PSYCHOLOGY DEPARTMENT STUDENT HANDBOOK

2016-2017

Psychology Department
The New School for Social Research
The New School
80 Fifth Avenue, 7th Floor
New York, NY 10011

THE NEW SCHOOL

Table of Contents

INTRODUCTION 4

GENERAL INFORMATION 4

Advisement 4
Financial Aid 5
Psychology Department Colloquia 5
Proseminar 6

PSYCHOLOGY DEPARTMENT AND NSSR POLICIES 7

Grading Policy 7
Independent Study 8
Auditing 8
Academic Credits Taken Outside the Department of Psychology 8

DEGREE REQUIREMENTS FOR MASTER OF ARTS 9

Master of Arts in General Psychology 9
Concentration in Mental Health and Substance Abuse Counseling 9
Master of Arts (General Psychology with a research emphasis) 10
Harm Reduction Psychotherapy Certificate Program 12
Continued Study 12
Advanced Standing 13
Transfer of Credit 13
M.A. Time Limits and Extensions 14
Non-Degree Students 14
Miscellaneous 14

PH.D. IN COGNITIVE, SOCIAL AND DEVELOPMENTAL PSYCHOLOGY 15

Nature of the Program 15
Evaluation and Admission Requirements 15
Course Selection and Degree Requirements for the Ph.D. in Cognitive, Social and Developmental Psychology 16

PH.D. IN CLINICAL PSYCHOLOGY 17

Nature of the Program 17
Important Deadlines 18
Program Outline 18
Evaluation and Admission Requirements 19
Clinical Admissions Interview 19
Clinical Admission Notification 20
Additional Considerations 20
Students Applying with an M.A. from The New School 20
Students Applying with Advanced Standing Status 21
Clinical Course Selection and Degree Requirements 21
Additional Requirements 23
Summary of Degree Requirements: 23
Outline of Required Core Courses in the Clinical Psychology Ph.D. Program 25
Clinical Training Sequence 26
Predoctoral Clinical Psychology Internships 29
Evaluation of Academic, Research, Clinical and Professional Performance in the Clinical Program 30
Evaluation and Remediation Practice and Policy 31

ADDITIONAL INFORMATION FOR ADVANCED DOCTORAL STUDENTS 33
THE DOCTORAL DISSERTATION 33
PH.D. DISSERTATION REQUIREMENTS 33
OUTLINE OF PROCEDURES FOR PH.D. REQUIREMENTS 34
RESEARCH WITH HUMAN SUBJECTS 36
MISCELLANEOUS 37
COMPUTER FACILITIES 37
HOUSING 37
HEALTH INSURANCE 37
BOOKSTORE INFORMATION 37
STUDY GROUPS 37
FACULTY 38
PSYCHOLOGY APPENDICES 39

INTRODUCTION

The Department of Psychology of The New School for Social Research offers a program in general psychology leading to the M.A. degree. Further study in cognitive, developmental, social or clinical psychology leads to the Ph.D. degree. The curriculum stresses critical thinking about the major issues, phenomena, and applications of psychology. The ideal of the faculty is to educate future teachers and researchers in its several areas of specialization, as well as to educate and train practitioners who also can teach and do research.

This handbook complements the information, including course descriptions, found in the NSSR Catalog. Students should consult with faculty, student advisors, office staff or the Office of Academic Affairs when they need clarification of policies or procedures. *The information published here represents the plans of the New School for Social Research at the time of publication. The division reserves the right to change any matter contained in this publication, including but not limited to policies, degree programs, names of programs, course offerings, academic activities, academic requirements, faculty and administrators.*

GENERAL INFORMATION

ADVISEMENT

The New School has special offices to deal with most of the questions likely to be raised by graduate students in all departments: Student Financial Services, Registrar and Admissions offices. Students also need reliable and timely information about the Psychology Department's programs. For information specifically about the department's programs, use the Student Advisement system, detailed below, and your Faculty Advisors. Consult the departmental bulletin boards regularly; every effort is made to display current information. This includes information regarding announcements of scientific and professional meetings being held at The New School and elsewhere in New York City, as well as research and training positions. There is also a student mailbox system. Get your box assignment from the Student Advisors and be sure to check your box weekly. All students must activate a New School email account with the Computer Center when they arrive at the school in order to receive important NSSR related information, Departmental information, and be able to register online with the help of their students advisors. The university only recognizes New School accounts as 'secure' for the purposes of transmitting official information (such as registration pins). The Psychology Student Advising Office will periodically mail special information memos to all Ph.D. students. Please be certain to notify the Psychology Student Advisors of any changes in address, e-mail address or telephone number. You must also update your official address through my.newschool.edu.

STUDENT ADVISORS

Student Advisors are advanced students who assist with program planning and provide information about ongoing activities, events and opportunities in the department. They will assist students at registration and can also be consulted about such matters as teaching and research assistantships, doctoral qualifying exams, oral and dissertation defense procedures, and procedures for handling student grievances. (The Dean's Office of Academic Affairs can also assist students with grievances or division-wide academic policy issues.) Currently, there are three departmental Student Advisors.

Advisors are generally available Monday through Friday at 80 Fifth Ave on the 7th floor (CSD advisor) and 6th Floor (Clinical Advisors). Please check http://www.newschool.edu/nssr/subpage.aspx?id=82821 for their office hours each semester. Student Advisors may also be reached by telephone at (212) 229-5727 at extensions 3107, 3109, and 3108. All MA students are assigned a student advisor. Though students are permitted to seek assistance from any of the three advisors, it is recommended that they first reach out to their assigned advisor who has in depth knowledge of the student's record.

Faculty Advisors - M.A. Students

Each matriculated student is assigned a faculty advisor during the first semester of his or her first year. Students are able to request meetings with their advisor during each semester, to discuss career and curriculum planning. It is recommended that students choose a faculty advisor that matches their research interests after the initial semester. If a student is already working in a research lab, the faculty member in charge of that lab can serve as the student's faculty advisor.

Continuing Ph.D. Students

Ph.D. students' dissertation chair should become the student's academic advisor as well. For Clinical Ph.D. students, remember to notify the Director of Clinical Student Affairs as well as the Student Advisor when a particular faculty member has been selected to serve as the advisor and/or dissertation chairperson. Students will be required to meet regularly with their faculty advisors to discuss their academic and training progress. Failure to attend the annual advisory meeting will prevent the student from registering for the upcoming semester.

Financial Aid

Awards are made on the basis of financial need and academic merit. The FAFSA deadline for the following academic year should be filed with the Office of Student Financial Services no later than March 1st. The possible awards include **college work study, TAP grants, Perkins Loans (formerly NDSLs), tuition scholarships**, and **fellowships. All tuition scholarships** and **fellowship** applications are submitted annually to NSSR Academic Affairs. All other questions about financial aid should be directed to Student Financial Services (sfs@newschool.edu).

Research and Teaching Assistantships

The Department of Psychology offers financial assistance in the form of teaching and research assistantships. The Office of Academic Affairs (located on the 10th floor of 6 East 16th Street) sends an e-mail to all students announcing these positions at the beginning of the spring term. Interested students should complete the application form and send it to Academic Affairs. In addition, students are expected to discuss the position applied for with the appropriate professor. These positions are available to students after having completed one year in the M.A. program.

Teaching assistants are appointed to help professors with large classes, both at the graduate and undergraduate level. Most attend class meetings, are involved in discussion groups, are available for student consultation, and at the professor's discretion, help grade examinations and/or papers. Teaching assistants are appointed by the professor responsible for the course. They are usually doctoral candidates. The current stipend for teaching assistants is $4,356 per course. One semester equals 15 weeks. Teaching assistants are expected to work a maximum of 10 hours per week.

Research assistants directly assist faculty members with research. Duties generally include testing subjects, collecting data, statistical analysis, and paper writing. Research assistants are often chosen from among the students who have either worked for a particular professor under the college work study program or as a volunteer. Interested students should consult the Student Advisors and speak directly with the faculty member with whom they would like to work. The current stipend for full-time research assistants is $8,078 per year, in wages and scholarship dollars. Full-time equals thirty-six weeks, approximately 10 hours per week.

