 2nd Examiners. Failure to complete your examination by the next regularly scheduled examination deadline

- will result in an **automatic failure**.
- b. You must obtain the signatures of the 1st and 2nd Examiners. Each must sign the Receipt of Written Examination Form, which can be obtained from Ms. Connie Clayton. You are responsible for handing this signed form to Ms. Connie Clayton, who will place this form in your permanent file. (Please retain a copy for your records). Unless this form is on file, you will not be allowed to schedule your oral examination.
 - c. As indicated in the Deadline Section of this document, the oral examination will be conducted within 2 months of submission of the written examination.
 - d. The 1st and 2nd Examiners will meet before the oral examination to determine their evaluation of the written examination. **If the written examination is deemed to be unsatisfactory, this constitutes a failure of the examination and there will be no oral examination.**
 - e. Following the oral examination, the 1st and 2nd Examiners will excuse you from the room, determine the status of the oral examination, and then provide oral feedback to you regarding your status.
 - f. Grading System: Pass with Distinction, Pass without Revisions, Pass with Minor Revisions, Pass with Major Revisions, Fail. You may be asked to revise your exam according to the Examiners' requirements.
 - g. At the successful completion of the oral examination, both the 1st and 2nd Examiners must sign the Clinical Qualifying Examination Results Form. The 1st Examiner will give this completed form to Ms. Connie Clayton, who will place it in your permanent file. Ms. Clayton will give a copy of this form to the Associate Director of the Ph.D. Program and to you.
 - h. In the event that the Examiners require you to submit a revision of your examination earlier than June 15th, written notification of the earlier date of submission must be provided to you. This date will be noted on the Clinical Qualifying Examination Results Form.

Failure of the Examination

- a. The Clinical Qualifying Examination consists of two parts: the written portion and the oral portion. Although there are two components, the examination is graded as a unit. Therefore, in order to pass the examination, you must pass both components at the time of your oral examination. You are allowed up to three opportunities to pass the clinical qualifying examination.
- b. Any failure will result in a formal letter notifying you of your

- status.
- c. A written feedback summary explaining the reasons for any failure will be given to you in a timely manner, not to exceed 2 weeks. This letter will also be sent to the Director of the Ph.D. Program and will become a part of your permanent file.
 - d. The 2nd examination must be handed in before the deadline of the next regularly scheduled cycle (the 15th of January or September 30th). You will not be allowed to skip a cycle.
 - e. Failure to submit a 2nd examination by the next regularly scheduled examination date will result in an **automatic failure and automatic probation**.
 - f. For the 2nd examination, you will be allowed to take the examination with the same 1st and 2nd Examiners, on the same client.
 - g. In the event of a **2nd failure**, you will receive a formal letter notifying you that you have been placed on probation.
 - h. The 3rd and final examination will be conducted by a team of three Examiners none of whom have served as your Examiner on your previous submissions. You will be allowed to write your examination on the same client. Two new Examiners will be chosen from the full time clinical faculty. The third Examiner will be either the Director or Associate Director of the Ph.D. Program, who in the event of a split evaluation will cast a deciding vote.
 - i. Prior to your 3rd and final examination, you may request a leave of absence from the Director of the Ph.D. Program in order to have enough time to thoroughly prepare for the 3rd examination. This request must be made in writing to the Director not longer than 4 weeks following the 2nd failure. The maximum time period for a leave of absence is 1 year. Exceeding the 1-year time period puts you in jeopardy of being dropped from the Ph.D. Program.
 - j. *Failure of the 3rd oral examination will result in **automatic dismissal from the Program**.*

5. Content: Case Summary, Final Outline, Written Examination

Case Summary

(2 Pages) to be handed & emailed to the Associate Director, Ph.D. Program

Date:

Statement of no outstanding incompletes:

Name of therapist:
Supervisor of this case:
Client's pseudonym:
Number of sessions:
Duration of treatment in months:

The narrative of your case summary should include the following:

- Demographics, e.g., gender, age (not date of birth), ethnicity, marital status, etc.
- DSM IV TR diagnosis
- History of problem areas and relevant development history in summary form
- Any ethnic or cultural issues relevant to the case
- Any ethical issues relevant to the case

Draft and Final Examination Outlines

(2-3 pages) to be handed & emailed to the 1st and 2nd Examiners

There are **two** phases to the process of developing the outline that will form the basis of your written examination.

For the **first phase** you will write a **draft** outline within three weeks. The purpose of the outline is to help formulate the content of your examination and to reach clarity between you and your Examiners regarding the focus of your examination. Your outline should reflect a preliminary review of the relevant literature and set out the focus of your examination. The draft should reflect your initial thinking regarding the relevant theoretical, empirical, and treatment issues involved in your case. It is anticipated that you may shift your emphasis in your literature review as your reading of the literature deepens and expands. It is also anticipated that you will refine the draft outline based on your discussion with your 1st Examiner. The expectation is that you will present a preliminary, but scholarly, draft outline. Once the 1st Examiner has provided input and you have revised your draft outline it should be given to the 2nd Examiner for input. Once both Examiners have given input you are ready to write your final outline.

The **second phase** of the outline process requires you to prepare your **final** outline, which should reflect your expanded review of the literature, your deepened understanding of the theoretical, empirical, and treatment issues involved in your case, as which incorporates the input given to

you by both your Examiners. This outline must be signed off on by both Examiners before you proceed to write your examination.

In general, your final outline should cover the following; however, your Examiners may ask you to provide added emphasis.

- A. Demographics/De-identified information, i.e., gender, age, ethnicity, marital status, etc. and a brief history of clinical problem areas and relevant developmental history of the client.
- B. Identification of content areas you believe should be the focus of your examination. These content areas should reflect your conceptualization of the client's problems and include major theoretical and empirical literature you deem relevant to the case. These content areas demonstrate your ability to understand the relevant clinical issues.
- C. Identification of treatment issues relevant to these problems including major theoretical and empirical literature you deem relevant to the case. These content areas demonstrate your ability to understand the relevant treatment issues.
- D. Ethnic or cultural issues relevant to the case.
- E. Any ethical issues relevant to the case.

Clinical Qualifying Examination

(50 page limit, exclusive of references), to be handed & emailed to the 1st and 2nd Examiners

On the Clinical Qualifying Examination you will be evaluated on your ability to present an **integrated** analysis of theoretical, empirical, and clinical knowledge relevant to this case. It is critical to show how the literature **applies to this case**. This is not a general review of the literature; your analysis and your discussion of treatment approaches should be specifically relevant to the case you have chosen and should demonstrate your mastery of the literature.

Name of therapist:

Client's pseudonym:

Number of sessions:

Duration of treatment in months:

Clinical supervisor:
1st Examiner:
2nd Examiner:

- A. A case summary of the clinical case you have worked with during your 2nd or 3rd year of training to be integrated with the following sections that follow. Your case summary should not exceed 10 pages. This should lead to the case conceptualization in section B.
- B. A conceptualization of the patient's problems based on the relevant theoretical and empirical literature (These problems have been chosen in consultation with the 1st and 2nd Examiners as you prepared your final outline.) It is also expected that you will have a working DSM-IV TR working diagnosis.
- C. An analysis of the theoretical and empirical literature supporting treatment issues relevant to these problems. At least one of your theoretical treatments should include an empirically supported treatment approach.
- D. A discussion of the literature related to the cultural or ethnic issues related to the case.
- E. A discussion of ethical issues relevant to treatment in this case.
- F. A discussion of the impact of the literature reviewed from various theoretical perspectives (represented in B through E above) on your subsequent thinking about the case.

Additional Section for the 3rd examination submission only

- G. If you are writing your 3rd examination you must include a discussion covering how the 3rd submission has been theoretically or conceptually informed by your additional reading. In other words please discuss what improvements you have made as a result of the revision process.

Successful completion of all coursework, the Second Year Research Project, and the Clinical Qualifying Examination admits the student to formal candidacy for the doctoral degree.

C. The Internship

The student should keep in mind the requirements, which determine the doctoral candidate's eligibility to apply for internship. Doctoral candidates must have: (1) no outstanding incompletes, (2) completion of the Second Year Research Project, (3) completion of the Clinical Qualifying Examination, and (4) an approved dissertation proposal (Chapters I through IV). **It is essential to understand that the dissertation proposal must be close to its final form. The submission of a draft of the proposal does not satisfy this requirement. In practice, this means that the dissertation proposal is likely to undergo several revisions before it is in acceptable form.** When the candidate's dissertation committee has approved the proposal, it is the candidate's responsibility to ensure that the committee has signed the Internship Eligibility Form, which is then forwarded to the Director of the Ph.D. Program. This certifies that the dissertation requirement has been satisfied. Should a student wish to appeal his/her dissertation committee's decision not to allow the student to apply for internship, the appeal will be made to the Standing Dissertation Committee by notifying the Director of the Ph.D. Program in writing of the grounds for the appeal.

Students may receive provisional approval to apply for the pre-doctoral internship from their dissertation committee if the committee believes that the student will complete a satisfactory draft of the full dissertation proposal by the end of that semester. In such cases the committee will sign the Internship Eligibility Form indicating that the student has only provisional approval to apply. The student must then receive full approval from his/her committee with their signatures on the Internship Eligibility Form which is then forwarded to the Director of the Ph.D. Program. If the student does not received full approval by the end of the semester he/she must withdraw their application for the pre-doctoral clinical internship.

A one-year, full-time (or two-year, half-time) APA approved internship is required of all students and is usually completed during the fourth, fifth, or sixth year depending upon the student's progress on the dissertation. During the internship year, students are required to register for Psychology 840 (fall) and Psychology 841 (spring). The appropriate selection of an internship is critical. Many installations offer positions under the title "internship," but not all "internships" meet the basic criteria for a good training experience. The internship should clearly be a training experience, not simply an opportunity for some

professional involvement at a reasonable stipend. It is required that students seek internships only at APA approved facilities.

There are three general characteristics by which internships are evaluated by the Program. They are: (1) adequacy of staff and supervision; (2) variety of training seminars and lectures available throughout the year; (3) patient population to which the intern will be exposed.

1. Staff and Supervision

The installation should maintain, on a full-time basis, well-qualified personnel from psychology, psychiatry and psychiatric social work, plus appropriate personnel from adjunctive areas, such as psychiatric nursing, educational therapy, etc. Close supervision of the intern should occur in at least two areas: assessment and intervention. It is expected that most facilities will assign the intern at least one diagnostic case per month. On the average, one hour of supervision, including observation, should be available for each case. Psychotherapy should be supervised at a minimum of three therapy hours for one supervisory hour. Ordinarily, the intern should expect to have contact with no fewer than four different supervisors during the internship year, most of whom are licensed psychologists. The intern should be expected to keep active, comprehensive notes of all therapy cases, including group therapy experiences in which the intern may serve as a co-therapist.

2. Training Seminars and Lectures

It is highly desirable that the internship facility provides a minimum of two weekly seminars, usually dealing with contemporary professional topics. Often these topics will cross disciplinary lines to provide for learning experiences shared by psychology, psychiatry and psychiatric social work, as well as other disciplines. In addition, the intern should be involved in at least two other seminars oriented toward psychology and/or psychiatry. Usually, one of these will deal with assessment procedures and the second with intervention techniques.

3. The Patient Population

The installation should offer a broad range of populations to which the intern may be exposed. If the installation is an inpatient facility, it should also have an outpatient unit or halfway-house so that the intern may gain experience with patients at various stages of rehabilitation. If

the unit serves adolescents or children primarily, the intern should also have some exposure to an adult population. Ordinarily, the psychotherapy experience of the intern should include at least one inpatient and two outpatients plus group and/or family experience. A portion of the intern's time should be devoted to the study of re-entry problems and community issues. It is also expected that cross-cultural influences on psychopathology will be part of the intern's training.

Ordinarily, the listing of APA approved installations will meet these requirements; however, this is not always the case. The Department maintains its own list of clinical installations that meet these requirements and are APA approved. The student should refer to this list and consult with clinical faculty and the Director of the Ph.D. Program.

V. RESEARCH REQUIREMENTS

A. The Individual Research Requirement: The Second Year Research Project (SYRP)

In keeping with the Program's goal of training scholar-practitioners, students are expected to be scientifically-trained scholars as well as skilled clinicians. An independent research project must be completed by the beginning (the first week of October) of the third year of training. Early in their first year of training, students should begin to work with a member of the Ph.D. faculty who will help them to develop and carry out The Second Year Research Project (SYRP) which is an independent research requirement. The scope of the project will depend upon the nature of the particular research proposed, but may include systematic observational studies, correlational designs, large-scale questionnaire studies, as well as experimental designs. Since the project may begin in the first year, it is expected that most students will complete the SYRP research during the second year, but no later than the beginning of the third year. One of the written requirements for Research Design I is the research proposal for the SYRP. This proposal should include an introduction, a review of the literature, a statement of the problem to be investigated, including variables and hypotheses, and a proposed methodology. Students are expected to work with a faculty mentor to develop the proposal. Students should note that the SYRP proposal is modeled on the dissertation topic proposal to familiarize students with the format of that proposal.

Following completion of the project, the student will be expected to present the results of the study to the faculty and other students in the form of a poster presentation comparable to those made at professional meetings in psychology. This format is designed to help the student prepare for a career that includes the presentation of scholarly material at professional conferences. In some cases, the projects will be preliminary investigations to be pursued in the student's dissertation, although this is not a requirement for the SYRP.

The Second Year Research Project should be completed no later than the beginning of the third year of training. Once the student has completed the SYRP, she/he will be eligible to submit a dissertation topic proposal to the Standing Dissertation Committee. If the student has not completed the SYRP by this date, he/she will be placed on academic probation and must wait for the next Annual SYRP Poster Presentation for formal presentation to the faculty and student body. To

reiterate, a student who has not completed the SYRP is ineligible to submit his/her Dissertation Topic Proposal to the Standing Dissertation Committee. In the event that the doctoral student completes the project after the poster presentation and it is accepted as satisfactory by the faculty sponsor, the student may present a dissertation topic proposal to the Standing Dissertation Committee. **Successful completion of the Clinical Qualifying Examination and the Second Year Research Project admits the student to formal candidacy for the doctoral degree.**

It is also required that students' submit their SYRPs either as posters to regional or national conferences/ or submit them for publication to a professional journal.

B. The Dissertation

The student's doctoral dissertation should be a project that involves an empirical study and makes an original contribution to the field of psychology. While students are strongly encouraged to select dissertation topics related to clinical areas, topics chosen from non-clinical areas are also acceptable. The steps that this process involves are described below.

1. The Topic Proposal

The point at which a student starts to formulate his/her dissertation idea will vary from student to student, but each **Topic Proposal** should be presented to the Standing Dissertation Committee for review by the end of the third year of training, and certainly no later than the end of the fourth year. If a student's Topic Proposal has not been accepted by the Standing Dissertation Committee by the beginning of the fourth year, he/she must enroll in Dissertation Topics Seminar (Psychology 849A and 849B) until the Topic Proposal is accepted. **There are no exceptions to this requirement.**

Students may propose a topic proposal and register for dissertation committee at any time after completing the Second Year Research Project (SYRP). **Students cannot register for dissertation committee if there is an incomplete (INC) in any course.** Registration should be deferred until the student is prepared to concentrate on the development of a dissertation idea. This is demonstrated by developing a well-organized topic proposal ready for presentation to the Standing Dissertation Committee. The Topic Proposal must be reviewed by at least one faculty member of your choice. One faculty member must sponsor and sign off on the proposal prior to submission. The proposal should be given to this

faculty sponsor for review at least **two weeks** prior to the date when the Standing Dissertation Committee meets. This will allow enough time for a careful review and for corrections to be made before it is distributed.