Students who do not qualify for either work study or teaching or research assistantships, or who do not have the time available to take such positions, are nevertheless encouraged to speak with individual faculty members about the possibility of participating in projects as volunteers. Such personal involvement in research is an essential aspect of graduate education in psychology. Faculty members are also available to discuss research possibilities.

Psychology Department Colloquia

The Psychology Department offers lectures by prominent psychologists on research and clinical topics. The lectures are typically held at 12:30 p.m. on Wednesdays a few times during the academic year. The schedule for the year is posted on departmental bulletin boards and email reminders are sent out from the department Secretary.

PROSEMINAR

A Proseminar is held in the fall of each year. This class is a forum where faculty members describe the work they are doing, the research they are conducting, and how they became engaged in these projects. All new students are required to attend so they can learn how to participate in this non-curricular, but rather important aspect of doctoral education (i.e., lab membership and conducting research).

PSYCHOLOGY DEPARTMENT AND NSSR POLICIES

GRADING POLICY

Grades in courses are an important source of information about progress for the student as well as for the school. Grades help predict the likelihood of obtaining a doctoral degree. Graduate students are expected to maintain a much higher level of academic and scholarly achievement than undergraduates, and much more independent study and individual research is necessary. While students must maintain a minimum cumulative GPA of 3.0 to receive their M.A., students must have a GPA of 3.5 in order to apply for the Clinical Psychology PhD program, and a GPA of 3.7 to apply for the CSD PhD program. To provide accurate feedback to students, faculty are expected to grade fairly and strictly.

GRADES AWARDED

A (4.0), **A-** (3.7), **B+** (3.3), **B** (3.0), **B-** (2.7), **C+** (2.3), **C** (2.0),**C-** (1.7), F (0.0)

PASS-FAIL

Doctoral students may take electives on a Pass-Fail basis with the approval of the instructor. In addition, any of the four seminars taken to fulfill the seminar requirement may be taken on a pass/fail basis. **M. A. level students are not allowed to take courses as Pass/Fail.**

Any Ph.D. level student requesting to take a course on a pass/fail basis must fill out the **petition** for a graduate pass/fail grade ("Grade Mode Change Form") at the time of registering for the course. The form is available online and can be downloaded here: http://www.newschool.edu/nssr/subpage.aspx?id=9246. Both the faculty member's and student's signatures are required. These forms must be submitted to the Student Advisors or directly to the registrar during the "add period" of the semester.

The following courses are given on a Pass-Fail basis: GPSY 6100 Proseminar, GPSY 6134 Advanced Statistics, GPSY 7002 and 7003 Diagnostic Testing I & II, GPSY 7005 and 7006 Clinical Theory and Techniques I & II, GPSY 7794 Professional Issues and Ethics, GPSY 7795 Ethnicity in Clinical Theory and Practice, GPSY 7009 and 7010 Clinical Psychology Externship Seminar I and II, and GPSY 7008 Clinical Supervision and Consultation, and therefore do not require a petition for a Pass-Fail grade.

If students would like to receive a grade for a course that is typically offered on a Pass-Fail basis, the student can petition for a change of grade mode in this case as well.

MAKE-UP EXAMINATIONS

No make-up examinations will be given. See policy about Incompletes.

INCOMPLETES

Incompletes are temporary grades indicating that the student has not yet completed course requirements. This grade is given at the sole discretion of the instructor and must be explicitly requested by the student. Taking an incomplete is risky. **(See the appendix to this handbook for full information about the NSSR's strictly enforced incompletes policy.)**

Students must present a plan to complete the work to the instructor with whom the course was taken. Normally, retaking the course and completing the requirements will suffice to remove an incomplete. If doing this, the student must register the next time it is offered as an auditor (which costs $90 per credit). If the course is not offered again, special arrangements must be made with the original instructor if possible; otherwise, permission to substitute a related course may be requested from the department chair.

The student must complete the course requirements *within one year*, otherwise a permanent incomplete will be recorded on the student's transcript. The student may retake a course for which a permanent incomplete (N) has been recorded, but must re-register and pay full tuition for the course.

All incompletes must be finished before applying for clinical Internship.

Special policy for clinical skills courses (Diagnostic Testing I & II (GPSY 7002/7003), Clinical Theory & Techniques I & II (GPSY 7005/7006) and Evidence-Based Treatment (GPSY 7796): Because the clinical skills course sequence leads directly to an externship, it is essential that the student demonstrate both mastery of basic clinical skills and the ability and willingness to adopt clinical values about reliability, accuracy and timeliness of performance.

Therefore, no incompletes will be allowed in clinical courses. A student who has not completed the required assignments by the end of the semester will be given a tentative grade based on the work actually performed. If work already done is not at a satisfactory level, the student will not be permitted to attend any subsequent course for which the course in question is a prerequisite. All assignments for Diagnostic Testing I and Clinical Theory & Techniques I must be completed by February 1st. Assignments for Evidence-Based Treatment should be completed by July 1st . Work for Diagnostic Testing II and Clinical Theory & Techniques II should be completed by July 1st. Students who have not completed their assignments by these deadlines will not be allowed to continue in any subsequent course for which the course in question is a prerequisite. If all work for Diagnostic Testing II and Clinical Theory & Techniques II is not completed by July 1st, the student will be held back from externship.

INDEPENDENT STUDY

Students at the M.A. level may register for three independent study credits if their schedule permits and all degree requirements are satisfied. Clinical Psychology Ph.D. students must have approval from the Director of Clinical Training to take more than three credits of independent study over the course of their Ph.D. training. CSD Ph.D. students who wish to do additional independent studies must obtain the permission of the department Chair. Independent Study contracts can be found online on the Academic Petitions and Policies page (http://www.newschool.edu/nssr/subpage.aspx?id=9246) and outside of the student advisor offices. Students must obtain signatures from the advising faculty member and the department chair.

AUDITING

Students must pay an auditing fee ($90 per credit) to attend courses if they are not registered for credit. Auditors are not allowed in Introduction to Statistics and Research Design or Research Methods.

ACADEMIC CREDITS TAKEN OUTSIDE THE DEPARTMENT OF PSYCHOLOGY

M.A. students may elect to take one three-credit course in another department in the NSSR or two three-credit courses, if one of them is cross-listed under psychology in the NSSR Catalog. Doctoral students may elect to take up to 12 credits in departments of the NSSR other than Psychology. Students admitted to the Ph.D. Programs may also take courses in other graduate schools that are part of the Inter-University Consortium. Information regarding the Consortium can be obtained in the Office of Academic Affairs. Students should see staff in that office as soon as they have any interest in the consortium.

DEGREE REQUIREMENTS FOR MASTER OF ARTS

MASTER OF ARTS IN GENERAL PSYCHOLOGY

Note: Full-time graduate students register for approximately nine credits per semester and therefore complete the M.A. program in one and one half to two years. Students who wish to take more than three courses in a semester must consult the department chair for permission. Please note that students requesting to take more than 3 courses in a given semester should have a GPA of 3.7 or higher. Courses are typically offered once per year, either in the fall, spring, or summer term.

All students must meet the following requirements:

1. A GPA of at least a B (3.0).

2. Students may register for a maximum of 30 credits before petitioning for the M.A. degree.

Students must take 30 credits distributed as follows (see also the NSSR Catalog):

1. Three Group A lecture courses in General/Experimental Psychology (courses with a master number ending in digits 1-49); these include courses in, GPSY 5102 Visual Perception and Cognition, GPSY 6101 Introduction to Cognitive Neuroscience, GPSY 6107 Language and Thought, and GPSY 5110 Introduction to Cognitive Psychology.