The Topic Proposal is a brief, 15 to 18 page summary (excluding the Bibliography) of the dissertation project and contains the following:

1. Cover page
2. Introduction (1-2 pages)
3. Literature Review (6-8 pages)
4. Statement of the Problem (3-4 pages)
5. A methods sections (3-4 pages), which includes proposed statistical analyses.
6. Reference section

1. Cover page

This page identifies the title of the topic proposal, the faculty sponsor and the committee members requested. You may request up to three committee members. An outside consultant to the project may serve as a fourth committee member. Note that if the project involves archival data, you should specify how you acquired the data and how your use of the data will satisfy the data collection requirement required of all dissertations.

2. Introduction

The Introduction briefly identifies the area of research and theory related to the empirical investigation proposed. This chapter should also introduce the conceptual rationale, which provides the framework for the study, and an explicit statement of the general hypothesis (hypotheses) of the proposed study. In practice this means one paragraph identifying the general domain in which the project is nested, a second paragraph that describes the focus of the present research and a third paragraph that describes the specific hypotheses to be investigated.

3. Literature Review

An initial section summarizes the literature to be critically reviewed. The student should describe how the literature to be reviewed leads conceptually to the proposed research.

4. Statement of Problem

This chapter is the most important section of the topic proposal. It is not described in the APA Manual of Style. This chapter should

succinctly summarize the conceptual issues that will be elaborated in the literature review. The statement of the problem **is not a statement of the purpose** of your study. The statement of the problem addresses the gaps or inconsistent findings in the literature that your study seeks to address. The statement of the problem should clearly state:

- a. The research question the study addresses.
- b. The rationale for the design of the study.
- c. The Independent and Dependent Variables. These are defined conceptually (by stated references) and operationally (by listed measurements).
- d. The Hypotheses (listed separately, not in paragraph form).

5. Method

- a. Describe the characteristics of the participants and the number needed for the study.
- b. Each measure to be used must be described separately, including its psychometric properties regarding reliability and validity.
- c. Describe the procedure of the study, indicating what participants will be participating in, doing, and seeing.

6. Reference Section

This should be a relatively detailed bibliography including references to be cited using APA style. This means that citations in text should be included in the bibliography.

In requesting your dissertation committee you may select three faculty from the roster of the Standing Dissertation Committee. In addition students should note that several additional departmental faculty regularly serve as third members of a dissertation committee.

Standing Dissertation Committee:

Nicole Cain

Joan Duncan

Sara Haden

Gary Kose

Kevin Meehan

Nicholas Papouchis

Paul M. Ramirez

Lisa Samstag

Ben Saunders

Philip Wong

Potential Third Readers:

Elizabeth Kudadjie-Gyamfi

Linda Penn

Remember that the Topic Proposal must be signed by a faculty sponsor before it can be distributed for review to the Standing Dissertation Committee. The Administrative Assistant to the Ph.D. Program (Ms. Connie Clayton) has copies of the outline for the Topic Proposal.

Failure to develop a Topic Proposal by the end of the fourth year represents unsatisfactory progress. Recall that the time limit for completion of all degree requirements is 8 years after admission.

2. The Dissertation Committee

The student's dissertation committee must consist of three members of the Ph.D. faculty, at least two of whom are members of the Standing Dissertation Committee. The Standing Dissertation Committee reviews the quality of the student's Topic Proposal and the student's request for a particular committee composition. The student is assigned to his/her dissertation committee by the Standing Dissertation Committee. The Topic Proposal review process has three possible outcomes: Full approval, Provisional approval, and Not approved.

- a. A full approval results in assignment to a three member dissertation committee.
- b. A provisional approval results in the student being assigned to a two (or, at times, three) member committee that works with the student to develop an acceptable proposal that must be **resubmitted** to the Standing Dissertation Committee with the signature of at least one committee member.
- c. When a proposal is not approved, the student must attend or re-attend the dissertation topic seminar meetings to develop a topic proposal to resubmit to the Standing Dissertation Committee.

Committee composition depends upon faculty expertise and workloads and individual faculty availability. In practice, one faculty member has usually worked with the student on the development of the topic proposal through the student's Independent Research. That faculty member may also approve the topic proposal that is presented to the Standing Dissertation Committee, as long as he/she is a member of the Standing Dissertation Committee. The remaining two members of a

student's committee are selected from among the available Standing Dissertation Committee members. The student may also request a third member for his/her committee from among the Ph.D. faculty who are not members of the Standing Dissertation Committee. The names of those faculty members are listed above. In rare instances, the student may request a fourth committee member for his/her committee who is not a LIU Ph.D. faculty member, but whose research credentials are in an area of expertise that makes an essential contribution to the student's dissertation. In all such cases, the Director of the Ph.D. Program and the doctoral faculty must approve the non-faculty committee member.

No student may meet with a dissertation committee unless registered for a dissertation supervision course in the 850 series (although students are encouraged to talk to dissertation committee faculty informally, in preparation for coming to committee). The course numbers for this series begin at 850 and continue consecutively. The students must continue to register for dissertation until the committee, the faculty and the Director of the Ph.D. Program have approved the final defense of the dissertation. **The student must maintain continuous registration in 850 even if not meeting with the committee. Retroactive registration and payment will be required for all semesters before graduation.**

Dissertation committees meet regularly each week at the same time, and students sign up for meetings within this schedule. While the student technically does not have a chairperson for his/her dissertation, one member of the committee regularly acts as a faculty sponsor, or nominal chair responsible for conveying and clarifying the flow of information between the student and committee. Appointments should be made well in advance through the Administrative Assistant to the Ph.D. Program, and written material must be submitted to the committee at least seven days prior to any meeting with the committee. Currently, meetings take place on Wednesday afternoons and materials should be submitted no later than 12 noon of the previous Wednesday. Although it is possible for students to meet with the committee without a written text, this is generally only after a project is well underway and typically involves specific questions of methodology or analysis. In all cases, the student should email the committee or submit a written agenda or synopsis of areas and inquiries to be discussed, in advance of the meeting. Students are responsible for reconfirming the time of their appointments several days before each meeting.

Using the Dissertation Meeting Record form, one member of the committee is officially responsible for recording any action,

recommendation, or suggestion made by the committee concerning the project. This form is to be used at each meeting of the committee with the student and is a record of timely progress on the project. These forms are placed in the student's dissertation file within the department. The faculty is responsible for ensuring that a copy of the Topic Proposal is also entered in the student's folder, to maintain continuity for the committee. The committee is responsible for providing the student with feedback on his/her progress each semester, until completion of the dissertation.

The student is expected to maintain frequent contact with the committee during the various phases of the dissertation, but especially during the period between the first presentation of a Topic Proposal and the final approval of the Dissertation Proposal. It is expected that students will meet with their committees at least twice a semester, unless they are on the clinical internship when they may meet with the committee only once during the semester. The frequency of contacts with the committee beyond these requirements during the period of data collection and data analysis is determined mainly by the student's own estimate of need, unless the committee exercises its discretionary prerogative by scheduling additional meetings. The committee must also approve the location and setting in which the data for the dissertation are collected. Again the required frequency of meeting insures that the student maintains close collaboration with the committee during the dissertation process. Committee members may change due to faculty turnover, but this does not affect the status of an approved proposal when the student is in contact with the committee. However, long lapses in contact have sometimes led to a student's return to a newly constituted committee.