2. Three Group B lecture courses, selected from the following areas: GPSY 5120 Social Psychology, GPSY 6155 Developmental Psychology, GPSY 6281 Development and Psychopathology, GPSY 6255 Assessment of Individual Differences, and GPSY 5155 Adult Psychopathology. Clinical track students must take four Group B courses: Assessment of Individual Differences, Adult Psychopathology, Developmental Psychology ***or*** Development and Psychopathology and Social psychology.

3. One course in Introduction to Statistics and Research Design GPSY 6133 (unless student is on the Substance Abuse track *only*)

4. Nine elective credits, of which three credits may be taken in a NSSR department other than Psychology. Only three elective credits for students on the Clinical Track.

5. Over the course of the M.A. program, students are required to participate in four hours of research participation credits. This can be fulfilled either by participating in hour-long experiments conducted by Psychology department faculty and students or by attending departmental colloquia. This is a mandatory requirement for receiving the M.A. degree.

6. All students are required to complete the departmental Proseminar, offered without charge during the fall semester. Each week different faculty members present their research interests; by the end of the semester students will have been exposed in depth to the full range of possible research mentors.

7. Students intending to apply to the Ph.D. program in Clinical Psychology will be required to complete specific coursework in the General Psychology M.A. program. See page 25 for additional information.

CONCENTRATION IN MENTAL HEALTH AND SUBSTANCE ABUSE COUNSELING

Master's level students can elect to pursue a course of study that will provide both practical and theoretical training in mental health and substance abuse counseling. Doctoral students in the clinical program are encouraged to take classes within the Concentration in Mental Health and Substance Abuse Counseling (CMHSAC) to gain additional training in working with clients with substance use disorders if they did not take them during the MA Program. Practical training is available at several sites in the New York City area. However, students will not receive clinical placements until they have taken Psychopathology 3 and the Intro to Sub. Abuse Counseling course in addition to being given formal approval by the directors of the concentration. Students in the CMHSAC have the option of completing the academic requirements for

trainee certification as an alcohol and substance abuse counselor (CASAC). M.A. students on this track are still eligible to apply to either the Clinical or CSD Ph.D. program, although those interested in either program will likely need to take one to three courses beyond the 30-credit minimum. For more detailed information please consult the CMHSAC Handbook (available at Student Advisors' office) or the CMHSAC website at: newschool.edu/nssr/ma-concentration-substance-abuse-counseling/

Students wishing to earn the M.A. in General Psychology with a Concentration in Mental Health and Substance Abuse Counseling must take the following courses:

- GPSY 6109 Introduction to Substance Abuse Counseling
- GPSY 6112 Advanced Issues in Substance Abuse Counseling
- GPSY 6101 Introduction to Cognitive Neuroscience (Group A course)
- 2 additional Group A courses
- GPSY 6156 Psychopathology III: Biosocial and Cognitive Theories of Addiction (Group B course- Social)
- GPSY 5155 Adult Psychopathology (Group B course- Abnormal)
- 1 additional Group B course (GPSY 6155 Developmental or GPSY 6255 Assessment of Individual Differences or GPSY 6281 Development and Psychopathology)
- GPSY 6100 Proseminar

*Students who intend to apply to the Clinical Psychology Ph.D. program are also required to take:

- GPSY 6255 Assessment of Individual Differences (counts as Group B Personality; required for Clinical Ph.D. track only)
- GPSY 6238 Research Methods
- GPSY 6133 Introduction to Statistics and Research Design
- If accepted, students will also take Developmental Psychology during Ph.D. program. It is recommended that these students also take Social Psychology in the Ph.D. program, as it will be required later on for licensure in New York State.

MASTER OF ARTS (GENERAL PSYCHOLOGY WITH A RESEARCH EMPHASIS)

RESEARCH MASTER'S ADMISSION REQUIREMENTS

This option is designed for students who want to pursue the doctorate toward a research career. Students are admitted to the Research Master's program by application. Information and applications are available from the Student Advisors. . Students must submit a copy of the following **prior to their final semester before graduating from the MA program**:

1. Evidence of a 3.7 (A-) grade point average at the end of the semester in which 18 credits of coursework are completed at the NSSR. These credits must include three courses from Group A and two courses from Group B, and Introduction to Statistics and Research Design.

2. A brief description of the proposed research for the M.A. thesis.

3. A M.A. thesis application signed by the Faculty sponsor, a Student Advisor, and the department chair.

RESEARCH MASTER'S DEGREE REQUIREMENTS

1. A research thesis conducted under the supervision of a member of the department. The thesis will be examined and evaluated by the supervisor and one other member of the department. The evaluation consists of a pass/fail grade agreed upon by the two faculty.

2. An oral examination on the area of psychology out of which the research thesis grew. This examination will be conducted by a committee consisting of the thesis supervisor and one other member of the department.

3. All other requirements for the M.A. degree.

4. Students are admitted to the research Master's program after their first year of the M.A. program. *The thesis must be completed within eighteen months of admission into the Research Master's program.*

5. Students accepted into the Clinical Psychology Ph.D. program must present a satisfactory progress report to the Director of Clinical Student Affairs prior to the end of their final semester in the M.A. program in order to be eligible for final admission. Please note that registration will be put on hold if students have not completed their M.A. thesis in the allotted time. Clinical students must successfully defend their master's theses **no later than the close of the spring semester of the first year in the clinical Ph.D. program**.

Students opting for the Research Master's track are encouraged to find a faculty advisor during their first year of study who is willing to supervise research. The sooner the student begins a working relationship with a faculty member, the easier it will be to complete the M.A. thesis in a timely fashion. Students initially opting for the Research Master's may switch to the other M.A. option prior to admission to the Ph.D. program.

An application to the Research Master's track should be made after completion of the first 18 credits, but absolutely MUST be completed prior to the start of the final semester in the MA program.

Summary of M.A. Degree Requirements:

General M.A. (Terminal)

- 3.0 minimum GPA
- GPSY 6100 Proseminar
- GPSY 6133 Introduction to Statistics and Research Design
- 3 Group A courses in General/ Experimental Psychology
- 3 Group B courses (from 3 of the following 4 areas: social, abnormal, developmental, assessment)
- 9 additional Elective credits (3 credits can be taken in a department other than Psychology), to be taken after 18 credits are completed.

Research M.A.

In addition to requirements for the General M.A., Research M.A. requirements include:

- 3.7 GPA in the first 18 credits
- A formal application to be made while student is enrolled in first 18 to 24 credits
- M.A. thesis to be completed within 18 months

M.A. in General Psychology with a Concentration in Mental Health & Substance Abuse Counseling

- 3.0 minimum GPA
- GPSY 6100 Proseminar
- GPSY 6109 Introduction to Substance Abuse Counseling
- GPSY 6112 Advanced Issues in Substance Abuse Counseling
- GPSY 6101 Introduction to Cognitive Neuroscience
- 2 additional Group A courses
- GPSY 6156 Psychopathology III: Biosocial and Cognitive Theories of Addiction (Counts as Group B Social requirement)
- GPSY 5155 Adult Psychopathology
- One of the following Group B courses: GPSY 6155 or 6281 Developmental or GPSY 6255Assessment of Individual Differences

HARM REDUCTION PSYCHOTHERAPY CERTIFICATE PROGRAM

GIHR 0901- Harm Reduction Psychotherapy I

This non-credit certificate program is designed for psychologists, psychiatrists, social workers, graduate students, CASACs, LMHCs, psychiatric nurse practitioners, and those working in harm reduction settings to gain knowledge about the theory and application of integrative harm reduction psychotherapy (IHRP). The program provides a comprehensive framework for conceptualizing and treating substance misuse and co-occurring disorders from an integrative harm reduction perspective. IHRP brings a harm reduction orientation to mental health and substance abuse treatment settings and a clinical treatment orientation to harm reduction settings. Offered through the Department of Psychology at The New School for Social Research, the certificate is made up of a two-course sequence. The first course is offered in the fall and the second during the spring, each course meeting weekly for two hours over 12 weeks. Students are taught by intensively trained professionals in harm reduction psychotherapy and will learn the theoretical foundation and practical application of this model.