To reiterate what is stated above, it is required that the frequency of contact with the committee occur at least twice per semester, in order that the committee be up-to-date on the dissertation project. If you are on internship you are required to meet with your committee once per semester. **Failure to meet twice (or once if on internship) with the committee during any given semester, or failure to continue to work actively on the dissertation during a given semester, represents unsatisfactory progress for that semester.** The responsibility for determining whether the student's progress has been satisfactory rests with his/her dissertation committee. When longer lapses occur, the committee has the right to request a reworking of the proposal to meet their own criteria for an adequate dissertation.

The committee is also responsible for conducting the dissertation presentation and defense of the dissertation. This final defense will be open to all members of the doctoral faculty, any of whom may participate in posing to the student questions relevant to the dissertation. However, non-committee members will not be empowered to vote on the acceptability of a dissertation. Non-committee members may act only in an advisory capacity to the committee.

The final oral presentation of the dissertation cannot take place unless all three members of the dissertation committee are present. It is the student's responsibility to make sure that all three committee members are present and to post an announcement that the orals are taking place at least two weeks before the orals. This announcement should indicate the title of the project and the time and place of the defense.

3. The Dissertation Proposal

The Topic Proposal leads to the development of the fuller **Dissertation Proposal**. In recent years, many students have presented their Topic Proposals during the third year in residence. Some have even been able to do so in their second year. This is strongly encouraged by the faculty since early approval of the fuller Dissertation Proposal may enable the student to collect data and to complete the entire dissertation before setting out on clinical internship. The Dissertation Proposal contains the following sections, which must be fully approved by the student's dissertation committee before he/she is permitted to collect data.

1. Chapter one: Introduction
2. Chapter two: Review of the Literature
3. Chapter three: The Statement of the Problem
This Chapter contains the hypotheses and the independent and dependent variables
4. Chapter four: Method and proposed statistical analyses

In those instances where the dissertation has not been completed, an approved Dissertation Proposal and the collection of data enables students to complete work on the project during the internship year or shortly thereafter. This can avoid the need for an additional year in residence after the internship. **Please note the Program requirement that students must remain in residence during their fourth year of study to begin or complete the dissertation and do the clinical internship during the fifth year.** Students must also be aware that

permission must be obtained from the Brooklyn Campus Internal Review Board (IRB) before they can begin to collect data.

A major task for the student and the dissertation committee is to refine the Topic Proposal into a high quality, conceptually sophisticated, and methodologically sound Dissertation Proposal. The faculty believes that the dissertation should demonstrate both the student's mastery of scientific principles of investigation, e.g. methodological expertise and a scholarly exploration of the conceptual issues involved. The adequacy of the Dissertation Proposal is then judged both on its methodological soundness and the logic of the conceptual argument that provides the rationale of the study. Prior to the first committee meeting, the student should present an updated draft of the Topic Proposal to the committee. This draft should outline the conceptual framework of the project (based on a careful, if circumscribed, literature review), and describe the objectives or hypotheses of the project.

4. The Dissertation

Chapter I: Introduction

This briefly describes the relevant history of research related to the proposed empirical investigation. This chapter should also introduce the conceptual rationale to be elaborated in the literature review that follows which forms the framework for the study to be carried out. It provides the rationale for the study. This section is usually two to four pages in length.

Chapter II: Review of the Literature

The relevant literature is reviewed and a body of theoretical work and empirical literature is critically evaluated. This critical review should help the reader focus upon the research framework that is being articulated. It is important for the student to demonstrate how his/her review of the literature conceptually leads to the proposed research.

Chapter III: Statement of the Problem

This chapter is not included in the APA manual of style, although the principles outlined in the manual should be followed. This chapter should be a succinct summary of the conceptual issues elaborated in the review of the literature, which lead to the proposed investigation. The conceptual rationale should be a logical conclusion to what has been previously argued, and the variables selected should also follow logically. The variables should be identified both **conceptually and operationally**. Following the presentation of the conceptual rationale and articulation of

the independent and dependent variables, there should be a clear statement of the main hypotheses of the proposed research. This chapter is not a statement of purpose: it states the conceptual relationship that has been clearly explicated in the review of the literature.

This chapter is typically no more than 3 to 5 pages and should contain the following elements:

1. The necessary conceptual statements that demonstrate the need for the present study.
2. Clear articulation of the psychological problem.
3. The independent and dependent variables, which are clearly defined conceptually and operationally in terms of the measures chosen.
4. The hypotheses, which are stated clearly in testable form. They are logical deductions from the theory and the relevant empirical literature. The scope of each hypothesis is defined by the scope of the procedure used to analyze it. This leads to the identification of the particular analyses to be used in the results section.
5. This statement may also contain exploratory questions that the research project seeks to investigate.

Chapter IV: Method

A. Subjects

1. The sampling procedures are clearly stated, and follow from the theory and hypotheses being tested.
2. The sampling procedures are unbiased or controlled for bias.
3. With special permission, students may use archival data; that is, data previously collected in earlier research. In these instances, the student will also be required to gather additional data in order to demonstrate research competence. Permission to do this type of dissertation is given on a case-by-case basis.

B. Apparatus and Materials or Measures to be used

1. Data are presented on the reliability and validity of the independent and dependent variables. In addition the student should present the alpha coefficients for the measures used in the dissertation project.
2. Any apparatus to be used is clearly described and/or demonstrated.

C. Procedure (including design)

1. The research method affords an appropriate test of the hypotheses.
2. The operations necessary for testing the hypotheses are presented.

3. Scoring and data collection procedures are clearly described.
4. All needed controls have been established.
5. Pilot data may be presented or a pilot study has been planned.

D. Legal-Ethical Issues

1. All research must meet APA ethical standards and guidelines for research with human participants.
2. The Departmental Form for Informed Consent has been modified to meet the requirements of the proposal, and a copy is appended to the dissertation. Prior to the final submission of the dissertation, the completed forms for every participant subject will be reviewed and filed by the dissertation committee.
3. A post-experimental explanation or debriefing has been conducted.
4. The Laws of New York (Article 24-A) concerning protection of human participants and APA ethical standards and guidelines for research with human participants have been followed. Not all sections of this outline will be applicable to all proposals; however, the student should study each carefully to discern the applicability to his/her project.

No student will be afforded final approval to collect data until the Committee has evaluated the Dissertation Proposal against each of the above requirements. The Dissertation Committee will sign a form upon approving the proposal. The approval form will note that the proposal was approved and that the approval was made in the context of the Human Subjects Research Law and Guidelines. It will also note that the Committee evaluated the potential harm to human participants of all proposed procedures, and when a procedure is not deemed to be potentially harmful, the proposal will be forwarded to the University Research Committee.

The final research proposal must be reviewed by the LIU Brooklyn Campus IRB and the appropriate committee at the location(s) at which the research will be conducted. Such permission, in writing, must be appended to the final dissertation proposal.

Chapter V: Results

- A. Procedures for presenting, coding, scoring, and tabulating the raw data are clearly described.
- B. An appropriate method for analyzing the results has been described and the results of the hypotheses tested is presented..

Chapter VI: Discussion

This section of the dissertation is designed to address the conceptual significance of the findings of the research. It should not contain a reiteration of the results; rather, it should address the significance of the results of the present study and the theoretical (particularly the conceptual) implications of the present project. It should identify limitations of the study, including methodological, theoretical, or procedural limitations. It should recommend future research directions that the findings of dissertation suggest, any modifications in methodology, and address the theoretical or conceptual implications of the present research. This is also an opportunity for the student to demonstrate the complexity of psychological phenomena by demonstrating which aspects of theory have and have not been supported.

5. Submission of the Dissertation

Deadlines for the submission of the completed first draft of the dissertation are:

1. For May or June graduation, April 1.
2. For September graduation, to be arranged at the discretion of the committee.
3. For January or February graduation, December 1.