The curriculum includes lectures, experiential exercises such as role-play, case conferences, and opportunities for clinical supervision, along with direct contact with field experts. Those who successfully complete both courses will receive a Certificate of Completion.

This program is open to advanced doctoral students in clinical psychology and graduates of the MA program's concentration in Mental Health and Substance Abuse Counseling who are eligible for a 25 percent discount on tuition as well.

The New School for Social Research's Department of Psychology SW CPE is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers #0199. Our program provides 48 hours of continuing education. This program has also been approved to provide 48 hours of continuing education credits for CASACs by the Office of Alcoholism and Substance Abuse Services (OASAS). For more information about this program, please visit: http://www.newschool.edu/harmreduction.

CONTINUED STUDY

Students who are completing requirements for the M.A. in Psychology at The New School and who want to continue study toward the CSD or Clinical Ph.D. must submit applications to each program (a student may apply to both). No more than a total of 30 credits may be taken prior to applying to the Ph.D. programs (unless student is on Substance Abuse track, in which case no more than 31 credits are permitted). See pp. 15-16 and 21 for specific GPA and other eligibility requirements, and meet with Student Advisors for further details. The CSD Ph.D. program is 60 credits and the Clinical Ph.D is 90 credits.

Students who have completed M.A. program requirements at The New School and who are admitted to the Ph.D. programs should petition to graduate during the semester in which they intend to complete all M.A. program requirements.

Students who are not admitted to Ph.D. programs cannot take graduate psychology classes beyond the 30 credits for the M.A. If non-Ph.D. students confer their M.A., they will not be able to register for more classes because they will cease to be matriculated at the NSSR. If such students wish to take courses as a non-matriculated student, they must register by contacting the Admissions office.

ADVANCED STANDING

Students with an M.A. in Psychology from another graduate program who wish to enter either the CSD or Clinical Ph.D. program are **not automatically admitted to those programs**, but they may be given advanced M.A. standing in a limited number of cases at the discretion of the admission committee and the department in the Psychology Department. Students with previous Masters degrees in social work, counseling, or mental health counseling are often not eligible; however, many of these students tend to be very successful and are often accepted into the Ph.D. program after completion of the M.A.. *Advanced standing students are not eligible for an M.A. degree from The New School upon completion of stipulated courses*. In order to be admitted to the Ph.D. programs, these students must:

1. Take at least 12 credits of coursework at The New School (possibly more depending on transfer credits). A typical course load might consist of two courses from Group A in the course listings and two courses from different areas of Group B. Students who do not have extensive experience in independent experimental research are advised to take the Research Methods course, in which students design, carry out and write up a pilot experiment. This is particularly important if the student does not opt for the Research M.A. Program. Students should consult with the Student Advisors to make sure that their courses, in combination with the transfer credits, allow their full eligibility for applying to the Ph.D. programs.

Students interested in applying to the Clinical Psychology Ph.D. program should consult pages 26-9 to make sure their pre-Ph.D. course of study will lead to their ultimately satisfying New York State licensure requirements. New York State licensing requirements can be found on the Office of Professions Psychology page http://www.op.nysed.gov/prof/psych/psychlic.htm. In order for students to complete the clinical Ph.D. program in a timely manner, students should have taken GPSY 5155 Adult Psychopathology, GPSY 6255 Assessment of Individual Differences , and GPSY 5120 Social Psychology (or have equivalent courses transferred) at the pre-Ph.D. level.

2. Maintain a 3.5 average in these 12 credits in order to be eligible to apply to either the CSD or Clinical PhD programs.

3. Fill out formal applications to either (or both) Ph.D. programs. Applications include an essay explaining research and professional plans; selection of research mentors; all transcripts; and a curriculum vita. For clinical applicants letters of recommendation are optional. Eligible students complete both a program application for consideration of acceptance into a specific Ph.D. program, as well as a graduate admissions application to initiate pursuit of ongoing student status at the doctoral level. Program applications are available from each psychology program and graduate admissions applications are available from the Office of Graduate Admissions.

4. Students applying to the clinical Ph.D. program must participate in two interviews with clinical faculty members (for further information refer to page 23).

Note: Students are not eligible to receive an M.A. degree in psychology at The New School, unless they have successfully completed at least 27 credits total in our M.A. program.

TRANSFER OF CREDIT

Upon completion of 6 credits at the NSSR with a cumulative GPA of at least 3.3, students may transfer up to three credits toward the M.A. A maximum of 30 transfer credits is allowed toward the Ph.D. degree, including any credits granted toward the M.A. Students can petition to transfer additional credits after acceptance into the Ph.D. program.

For all students, transfer credit is granted according to the following guidelines:

• The course must be either equivalent to a course listed in the NSSR Catalog or must clearly fall within one of the fields represented in the department. ***No transfer credit will be awarded for clinical skills courses during the M.A. program.***

• The student has not taken an equivalent course at the NSSR (i.e., credit will not be granted for the same course twice).

• The course must have been taken within the last ten years.

• Transfer credit will be denied if the course grade is below a B.

As noted above, students entering with an M.A. in General Psychology may be awarded Advanced M.A. status, depending on the number of likely transfer credits. This status is awarded at the discretion of the admission committee and the department chair and reserved for students who have performed extremely well in their previous studies. Students who are admitted with Advanced M.A. status are not guaranteed a place in the Ph.D. program. These students must meet with a Student Advisor at the time of admission to fill out a transfer credit worksheet.

Application forms for transfer credit are available online on the "Academic Petitions and Policies" page of the NSSR website, and can be found at the student advising offices.

M.A. Time Limits and Extensions

All 30 course credits for the M.A. degree must be earned within five years of the date of matriculation. If a student is not able to meet this time limit, an extension of time may be requested, but is not guaranteed. Petition forms for extensions are available in the NSSR Office of Academic Affairs.

Non-Degree Students

For those wishing to register as non-degree students (with the possibility of applying eventually for a psychology degree) please read the NSSR Catalog section on "Admissions" and see their section on "non-degree students" (p. 48 of the NSSR catalog—does this need to be an appendix page?).

Miscellaneous

Psychology Student Collective (PSC)

The "Psychology Student Collective" is a student organization that provides both a social milieu and a forum for psychology students' concerns. Led by an executive committee, the Psych Collective maintains a regular channel of communication between the student body and the faculty to assure student input into educational and administrative decisions. There are two voting representatives who take on the responsibility of attending all departmental faculty meetings and participate in the forming and carrying out of academic policies. These students are elected once a year at Psychology Collective meetings in the spring semester.

The PSC sponsors a colloquium series and holds several social events for Department of Psychology students, faculty and staff throughout the academic year. Standing committees organize activities and new students are welcome to join.

The Colloquium Committee of the PSC presents a formal lecture series by distinguished psychologists. The Committee selects speakers who represent diverse positions in both academic and professional psychology. A small dinner for committee members, students, The New School faculty and guest speakers precedes each lecture.

PH.D. IN COGNITIVE, SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

NATURE OF THE PROGRAM

The doctoral program offers graduate study in the areas of cognitive, social, and developmental psychology. Within the program, there is a strong emphasis on cultural psychology as a framework for understanding basic psychological theories, and on approaching psychology in ways that are sensitive to socio-cultural diversity both within the U.S. and internationally. Considerable attention is also given to cognitive neuroscience as well as to other biologically based perspectives for explaining cognitive and social processes. Overall, the research conducted in the Program reflects a broad-based perspective that supports diverse methodological approaches and that encourages interdisciplinary work.

All students complete the concentration in General Psychology at the Master's level. Here students gain a foundation in cognitive, social, and developmental psychology through completing core courses offered in each of these areas.

At the doctoral level, students concentrate in either cognitive, social, or developmental psychology. However, they are welcome to take courses, work with faculty, and engage in research that bridges these different concentrations. Students typically enroll in specialized seminars offered in their areas of interest, as well as undertake independent study courses with their advisors and other faculty. Students also are encouraged to take courses that may be relevant to their interests at other universities in the Consortium (contact a Student Advisor for information regarding registering for courses offered by Consortium universities).

The doctoral program reflects an apprenticeship model in which students work closely with individual faculty both on collaborative research projects and on developing their dissertation research. Students should see the department website or email faculty for representative publications and information regarding their current research activities. They are encouraged to become members of lab groups as well as to attend and present their own research at seminars organized across the department.

EVALUATION AND ADMISSION REQUIREMENTS

Students matriculated in the Master's program at The New School for Social Research must complete the distribution requirements for the M.A. degree and must formally apply to continue study toward the Ph.D.

Students must successfully complete the Research Master's Thesis.

Applications are available in the fall semester and are due February 1st to be considered for financial aid.

All students applying must have a 3.7GPA on NSSR M.A. coursework at the time of application. Students must maintain a 3.7in their final semester before the General Comprehensive Exam. Students whose GPA falls below 3.7 will not be permitted to sit for the comps. Applications include an essay in which students describe their research plans and professional goals, in as much detail as possible, emphasizing the student's fit with the NSSR Psychology department. Applications are more likely to be successful if students have already embarked upon a program of research with a faculty member.

Students are informed of the outcome of the faculty's discussion of the application. Students are told either that (1) they will be admitted to the program as long as they pass the Comprehensive Examination/Research Master's thesis, or (2) that they will not be admitted to the program.

15

COURSE SELECTION AND DEGREE REQUIREMENTS FOR THE PH.D. IN COGNITIVE, SOCIAL AND DEVELOPMENTAL PSYCHOLOGY

AT THE M.A. LEVEL

- GPSY 6100 Proseminar
- 3 A level courses
- 3 B level courses
- GPSY 6133 Introduction to Statistics and Research Design
- 9 additional Elective credits (three 3-credit courses in psychology)

AT THE M.A. OR PH.D. LEVEL

- GPSY 6134 Advanced Statistics
- Four three-credit seminars

SUMMARY OF DEGREE REQUIREMENTS:

- 60 credits (including 30 M.A. credits)
- Completion within 10 year time limit (including the M.A. degree)
- 3.7 GPA
- Maximum of 30 credits can be transferred
- Introduction to Statistics and Research Design and Advanced Statistics
- 4 three credit seminars
- One semester (three credits) of GPSY 6990 Independent Study with a departmental faculty member

- Dissertation Oral Exam
- Dissertation

PH.D. IN CLINICAL PSYCHOLOGY

NATURE OF THE PROGRAM

The Clinical Ph.D. program is accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First St. NE Washington, D. C. 20002-4242
Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The program is integrated into the mission of the university as a whole, which values progressive social thinking, and the mission of The New School for Social Research (the NSSR), which values critical thinking, pluralism, diversity, and interdisciplinary dialogue. Our training philosophy is consistent with the scientist-practitioner model of clinical psychology. In following this model our philosophy is in line with the values of the NSSR, which emphasizes the importance of pursuing and maintaining integration between scholarship and real world concerns. The program also places a strong value on respect for and understanding of cultural and individual diversity.

Following the scientist-practitioner model of training for clinical psychology, we are committed to teaching our students to integrate research and practice in a meaningful way. We teach them to view the activities of conducting research and engaging in clinical practice as mutually enhancing in nature - to understand that clinical practice generates important questions and insights that can have a valuable influence on the conceptualization and execution of research; and that both research findings and the process of conducting research can have an important impact on clinical practice. Consistent with the Gainesville conference on scientist-practitioner education, the emphasis in our training model is on the integration of science and practice in all activities a clinical psychologist undertakes. From this perspective the hallmark of the scientist-practitioner model is thus not just publishing in scientific journals, but rather bringing the integrative perspective of the scientific-practitioner model to all professional activities. Many of our graduates choose to work in clinical settings, and when they do so we expect them to approach their work with the critical sensibility that is the hallmark of science, to value and seek out up-to-date information, including expertise in both clinical techniques and empirical findings regarding assessment, psychopathology and therapeutic methods, and to evaluate this information critically. When they do research we expect them to be attuned to real world clinical concerns, and to use their clinical experience to generate meaningful hypotheses.

We also believe it is important for students, from the outset, to struggle with the fact that the practice of clinical psychology often falls short of the ideals of the scientist-practitioner model, and that there is an increasing recognition in the field that there is often a gap between researchers and clinicians. Research can fail to take into account the realities of real world clinical practice, and as surveys indicate, many practitioners are uninterested in research findings. An important goal is thus to train students to think critically about the factors leading to the researcher/practitioner gap and to explore various ways of reducing it. We attempt to create an atmosphere in which critical spirit will flourish. Ongoing questioning and dialogue are encouraged, formally and informally, not only in class and seminar rooms, but also at guest lectures, case conferences, research conferences and various faculty and student meetings.

In its clinical training, the program is pluralistic, with an emphasis on psychoanalytically informed practice. The psychoanalytic legacy of our program hearkens back to the origins of the NSSR during World War II, when a number of the founding members were interested in the synthesis of social and political thought, psychoanalysis and the humanities. Many of our basic clinical skills courses have a broadly based psychodynamic emphasis. Others have a cognitive-behavioral emphasis. Students are also exposed to other therapeutic orientations (e.g., humanistic, existential approaches). They are encouraged to approach clinical practice with an open, inquiring mind and an absence of doctrinarianism. Critical inquiry and debate are encouraged and students are encouraged to seek out training experiences in a range of different orientations during externship placements. Our faculty represents a range of different theoretical viewpoints. Students are exposed to diverse orientations, and taught to examine similarities, differences and points of complementarity

between them. They are taught to think critically about the strengths and weaknesses of different approaches and to explore different approaches to integrating both interventions and theories from different perspectives (e.g., technical eclecticism, theoretical integration, common factors approaches, and assimilative integration).

To summarize, our training philosophy emphasizes the importance of 1) integrating theory, research and practice in a meaningful way; 2) developing a solid grounding in the breadth of scientific psychology and learning to integrate this knowledge with both research and practice in clinical psychology; 3) developing attitudes necessary for life-long learning, critical thinking and an ongoing ability to grow and develop as professionals in the field; 4) developing the requisite skills for entry into professional practice; and 5) developing an appreciation and respect for the values of diversity and pluralism (cultural, ethnic, theoretical and methodological).

Students begin their studies toward the Ph.D. by obtaining an M.A. in General Psychology, which includes courses in psychopathology and the psychology of individual differences. Only after this can they apply to the Clinical Program. As part of their grounding in general psychology, students take courses in experimental psychology, human development, physiological psychology, statistics, social psychology and personality. The background in general psychology and research design acquired during the M.A. portion of the program provides a baseline of "normal" psychological processes to support the study of clinical disturbances, distortions and deviations in cognition, perception, emotion and social behavior. It also provides a research perspective toward clinical work that will be applied when designing research projects and doing dissertation research.

Important Deadlines

Students applying to or enrolled in the Clinical Program should be aware of several important annual events and deadlines. Below is a partial list:

• All students are required to attend the Proseminar -- held in the first fall term, in order to familiarize themselves with clinical faculty members' research. Students in later years of the program are also welcome to attend the Proseminar.

• The Research Master's Thesis deadline requirement is eighteen months from the date of acceptance into the research master's track. Students are strongly encouraged to complete their theses as early in the program as possible in light of various clinical and academic responsibilities that begin the first semester in the program. The final deadline for clinical students to complete this requirement is the close of the spring semester of their first year in the clinical Ph.D. program.

• Applications to the Clinical Ph.D. program are available from the director of clinical student affairs in December each year and are due February 1st. The Clinical Admissions Interviews are held in February and March.

• Notices specifying dates for each of these important deadlines will be posted the Student Advisors' Offices. The director of clinical student affairs and student advisors will also periodically e-mail and/or mail specific program requirement, evaluation and event information to clinical students. Please be certain to notify the program of any changes in mailing address, e-mail address or telephone number. Students must also complete a Change of Address form via the Registrar's Office.