A total of six copies of the dissertation should be made. Two copies should be taken to the library for binding. The student is responsible for working with the reference librarian and the Bursar to make the necessary arrangements and payments. There is a binding fee that is paid for by the student. The Library will bind a copy to be given to the Department, and second copy will be given to the student. Three additional copies should be made to distribute among committee members. All copies should contain the original signatures of the Chairperson of the Department, and the three faculty committee members.

A draft of an article in publishable form (APA style, 10-15 pages in length, including tables and figures, with references in addition) will be presented to the committee with the final dissertation copy. The draft will be judged in terms of whether or not it can be published, and a note of this placed in the student's permanent record. The student is encouraged to submit the draft paper for presentation at a professional meeting and/or for publication in one of the professional journals. The student may be sole author of this work, or, if the student chooses,

someone close to the work from the faculty may be second and/or third author. **In no instance will faculty submit for presentation or publication the work of any student without the student's consent or without the student being first author of the presentation or article.** No dissertation or part thereof may be submitted for presentation or publication prior to the final committee approval, without the permission of the dissertation committee. Any student intending to submit work taken from his/her dissertation for presentation and/or publication is encouraged to seek editorial assistance from faculty members before the paper or article is submitted.

Dissertation data, documentation, and record keeping must be specified with the committee and ultimately stored. Raw data will be stored for a period of not less than four years following the completion of the dissertation.

Students should adhere to the following guidelines:

1. Carefully follow instructions in the latest edition of the APA Publication Manual. The following sources may be of additional help:
 - a. University of Chicago Style Manual
 - b. Turabian's Guide to Preparing Ph.D. Dissertations
2. Adhere to suggestions in the guide, *Preparing Your Dissertation for Microfilming*.
3. Utilize heavy weight bond paper (20 lb., 25% cotton). Submit offset or xerox copies and original copy only. All copies should be on white paper.
4. In addition to submitting two (2) copies to the librarian for binding, the student must also submit two (2) extra abstracts and two (2) extra title pages to the library. The abstract must be no longer than 350 words. (The abstract cannot consist of more than 2,450 characters, including spaces and punctuations. An average abstract has approximately 70 characters per line, with a maximum of 35 lines.)
5. Submit one copy to each member of the dissertation committee.
6. Leave one copy (with abstract) with the Administrative Assistant to the Ph.D. Program at least seven (7) days before final oral examination. This will be for non-committee members to examine in preparation for the oral examination, if they wish to attend. In addition, doctoral students may review this copy. Therefore, five (5) copies and seven (7) abstracts are required altogether. (The student keeps the copy that was left with the Administrative Assistant to the Ph.D. Program for faculty at large to review.)

7. Post a conspicuous notice in the Department announcing that a final oral presentation of the dissertation will occur at least two weeks prior to the date of the presentation. The notice should include name, title of the dissertation, date, time and place of the presentation.
8. In order to be sure that all requirements for processing the dissertation for microfilming are met, the student should contact the Administrative Assistant to the Ph.D. Program for guidelines.
9. Complete Survey of Earned Doctorates form and return the form to the Graduate Dean or complete the survey online.
10. Check with the Director of the Ph.D. Program to be sure all requirements for graduation have been fulfilled (consult the Graduate Studies Bulletin for the deadline to apply for the degree.)
11. Check with the Administrative Assistant to the Ph.D. Program about graduation procedures. Be advised that there is a graduation fee, and a thesis and microfilming fee. It is strongly recommended that students file for graduation early in the semester in which they anticipate completing their dissertation. This allows ample time for remedying any deficiencies that may interfere with graduation. No student may graduate if they have not filed for graduation by the date the first draft has been submitted to the committee (i.e., April 1, for a May graduation).

VI. EVALUATION OF STUDENT PROGRESS

The Director of the Ph.D. Program and the Student Evaluation Committee serve as a standing committee for student evaluation. Evaluation of student progress is derived from several sources.

The first of these is the transcript of grades. Students are expected to maintain a grade point average of 3.25. Should the student's grade point average fall below 3.25 but not below 3.0, he/she will automatically be considered in a probationary status for a period of up to one year and be subject to additional review at the end of each semester. Should the student's grade point average fall below 3.0, he/she will be dismissed from the Program. It should be noted that student's regular and active attendance at courses is required. **Should a student have more than two unexcused absences in a given course, the instructor will have grounds to give the student a Failing or Incomplete grade for the course.**

A second source of student evaluation is the system of written faculty statements. At the end of each course or practicum, the instructor is required to fill out a Course Evaluation form and/or a Practicum Evaluation form for each student enrolled in the course or practicum. The evaluation forms are available to the Student Evaluation Committee and the Director of the Ph.D. Program. Students involved in the dissertation process will have their progress noted by committee members using the Dissertation Meeting Record form, which is signed by committee members and the student. The student is given a copy of this document. This form is also filed in the student's dissertation folder.

In addition to faculty evaluations, written reports are provided by externship and internship supervisors in the middle of the year and at the end of the year. Should a student's performance in an externship be substandard, the student will be placed on clinical probation automatically for the following year. In some cases where it is determined that factors in the student's personality are interfering with clinical performance, the student will be required to take a leave of absence and a recommendation to seek counseling for such difficulties will be made. Reentry into the Program will then depend upon specific criteria determined by the Director of the Ph.D. Program in consultation with the Student Evaluation Committee. The Student Evaluation Committee may seek input from a variety of sources in order to make a determination of the student's progress and status in the Program. For example, these sources may include the student's faculty advisor, clinical

supervisors, research advisor or any other sources of information the Student Evaluation Committee considers necessary.

A third source of evaluation and feedback occurs each semester when the Ph.D. faculty meet as a group to review the academic and professional progress of a each student in residence. This meeting allows faculty to obtain a broader and more comprehensive appraisal of each student's strengths and weaknesses, and challenges , and to be proactive in identifying problems early on so that remediation can occur in a timely manner. The student is then provided verbal feedback regarding strengths, accomplishments, and areas in need of improvement. This feedback is provided by his/her faculty advisor or the Director of the Ph.D. Program. The Doctoral Student Evaluation Form is filled out by the student's advisor at the Ph.D. faculty's evaluation meeting and includes specific feedback about academic, clinical and professional performance. The form includes specific actions to be taken to improve behavior as appropriate. Beginning in academic year 2012-2013, the student is asked to sign this form after receiving feedback. A copy of this form is given to the student and a copy is placed in the student's permanent file. Students identified as having more serious difficulties are referred to the Student Evaluation Committee.

A range of concerns may be referred to the Student Evaluation Committee for its consideration and recommendation to the Director of the Ph.D. Program. These include substandard academic or clinical performance, failure to make timely progress through the Program for whatever reason, requests for leave of absence due to medical, family responsibilities, or emotional reasons, breaches in ethical behavior of an academic or clinical nature, and clinical unsuitability. The Student Evaluation Committee considers the welfare of the student under review, as well as the impact the student's behavior may have on other students in residence. Although each recommendation is specific to the particular facts in question, the general approach of the Student Evaluation Committee is to provide the student with constructive feedback, specific behavioral recommendations, and ample opportunity to correct the problem. The Student Evaluation Committee submits its recommendation to the Director of the Ph.D. Program who makes the final determination.