Please note this paperwork for academic affairs: For students applying for internal admissions, it is necessary to fill out the "Internal PhD Admission" petition form and send it to the Office of Academic Affairs by email as well. This form appears under the "Academic Petitions and Policies" tab on the Academic Affairs website http://www.newschool.edu/nssr/academic-affairs/ .

Program Outline

Acceptance into the program begins a process of combined clinical training and evaluation. To provide clinical services in an effective and ethical way, the student must master a range of clinical skills. The core of the Clinical Program is the study of psychopathology, psychotherapy and assessment, from both clinical and research perspectives. A sequence of courses on diagnostic assessment includes theory and technique as well as standardized methods of personality assessment, diagnostic testing for children and adults, and neuropsychological testing. A variety of modes of intervention for treatment and prevention are taught.

Assessment courses have laboratory sections as well as practica arranged through affiliated clinical agencies when possible. The program has established affiliations with hospitals, social agencies, clinics and mental health centers at which students engage in required externship training. The Assistant Director of Clinical Training and the Director of The New School-Beth Israel Center for Training and Research serve as agency liaisons for clinical students.

EVALUATION AND ADMISSION REQUIREMENTS

To be considered for admittance to the Clinical Ph.D. Program, students must satisfy the following requirements:

1. A 3.7 grade point average in The New School's general psychology master's program at the time of application and the maintenance of a 3.7 GPA until completion of all M.A. requirements. This is necessary to maintain eligibility to begin the clinical program.
2. Acceptance into the Research Master's Thesis Program with the Master's Thesis Advisor's statement that work on the thesis is progressing satisfactorily (see description of the M.A. with a research emphasis; p.11). Documentation regarding status should be directed to the director of clinical student affairs in the form of a memo by the end of the final semester in the M.A. program; provisionally accepted students are responsible for facilitating this communication.

• Judgment by two members of the clinical faculty, based on independent admissions interviews and written application materials, that a student is well suited for clinical work. The entire clinical faculty meets to discuss admissions decisions, and input from faculty who know applicants in other contexts (e.g., through research mentorship) is considered, along with the recommendations of interviewers.

• Each applicant to the Clinical Program will be required to nominate and rank, in order of preference, two members of the regular (i.e., non-adjunct) clinical and/or general faculty with whom they would like to pursue doctoral research. Students should speak with the faculty member they intend to nominate before doing so. Adjunct faculty cannot be included among those nominated. During the clinical admissions process, input will be sought from all members of the regular clinical faculty regarding each applicant's research prospects and general fitness to pursue the clinical doctorate. Note that matches between student interests and faculty research will be a factor in admissions.

• All applicants must write an essay, approximately 2 to 3 typewritten pages, addressing 1) their educational background, 2) research and clinical experience, 3) a research question or set of questions that they are interested in pursuing in the Ph.D. program, 4) immediate and long-term goals, and 5) life experiences which might supplement traditional criteria (e.g., test scores, GPA) to demonstrate their academic promise. In describing research interests, students should bear in mind that the department is not asking for a fully developed research proposal or a firm commitment to pursue a particular area. Rather, the faculty seeks to gain an understanding of the questions or problems that currently draw an applicant to the field of clinical psychology, with full recognition that this may change over time.

Prospective applicants to the Clinical Program are strongly encouraged to become involved with a faculty members research, or to discuss their own research interests with faculty, before applying to the Clinical Program.

The department reserves the right at the time of application, with the applicants' consent, to access and review all university academic and disciplinary files.

Successful completion of the M.A. in General Psychology does not guarantee admission to the Ph.D. program. The Clinical Psychology Ph.D. Program admits approximately 15 students per year.

CLINICAL ADMISSIONS INTERVIEW

Applicants to the Clinical Psychology Ph.D. Program will interview with two clinical faculty members during the spring semester of the year in which they obtain their M.A. degree from The New School. During this interview students will be evaluated along a number of dimensions relevant to clinical training including interpersonal skills and emotional maturity. Students should expect to have personal matters explored during the interviews. Interviews will also explore students' potential research interests and assess their ability to think about empirical issues in a critical fashion. Following the completion and submission of the Clinical program application, candidates will be notified by the Director of Clinical

Student Affairs of the interview dates and times. It is the student's responsibility to confirm and attend these interviews. Hence, if there is a scheduling conflict, the student will be responsible for contacting his or her assigned faculty interviewer to reschedule the meeting.

CLINICAL ADMISSION NOTIFICATION

Students will receive provisional notification regarding admission to the clinical program in the spring, prior to the Comprehensive Examination. At this time they will be notified either of 1) provisional acceptance to the clinical program contingent upon their successful completion of the Comprehensive exam or satisfactory progress on the M.A. thesis, or 2) waitlist status, meaning that they will be admitted if there are sufficient openings after the initial acceptances are final, or 3) that they cannot be admitted. These ranking are made on the basis of all information available (e.g., academic performance, input from all faculty who know the student, admissions interviews, previous experience, GPA, etc.).

Students who receive waitlist status and who are not admitted into the clinical program for the following Fall semester may reapply the following year. In such a case, it is important for students to understand that they will need to complete a new application process, including providing updated application materials and participating in two independent interviews, and that their application will be considered alongside that year's applicants. Students who are informed that they cannot be admitted to the program are not eligible to reapply to the Clinical Psychology Ph.D. program.
Students may elect to reapply to the clinical program the following year and re-take the comprehensive exam at that time. It is important that students understand that in such a case they are re-applying to the program and will not be automatically accepted if they pass the comprehensive exam upon their second attempt. Applicants who decide to re-apply to the program are required to complete the entire application process again, and will be considered alongside the pool of clinical applicants for that application year.
Research Master's students will be notified of final decisions at a similar time, following the report of progress and endorsement by their master's thesis advisors.

ADDITIONAL CONSIDERATIONS

Students interested in admission to the Clinical Psychology Ph.D. program are encouraged to acquire experience working in clinical service delivery or research settings. There are numerous opportunities to work in faculty research labs as well as gain access to clinical work through various faculty. Others may wish to consider securing volunteer positions in mental health service settings. Openings for student volunteers often come to the attention of the clinical faculty and the director of clinical student affairs. Notices describing such openings are posted in the Clinical Psychology student lounge and lobby on the 6th floor of 80 Fifth Avenue.

At the time of application for admission to the Clinical Psychology Ph.D. program, the clinical faculty will review letters of recommendation written by those who have supervised the applicant's volunteer work. Students should not obtain letters of reference from members of the psychology faculty, since all members of the faculty provide verbal input during the admissions process.

Students are advised to begin working with faculty members in their research programs early at the M.A. level. Whether or not students already have a faculty mentor at the time of application to the clinical program is a factor considered during the admissions process.

STUDENTS APPLYING WITH AN M.A. FROM THE NEW SCHOOL

Students who hold a Master's degree in psychology from NSSR at the time of application must apply directly to the Clinical Psychology Ph.D. program for consideration by completing a Clinical Psychology Ph.D. application. Applications are available in December from the Director of Clinical Student Affairs (80 Fifth Avenue, Room 601) and due to the program by 6 P.M. on February 1st. Students must apply both to the Clinical Ph.D. program for consideration and to Graduate Admissions to initiate student status.

STUDENTS APPLYING WITH ADVANCED STANDING STATUS

Students applying to the Clinical Psychology Ph.D. program who have been granted Advanced M.A. status must, at minimum, take the following courses unless they are specifically exempted from doing so:

a) Two general psychology Group A courses;
b) GPSY 5155 Adult Psychopathology;
c) GPSY 6255 Assessment of Individual Differences;
d) GPSY 6100 Proseminar.

It is important that students entering the M.A. program with approved advanced standing status understand they are not being admitted directly into the Ph.D. program in Clinical Psychology. Students are eligible to apply for admittance to the Clinical Psychology doctoral program after having successfully completed the above coursework, and having met and maintained the minimum 3.5 GPA requirement throughout the program.

Students who believe they have completed a required course equivalent at another institution and need clarification must meet with the Student Advisors prior to registration to fill out a transfer of credit worksheet for review. In planning courses of study, students should keep in mind that in a typical academic year, Assessment of Individual Differences is taught in the Spring and Adult Psychopathology is taught in the Fall and Summer.

For more information, please see details in earlier section on advanced standing.

CLINICAL COURSE SELECTION AND DEGREE REQUIREMENTS

COURSEWORK

Students admitted to the Clinical Ph.D. Program must complete a total of 90 credits of coursework in academic psychology and clinical practice.

The 90 credit program leading to a Ph.D. in Clinical Psychology is completed in two stages. The first 30 credits lead to the M.A. degree in General Psychology. The remaining 60 credits are required for completion of doctoral work.

Students in their first year of the Clinical Psychology Ph.D. program are required to do practica at The New School-Beth Israel Center for Clinical Training and Research for which they may receive one credit for both Fall and Spring semesters. Second year students can receive one credit for continuing to see patients at the Brief Psychotherapy Research Program for both fall and spring semesters. Placements are available in subsequent years of the program as well and are coordinated through course instructors and through The New School-Beth Israel Center director.

CLASS ATTENDANCE POLICY

The Clinical Psychology Ph.D. program's attendance policy requires that clinical doctoral students attend all class sessions. While it is understood that unavoidable and unexpected life circumstances can sometimes preclude perfect attendance, students are expected in such cases to communicate with the relevant faculty member in advance of the affected class session, except in an emergency situation. Students who miss three (3) or more class sessions in any given course are at risk of failing the course.

Clinical Psychology students are required to take the following courses:

AT THE M.A. LEVEL

- GPSY 5155 Adult Psychopathology
- GPSY 6255 Assessment of Individual Differences
- GPSY 6100 Proseminar
- GPSY 5120 Social Psychology
- GPSY 6281 or 6155 One course in Developmental Psychology
- GPSY 6101 Introduction to Cognitive Neuroscience
- GPSY 6133 Introduction to Statistics and Research Design

At the M.A. or the Ph.D. Level

- 3 Elective seminars.

At the Ph.D. Level

1. GPSY 7002/7003 Diagnostic Testing I and II

2. GPSY 7009/7010 Clinical Psychology Externship Seminar I and II
    - Two semesters of Clinical Psychology Externship Seminar I and one semester of Clinical Psychology Externship Seminar II, in conjunction with two one-year, half time externships. **NOTE:** All externship seminars must be taken for credit. Clinical Psychology Externship Seminar I is a 1 credit course (1 credit in the fall semester and 1 credit in the spring). Clinical Psychology Externship II can be taken for 1 or 2 credits depending on fit within the student's schedule.

3. GPSY 7008 Clinical Supervision & Consultation

4. GPSY 7005/7006 Clinical Theory & Techniques I & II

5. GPSY 7795 Ethnicity in Clinical Theory and Practice

6. GPSY 7796 Evidence-Based Treatment

7. GPSY 7119/7789/7007 Diagnostic Assessment of Children -or- Diagnostic Neuropsychological Testing -or- Advanced Diagnostic Testing and Assessment of Adult Psychopathology
   (Prerequisites: Diagnostic Testing I & Diagnostic Testing II)

8. GPSY 7794 Ethics and Professional Issues
9. GPSY 6134 Advanced Statistics (4 credit course)

10. GPSY 6990 3 credits Independent Study with a departmental faculty member

11 GPSY 7017 History and Systems of Psychology

12. Sufficient additional credits to total 90 credits.

After satisfactory progress on the Master's Thesis and acceptance into the Clinical Psychology Ph.D. Program, students are authorized by the faculty to begin practice-related courses in clinical psychology. Courses in Clinical Theory & Techniques and Diagnostic Testing provide the basic preparation both for advanced clinical studies and for clinical practice. In addition, Evidence-Based Treatment and the Seminar on Ethnicity in Clinical Theory and Practice further serve to inform students on empirically supported treatments and provide a basis for understanding the role of ethnicity from a theoretical and clinical perspective. In conjunction with a supervised externship field experience, students register for the Clinical Psychology Externship Seminar during both the fall and spring semesters. Students¬ will also elect specialized clinical courses of interest (e.g., psychoanalytic theory, health psychology, and neuropsychology) to round out the program. Students are required to meet with their Faculty Advisor when planning their curriculum and to receive counseling concerning their academic progress. Each clinical student will receive an advising letter at the beginning of February reminding them to meet with their advisor by the deadline specified in the advising letter, usually in mid to late March. Failure to meet with one's advisor will result in a hold being placed on one's record preventing registration for the following semester.

ADDITIONAL REQUIREMENTS

1. Maintenance of a 3.5 GPA continuously until graduation.

2. Successful and timely completion of the Preliminary Dissertation Proposal Defense and Dissertation Proposal Defense. The Preliminary Dissertation Proposal Defense should be completed in the spring term of year 2 of the doctoral program and the Proposal Defense should be successfully defended in the spring term prior to internship application year (which begins the following fall).

3. Completion of Part II of the Ph.D. Qualifying Exam with a major in Clinical Psychology (Major Ph.D. Qualifying Examination). Students must complete this requirement by February 1 of their second year in the program. Students who do not meet this deadline will not be allowed to register for classes and continue in the program.

4. Clinical placement at The New School-Beth Israel Center in the first year following admission to the Clinical Program. Along with inpatient rotations and a research and professional seminar, 1st year practicum students will carry 1 patient in individual psychotherapy and receive 1 hour of supervision in the Brief Psychotherapy Research Project. This treatment will be videotaped, and both patients and student therapists will complete various questionnaires in order to help monitor and evaluate the treatment, and as part of the ongoing research program. Students will also participate in an intensive workshop at the beginning of the fall term.

5. Clinical placement at The New School-Beth Israel Center in the second year of the Clinical program (during this year students are required to register for 1 credit of Practicum each semester); 2nd year students will have one hour of clinical contact and one hour of supervision per week.

6. One year of half time (16 hours per week) externship training during the second year following admission to Clinical Psychology Ph.D. program.

7. One year of half time (16 hours per week) externship training during the third year. Advanced clinical placements at The New School-Beth Israel Center may be available for qualified students.

8. Successful completion and defense of the dissertation proposal. Passing the oral dissertation proposal defense admits the student to doctoral candidacy.

9. One year of full time (or two years part time) predoctoral clinical psychology internship (during this year students are required to register for 1 credit of Internship each semester).

10. Completion and successful defense of the dissertation.

11. A two (clock) hour course on the identification and reporting of child abuse. This course is mandated by the State of New York for licensure. Students are required to take this course in their first year of doctoral study.