A. Satisfactory Progress in the Ph.D. Program

There are a series of markers that identify the Ph.D. student's timely and satisfactory progress through the Program. These include, but are not limited to:

1. Completion of the **research topic proposal** for the Second Year Research Project by the end of Research Design I. (This requires the selection of a mentor for the project, and the development of a research proposal approved by the mentor and the instructor for the first course in research design.)
2. Completion of the **Second Year Research Project** no later than the first week of October of the third year of training. (Students should be collecting data for the SYRP no later than the end of the second semester of the second year of training.) Failure to do so represents unsatisfactory progress, and the student is automatically on academic probation.
3. Completion of all clinic reports in the Psychological Services Center by the end of the second year of training. Failure to do so will result in the student being placed on clinical probation
4. Completion of the **Clinical Qualifying Examination** by the end of the third year of training, but no later than the beginning of the fourth year of training.
5. **Failure to meet with the dissertation committee during any semester represents unsatisfactory progress for that semester. Continued unsatisfactory progress on the dissertation constitutes grounds for dismissal from the Program.**

The system of formal and informal evaluations has a two-fold purpose: first, to ensure that progress is adequate and that the student remains in good standing in the Ph.D. Program; and second, to provide a composite source of constructive feedback and opportunity for correction to the student concerning his/her progress in the Program. The goal of the Program is to provide constructive and timely feedback and advisement to help students remain on track, both academically and professionally. However, when efforts to correct problems have failed a student may be dropped from the Program. **Any dismissal from the Program must be reviewed by the Student Evaluation Committee, the Doctoral Faculty, the Director of the Ph.D. Program, the Department Chairperson, and the Dean of Graduate Studies.**

Specific grounds for dismissal include the following:

1. Grade point average less than 3.25.
2. Substandard grades (C or less) in any required course. **Students who receive a grade of C or less in a required course will be given only one opportunity to repeat the course to achieve a grade of B or better. A second grade of C or less in a required course will result in automatic dismissal from the Program.**

3. Students may also be dropped from the Program for accumulating an excessive number of incompletes. **Students may not register for coursework if they have more than any combination of three incompletes.** In all cases the student receives written notice of the accumulated incompletes and his/her failure to complete the coursework before a dismissal action is taken.
4. Failure to perform up to acceptable professional standards as defined by the American Psychological Association. (2002; amended, 2010). *Ethical principles of psychologists and code of conduct.*
<http://www.apa.org/ethics/code/index.aspx>, in any practicum setting may result in the student being placed on probation or being asked to take a leave of absence. In those instances where the student's performance has been marginal, the student will be asked to repeat the requisite number of hours of practicum experience before receiving credit for the practicum. Failure to complete clinical reports in a timely fashion may result in a student not being allowed to register for further coursework until reports are complete.
5. Willful plagiarism or cheating on examinations, term papers, or other work products.
6. Unprofessional and unethical conduct in any situation related to the student's training or professional status.
7. Any violation of APA Ethical principles and standards of behavior.
8. Unsatisfactory performance on the Clinical Qualifying Examination, the Second Year Research Project, or on the Dissertation. (see the relevant sections of this Handbook for specific requirements),
9. Reasons of personal unsuitability for the profession of clinical psychology, which include the following behaviors:

C. Non-negotiable standards of behavior

1. Student dishonesty, to one another, to faculty, or to clients..
2. Failure to resolve conflicts by talking directly to the other person with whom there is a conflict, rather than to someone else, unless this is deemed unlikely to resolve the conflict or exacerbate the conflict, or expose the student to harm. If a direct discussion is not feasible or does not result in a resolution of the conflict the student is advised to seek out his or her advisor, Associate Director of Training or the Director of the Program. The effort at resolving the conflict should occur at an appropriate place and time.
3. Direct or indirect threatening of people or shouting or fighting can not take place in the clinic or other academic setting where it potentially impacts on patients or classmates.

4. When conflict occurs, students are expected to consider their own participation in the conflict as well as the participation of the other.
5. Students are expected to act cooperatively and respectfully at all times.
6. There must be ethical professional behavior in the clinic at all times. There should be no personal discussions of any kind occurring within earshot of patients. Students should not congregate in the waiting room, use the telephone for personal conversations that may be overheard by patients, or dress in a manner that could be interpreted by patients as unprofessional or provocative.
7. Patients should be referred to in a respectful manner at all times.
8. Supervisory suggestions that you disagree with should be discussed with the supervisor. Trainees do not have the prerogative to disregard a supervisor's recommendations without thorough discussion.
9. When the clinic is open, care must be taken not to make noise or cause disruption.
10. Messages that are taken in the clinic or picked up in the evening must be handled in accordance responsibly in accordance with APA ethical principles of responsibility and confidentiality.
11. Assignment of intakes and testing cannot be determined by students' attitudes about each other.
12. Students must be at the clinic during all scheduled hours even if no patient is assigned, and should arrive 15 minutes before the first scheduled hour.
13. If you are unable to make any class, supervision or testing supervision, the instructor/supervisor should be called in advance. There are no excused absences from classes. There is no number of missed classes that is acceptable without explanation and communication with the instructor. This includes lateness to class or taking an excessively long break during class.
14. Professional responsibilities take precedence over personal obligations. Clinic reports must be filed in a timely fashion.
15. The appointment book must be handled so that administrative issues with regard to appointments are clear and there are no conflicts.
16. Rules regarding the borrowing and returning of testing supplies must be followed in a timely fashion so that Departmental resources and others' needs are taken into account. Students are not to handoff testing supplies to another student without ensuring that the transaction has been recorded as required.

Except for willful plagiarism or cheating on examinations or term papers, none of the above behaviors precipitates automatic dismissal.

B. Program Requirements Regarding Incompletes

Satisfactory progress in the Ph.D. Program depends upon the successful completion of coursework in a timely manner. Should a student accumulate more than two incompletes that are over a semester old and an additional incomplete from the previous semester, or if a student has more than three incompletes from the previous semester, the student will not be permitted to register for any further coursework until these incompletes are cleared. The student's progress in the Program will automatically be delayed and he/she will be required to take a leave of absence from all academic coursework until these Incompletes are cleared. The student will however, be permitted to take the Clinical Qualifying Examination.

As indicated above, students may be dismissed from the Ph.D. Program if they have not completed all outstanding incompletes after a reasonable period of time. The time period will be specified by the Student Evaluation Committee and the Director of the Ph.D. Program in written warning notices to the student in jeopardy.

VII. PROCESS FOR STUDENT GRIEVANCES AND COMPLAINTS

The Director of the Ph.D. Program regularly meets once a month with each class in residence to provide an informal setting where any complaints may be made by a student or class. Individual students may also present their complaints privately by scheduling an appointment with the Director the Ph.D. Program. The complaint is then addressed by the Director of the Ph.D. Program in consultation with the Student Evaluation Committee. The second role of the Student Evaluation Committee is to function as a resource in addressing student concerns or complaints. The student may be invited to meet with the Student Evaluation Committee to discuss the complaint.

Students' issues that are related to individual faculty, problems at externship or internship facilities, coursework, or problems with other students may be addressed by the Director of the Ph.D. Program without involving the Student Evaluation Committee or Program faculty. Ordinarily in these cases the Director consults with the Associate Director or Coordinator of Externship Training. When confidentiality is an important issue, the rights of the individual or group will be respected. Issues related to sexual harassment are addressed in the Conolly College Student Handbook, but complaints should first be made formally in writing to the Associate Director of the Ph.D. Program, who will meet with the student in a confidential meeting to discuss his/her complaint.

Where student complaints are broader in scope, they may be brought to the attention of the entire doctoral faculty and discussed by the faculty as a group. This happens at the recommendation of the Student Evaluation Committee and the Director of the Ph.D. Program. When appropriate, students may be invited to attend this faculty meeting to present their complaints and, if possible, offer solutions to the problem at hand. This can also be done in writing, should the student prefer. Final authority for resolving complaints rests with the Director of the Ph.D. Program. When students do not feel that the Director of the Ph.D. Program and/or the Program faculty have satisfactorily addressed their complaints, they may petition, in writing, the Department Chairperson and Dean of Graduate Studies for further consultation and consideration.

Recourse for Students on Probation or in Jeopardy of Dismissal

The requirements and standards for grade point average, performance on the Clinical Qualifying Examination, and the Second

Year Research Project have been presented in detail in previous sections of this Handbook. When a student's academic or professional behavior is sub-standard, the Student Evaluation Committee makes a recommendation to the Director of the Ph.D. Program concerning what action(s) should be taken. The final decision rests with the Director of the Ph.D. Program.

When students are in violation of the standards for academic performance outlined in the Handbook for Doctoral Students in Clinical Psychology, they are automatically placed on probation. Students whose performance in their practicum placements or externships is judged to be substandard may also be placed on clinical probation. The judgment regarding their performance in the practicum placement or externship is made in consultation with the supervising psychologist in the practicum/externship setting. When this happens during the second year practicum, where the student is placed in the University's clinic, the Director the Psychological Services is also involved in the deliberations. The student whose performance is considered unsatisfactory will then be required to repeat a year in a practicum setting before he/she can be taken off probation. The Director of the Ph.D. Program notifies the Student Evaluation Committee, doctoral faculty, and the Department Chairperson of the final action taken. There may be special circumstances in which the student's performance in the practicum or externship setting has been so substandard that the Director of the Ph.D. Program will recommend that he/she be dropped from the Program.

When students are in jeopardy of being dropped from the Program, either because of unsatisfactory clinical or academic performance or failure to maintain satisfactory progress toward the completion of their doctoral dissertation, the matter is brought to the attention of the Student Evaluation Committee and the doctoral faculty for consultation and decision. It is the responsibility of the Director of the Ph.D. Program to bring all the pertinent information to the attention of the faculty, and to ensure that a fair decision is made.

Where there have been clear, extenuating circumstances to the standards outlined in the Handbook, the faculty may decide to place the student on probation rather than dismissing him/her from the Program. The student is then expected to bring his/her academic performance up to acceptable standards within a reasonable period of time, which is to be decided in consultation with the Director of the Ph.D. Program and communicated to the student in writing.

When the Program Director and the faculty decision is to drop the student from the Program, he/she will be advised of that decision and given a reasonable period of time, usually no more than a month, to respond to the faculty decision. The student's written response should be directed to the Student Evaluation Committee which the Associate Director of Training is chair of. If the student's response is not satisfactory, the Director of the Ph.D. Program advises the Dean of Graduate Studies and the Department Chairperson that the student is to be dropped from the Program. While all decisions concerning probation or termination from the Program involve extensive consultation and discussion with Program faculty, the final decision rests with the Director of the Ph.D. Program, in accordance with APA guidelines.

Should students wish to appeal this decision, they may ask the Department Chairperson or Dean of the College for a review of their case. The basis for this appeal must be clearly articulated in writing to the Chairperson and Dean.

Grievance Procedures for Students who have been dismissed from the Program

In those instances where a student has been dropped from the Program for failure to complete Program requirements in a timely fashion, the student may petition the Department Chairperson to review the process of the decision. The Chairperson's authority is limited to reviewing whether or not appropriate procedures have been followed.

The Department Chairperson will review the steps followed in the decision to drop the student from the Program, including timely notification of failure to make progress, and the Program's documentation of how the decision was reached. This will include notation of whether the full Ph.D. faculty voted in favor of the decision.

The Department Chairperson will then consult the Student Evaluation Committee to determine whether or not the action taken was an appropriate one. Following this process, the Department Chairperson will make his/her recommendation to the Dean of Conolly College, who is responsible for the final decision about the student's termination from the Program for failure to make timely progress. The Dean will make his or her decision according to the University's grievance procedures. In matters related to professional suitability and ethical behaviors, the responsibility rests with the clinical faculty and Director of the Ph.D. Program.

VIII. FINANCIAL ASSISTANCE

The Psychology Department offers a variety of research assistantships that are generally available to first, second, and third year students. Teaching Assistantships or Teaching Fellowships are ordinarily available only to second, third, or fourth year students. Every effort is made to support first year students, but this depends on the current financial condition of the Program. The following awards are usually available:

Special Graduate Teaching Assistantships provide a minimum stipend of \$2,250 plus half-tuition remission for the academic year. These teaching assistantships are offered in Statistics and Psychological Assessment, and are usually awarded to advanced students in either the second or third year of training. Special Graduate Teaching Assistantships awarded to fourth year students provide a minimum stipend of \$2,250 and 3 credits of tuition remission.

Research Assistantships carry half-tuition remission for the academic year plus a minimum stipend of \$1,250 per year. The Research Assistant is obligated to work ten hours a week. Students may also apply for Graduate Assistantships available in other departments of the University through the office of the Graduate Dean. These additional awards may provide an additional waiver of tuition for the academic year, although the final award cannot reach full waiver of tuition. Information about these assistantships is often not available until the summer before the appointment is made.

Minority Fellowships provide full tuition remission awards plus a minimum stipend of \$3,500 per year to minority students. These awards are given for the first three years of training while the student is in full-time residence.

Teaching Fellow appointments are given to advanced graduate students who teach undergraduate courses. These responsibilities currently pay a stipend of \$2,400 plus three credits of tuition remission for each undergraduate course. Available positions are assigned by the Department Chairperson.

Teaching aides assist in undergraduate courses and receive a stipend of \$500 per semester. These positions are assigned by the Department Chairperson.

IX. FULL-TIME PH.D. PROGRAM FACULTY**FULL TIME DOCTORAL FACULTY****NICHOLAS PAPOUCHIS, PROFESSOR AND DIRECTOR, PH.D. PROGRAM**

Ph.D. 1971, Clinical Psychology, City University of New York. Certificate in Psychoanalysis and Psychotherapy, New York University Postdoctoral Program in 1978. Diplomate in Clinical Psychology (ABPP) 2003.

Theoretical Interests: The role of the therapeutic alliance, cultural factors and supervision in psychotherapy; object relational theories of personality development, psychopathology and psychotherapy and especially the special place of attachment phenomena in development and mother-child interactions and the role that reflective functioning plays as a resiliency factor.

Research Interests: The study of mentalization and reflective functioning in psychological phenomena and assessing attachment phenomena in adults and mother-child interactions; psychotherapy process and outcome, with special emphasis on the working alliance, cultural factors and supervision; issues of normal and pathological development in late adolescence and emerging adulthood; evaluating the effectiveness of the psychotherapy process with troubled adolescents.

**Seymour Pardo, Associate Professor and Director, L.I.U.
Psychological Services Center**

Ph.D. 1991, Clinical Psychology, Long Island University

Areas of Interest: Ethical issues, cultural issues and individual psychotherapy.

**Joan W. Duncan, Professor and Associate Director of the Ph.D.
Program**

Ph.D. 1977, Clinical Psychology, Clark University. Postdoctoral Fellow, Yale University, 1977-1978.

Theoretical Interests: Acculturation; humanitarian assistance, community-based psychosocial interventions for traumatized groups; victimization, ethics in psychological practice.

Research Interests: (same as above)

Nicole Cain, Ph.D. Assistant Professor

Ph.D. 2009, Clinical Psychology, The Pennsylvania State University; Postdoctoral Fellow, The Personality Disorders Institute, New York Presbyterian Hospital, Weill Cornell Medical College, 2009-2011.

Theoretical Interests: psychodynamic theories of personality development, object relations theory, interpersonal theory and the interpersonal circumplex.

Research Interests: the influence of interpersonal functioning on the presentation, course, and outcome of Axis I and Axis II disorders, developing and testing treatment interventions to target specific interpersonal styles, outcome research demonstrating the effectiveness of psychodynamic treatments for borderline personality disorder, and pathological narcissism including both narcissistic grandiosity and narcissistic vulnerability.

Sara Chiara Haden, Assistant Professor

Ph.D. 2007, Clinical Psychology, Virginia Polytechnic Institute and State University (Virginia Tech); Postdoctoral Fellow, Forensic Inpatient Psychiatry Service, New York University- Bellevue Hospital Center, 2007-2008.

Theoretical Interests: Diathesis stress models, cognitive behavioral theories, interpersonal perspectives, psychobiological mechanisms of behavior.

Research Interests: Community violence exposure, development of aggression, childhood animal cruelty, trauma and abuse, psychophysiological indices, testing risk and protective factors.

Marvin Hurvich, Professor Emeritus

Ph.D. 1960, Clinical Psychology, University of Pennsylvania. Graduate, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy, 1968.

Theoretical Interests: Psychoanalytic theory; borderline and narcissistic pathology; ego functions; theories of anxiety and Psychopathology.

Research Interests: Psychopathology; ego function assessment, with special emphasis on the examination and measurement of annihilation anxiety.

Gary Kose, Professor

Ph.D. 1982, Developmental Psychology, City University of New York.

Theoretical Interests: Piagetian theory; cognitive development; philosophical foundations of psychology.

Research Interests: Imagination and imagery; the development of conscious regulations in children's problem-solving behavior; the role of authority and confusion in communication effectiveness; the indirect relationship between action and thought in very young children.

Elizabeth Kudadjie-Gyamfi, Associate Professor, Department Chairperson

Ph.D. 1998, Experimental Psychology, State University of New York, Stony Brook

Theoretical Interests: Self-control; judgment and decision-making; risk-taking, psychology of gender; cross-cultural factors in gender relations, women's studies

Research Interests: same as above

Carol Magai, Professor Emeritus

Ph.D. 1980, Lifespan Developmental Psychology, Rutgers University. Postdoctoral Fellow at the Human Emotions Laboratory, University of Delaware, 1982-1983.

Theoretical Interests: Discrete Emotions Theory; Attachment Theory.

Research Interests: Emotional development across the lifespan; the Study of aging processes; personality development; developmental psychopathology; adult attachment; cancer research; the role of self-disclosure in enhanced health and psychological wellbeing.

Howard McGuire, Professor Emeritus

Ph.D. 1972, Social/Personality Psychology, University of Illinois, Urbana.

Theoretical Interests: Interpersonal perception and cognition; decision making; interpersonal and intrapersonal assessment testing; cross-

cultural influences on interpersonal behavior; human cognition and assessment issues.

Research Interests: The study of dyadic and small group process, especially on the group decision making process; investigations of dyadic interaction (friends, parent-child, etc.); statistic assessment techniques and mathematical modeling/simulation of interpersonal behaviors.

Kevin B. Meehan, Ph.D. Associate Professor

Ph.D. clinical Psychology, graduate Center of the city University of New York. Postdoctoral Fellow, 2007-2008 St. Luke's Roosevelt Hospital Center

Theoretical Interests: Psychoanalytic and developmental theories of personality formation; specifically the development of mental representations, affect regulation and mentalization, as well as the impact of impairment in these lines of development on personality and character structure across the lifespan. Attachment and object relations theories of personality disorders.

Research Interests: Clinical research examining psychodynamic constructs as mechanisms of change in psychotherapy, including reflective functioning, transference, countertransference, and affect variables. Outcome research demonstrating the efficacy of psychodynamic psychotherapy. The etiology, phenomenology and process of change in patients with personality disorders and post-traumatic stress disorders. Manualized treatments for personality disorders, including Transference focused Psychotherapy (TFP), Dialectical Behavior Therapy (DBT), and Mentalization Based Therapy (MBT).

Linda S. Penn, Professor

Ph.D. 1975, Clinical Psychology, Institute of Advanced Psychological Studies, Adelphi University. Graduate, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy, 1983.

Theoretical Interests: Psychodynamic/psychoanalytic theories of personality and psychotherapy; developmental theories; Psychopathology.

Research Interests: Issues related to the process of psychotherapy; developmental issues; gender-related issues.

Paul Michael Ramirez, Professor

Ph.D. 1990, Clinical Neuropsychology, City University of New York.
Subspecialization: Clinical Psychopathology.

Theoretical Interests: Clinical neuropsychology; hypnosis; Psychopathology; psychopharmacology; research in schizophrenia; biofeedback; cognitive therapy; projective testing; psychoanalytic theory; clinical interviewing; couples therapy; cross-cultural issues.

Research Interests: (same as above)

Barry Ritzler, Professor Emeritus

Ph.D. 1969, Clinical Psychology, Wayne State University. Yale University School of Medicine, Postdoctoral Fellow in Psychology, Department of Psychiatry, 1971. Diplomate in Clinical Psychology, ABPP, 1984.

Theoretical Interests: Ego psychology and ego-analytic psychotherapy; projective techniques and personality assessment; borderline and schizophrenic Psychopathology; the psychology of genocide

Research Interests: Continued development of the Rorschach Comprehensive System; Thematic Apperception test quantification for use in clinical assessment; the Picture Projection Test, an alternative to the TAT; personality assessment of the antisocial personality; multi-cultural personality assessment.

Lisa Wallner Samstag, Professor, Coordinator of Psychotherapy Research

Ph.D. 1998, Clinical Psychology, City University of New York,
Postdoctoral Fellow, City University of New York, 1998-1999.

Theoretical Interests: Psychoanalytic and interpersonal theories of personality and psychotherapy; the role of the therapeutic relationship in psychotherapy; adult attachment phenomena.

Research Interests: Psychotherapy process-outcome, particularly therapeutic alliance development and the study of treatment failures; relationships among adult attachment, alliance and psychopathology.

Benjamin Saunders, Assistant Professor

Ph.D. 2008, Social Psychology, University of Illinois at Chicago.

Theoretical Interests: Social identity, optimal distinctiveness theory, social categorization, self-affirmation, stereotype threat, contingency theory of justice reasoning.

Research Interests: In-group dynamics, racial stereotypes and prejudice, racial identity, self-worth contingencies, academic identity and achievement, social justice, morality, entitlement and fairness reasoning, political tolerance.

Philip S. Wong, Associate Professor, Coordinator of Externship Training

Ph.D. 1992, Clinical Psychology, University of Michigan. Postdoctoral Fellow, University of Michigan, Department of Psychiatry, 1991-1993.

Theoretical Interests: Psychoanalysis and cognitive science; emotional and motivational dimensions of unconscious process; anxiety; ethnic identity and psychotherapy.

Research Interests: Experimental investigation of unconscious processes using multiple, convergent methodologies from cognitive, social and neuroscientific perspectives.

ADJUNCT FACULTY**Seth Aronson**

Psy.D. 1985, Clinical Psychology, Yeshiva University. Certificate in Psychoanalysis, 1998, William Alanson White Institute.

Areas of Interest: Child and adolescent; group psychotherapy; psychoanalysis; bereavement and AIDS.

Lawrence O. Brown

Ph.D. 1984, Clinical Psychology, Bowling Green State University. Certificate in Psychoanalysis, 1981, William Alanson White Institute.

Areas of Interest: Psychoanalysis; psychotherapy; couples and family therapy.

Jessica R. Houser

Ph.D. 2011, Clinical Psychology, Long Island University. Postdoctoral Psychology Fellow, Comprehensive Adolescent Rehabilitation and Education Services (CARES) at St. Luke's and Roosevelt Hospitals.

Areas of Interest: Psychological assessment, adolescent development and group treatment.

Lawrence M. Zelnick

Psy.D. 1988, Professional and School Psychology, New York University. Graduate, 1998, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy.

Areas of Interest: Psychoanalytic theory and infant research; applications of child-adolescent development to adult treatment in psychotherapy.

Inga Resnik

Ph.D. 2001, Clinical Psychology, New York University. Research Fellow in Psycho-oncology, 2001-2002, Memorial Sloan-Kettering Cancer Center. Clinical Fellow in Psycho-oncology 2002-2004. Memorial Sloan-Kettering Cancer Center. Advanced specialization in Couples and Family Therapy 2008, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis.

Areas of Interest: Psycho-oncology, medical family and couple's therapy, coping with chronic and terminal illness. Family and couples therapy. Young adult career and relationship issues.