SUMMARY OF DEGREE REQUIREMENTS:

- 90 credits (88 credits completed before internship)
- Program completion within 10 year time-to-degree limit (this time includes time taken to complete the M.A .degree)
- 3.5 cumulative GPA, which must be maintained throughout the program.
- GPSY 6902 1 year practicum at Beth Israel Medical Center, during first year of study (1 credit in fall semester and 1 credit in spring semester)

- GPSY 7009 and 7010 Clinical Psychology Externship Seminar I and II
- GPSY 7005 and 7006 Clinical Theory and Techniques I and II
- GPSY 7008 Clinical Supervision & Consultation
- GPSY 7789/7119/7007 Diagnostic Neuropsychological Testing–or- Diagnostic Assessment of Children –or- Advanced Diagnostic Testing and Assessment of Adult Psychopathology
- GPSY 7002 and 7003 Diagnostic Testing I and II
- GPSY 7794 Professional Issues and Ethics (1 credit seminar)
- GPSY 6134 Advanced Statistics
- GPSY 6101 Introduction to Cognitive Neuroscience
- GPSY 7017 History and Systems of Psychology
- GPSY 5120 One course in Social Psychology
- GPSY 6155 or 6281 One course in Developmental Psychology
- GPSY 7012 Ethnicity in Clinical Theory and Practice
- GPSY 7013 Evidence-Based Treatment
- 2 Three-credit seminar courses
- 3 credits of GPSY 6990 Independent Study with a departmental faculty member
- 1 year of halftime (16-20 hours) externship during second year
- 1 year of halftime (16-20 hours) externship during third year
- 1 year of fulltime (or 2 years part time) predoctoral internship (2 credits: 1 credit fall and 1 credit spring of internship year)
- Successful completion and defense of Research Master's Thesis by end of first year in program.
- Successful completion and defense of Preliminary Dissertation Proposal Defense
- Successful completion of Major Ph.D. Qualifying Examination in Clinical Psychology
- Successful completion and defense of Dissertation Proposal Defense
- Successful completion of Doctoral Dissertation and Dissertation Defense

Maximum of 30 credits can be transferred in from another graduate institution at the doctoral level. Appropriate approval from the department chair is required

OUTLINE OF REQUIRED CORE COURSES IN THE CLINICAL PSYCHOLOGY PH.D. PROGRAM

Required Course Schedule for Clinical Psychology Ph.D. Students*	Fall Semester	Spring Semester
1st-year Ph.D. Total: 17 credits + 30 M.A. = 47	Diagnostic Testing I (4 credits) Clinical Theory & Techniques I (3 credits) Beth Israel Practicum (1 credit)	Diagnostic Testing II (4 credits) Evidence-Based Treatment (3 credits) Ethics and Professional Issues (seminar, 1 credit) Beth Israel Practicum (1 Credit)
2nd-year Ph.D. Total: 13 credits + 47 = 60	Clinical Theory & Techniques II (3 credits) Externship Seminar (1 credits) Elective (3 credits)	History and Systems (3 credits) Externship Seminar (1 credits) Child, Neuropsychological, or Personality Assessment (2 credits)
3rd-year Ph.D. Total: 12-14 credits + 64 = 76-78*	Externship Seminar (1-2 credits) Independent Study (3 credits)	Externship Seminar (1-2 credits) Ethnicity in Clinical Theory and Practice (3 credits) Advanced Statistics (4 credits)

*__76-78 credits of the Clinical Psychology Ph.D. degree are accounted for by required courses;__ remaining credits will be applied to elective seminar courses for a total of **90 credits. 88 units must be completed prior to internship and the remaining 2 units are used during internship (1 credit in fall and 1 credit in spring semesters of internship year)**

*This sequencing is based on the assumption that clinical students took all required clinical track courses prior to entering the Ph.D. program: GPSY 5155 Adult Psychopathology, GPSY 6255 Assessment of Individual Differences, GPSY 6100 Proseminar, GPSY 6101 Introduction to Cognitive Neuroscience, GPSY 6133 Introduction to Statistics and Research Design, GPSY 5120 Social Psychology and one course in Developmental content area (if not, because of enrollment in MHSAC concentration, students must take within remaining credits)

MAJOR PH.D. QUALIFYING EXAMINATION IN CLINICAL PSYCHOLOGY

The Major Ph.D. Qualifying Examination consists of a paper in the style of a Psychological Bulletin article. Students will be required to identify a problem or issue that is of relevance to the field of clinical psychology and review the history and current status of that topic. On the basis of this critical review, weaknesses and strengths should be identified in the current

approaches to the problem, as well as the necessary future directions for theoretical exploration and empirical study. Many students choose to write the Major Comprehensive Exam on topics they intend to pursue in their dissertation research. Though not a requirement, this method is recommended as an efficient strategy for fulfilling requirements in a timely way. Often the Major Comprehensive Exam Paper can be incorporated into the dissertation literature review. The paper should be 25 to 30 pages in length, including references.

It is expected that students do independent reading before discussing their paper topics with their faculty dissertation advisors. Every student must secure a faculty member's agreement to serve as first reader/dissertation chair before beginning to write the paper. The final selection of topic and strategy for study and organization of the paper must be discussed with the dissertation chair before most of the reading and the writing, is done. The completed Major Ph.D. Qualifying Exam will be evaluated by the dissertation chair and by a second reader on the psychology faculty.

The final version of the paper is due February 1 of the second year of the clinical sequence. Students must meet this deadline and receive a satisfactory evaluation by both faculty readers in order to register for classes and continue in the Clinical Psychology Ph.D. program. Once the paper is approved by both readers, students must submit the Comps II Paper / Research Master's Thesis Requirement Form (see Appendix) to the student advisors in order to receive credit for completing the requirement. This form must be signed by both readers and by the student.

CLINICAL TRAINING SEQUENCE

PROFESSIONAL LIABILITY INSURANCE

All NSSR Clinical Psychology Ph.D. students are covered by The New School's School Professional Liability Policy for their clinical work on externships and internships obtained as part of their sequence of clinical training in the program. The New School policy DOES NOT cover additional clinical experiences in which students are engaged. The clinical program requires that all students secure their own professional liability coverage for the duration of their enrollment in the program. For APA student members, there is a student professional liability program available at low cost, $35.00 per year. For further details, contact www.apait.org.

THE NEW SCHOOL-BETH ISRAEL CENTER FOR CLINICAL TRAINING AND RESEARCH

The New School-Beth Israel Center for Clinical Training and Research currently provides clinical and research placements for students in the Clinical Psychology Ph.D. program. It is an integrated program designed to help students develop as scientist-practitioners. The Center Director is a member of The New School Psychology Department faculty and has a cross-appointment in the Department of Psychiatry at Beth Israel Medical Center. Clinical supervision is provided by The New School faculty and by Beth Israel staff psychologists and psychiatrists. The Center is linked with the Brief Psychotherapy Research Program currently established at Beth Israel Medical Center.

Students in this mandatory 8 to 10 hour first year practicum will have several different experiences at the Center. These experiences are designed to allow students to apply knowledge acquired in academic coursework thus far. All 1st year students will partake in mandatory trainings for administering the Structured Clinical Interview for DSM-IV (SCID), and the Adult Attachment Interview (AAI) at the beginning of the term. The SCID is a semi-structured diagnostic interview designed to assist clinicians, researchers, and trainees in making reliable DSM psychiatric diagnoses. The AAI is a semi-structured interview used to gain information regarding an individual's representation of attachment based on childhood recollections.

Students will be required to conduct SCIDs on an ongoing basis with potential patients for the Brief Psychotherapy Research Program. Completion of SCID assessments help students develop diagnostic skills, including skills for performing differential diagnoses. The New School-Beth Israel Center Director supervises the SCID assessment process, and senior clinical students are available to assist with assessments. Each student will present the findings from their SCID assessments to the Director in a disposition meeting.

First year students also co-lead groups on one of three inpatient units at the hospital: general, geriatric, or dual diagnosis. Training in both outpatient and inpatient settings offers students exposure to a culturally and diagnostically diverse patient population. The placement typically begins on the Tuesday following Labor Day in September and ends August 31.

While working on the inpatient unit, externs receive supervision from the unit supervising psychologist. Inpatient supervision is one hour per week and co-leading groups is approximately 2 hours per week. In addition to inpatient

supervision, students also attend a weekly cognitive behavioral training led by a New School-Beth Israel supervisor specializing in cognitive behavioral therapy (CBT), and will receive supervision treating one patient for 30 sessions of CBT. This case is usually assigned during the second semester. After completing their first case, students will be assigned a second short-term therapy case. Students will begin treating their second case with CBT, and after completing 8 or 16 sessions will switch to supervision in Brief Relational Therapy (BRT). Both cases are typically completed within the span of two to three years. Although students are strongly encouraged to complete both cases, they may decide to opt out of seeing their second case. More details regarding short-term therapy cases and supervision in both CBT and BRT will be provided at the Center. Students may decide to opt out of seeing their second case. For general training questions, the Center Director, Dr. Christian, can be consulted for supervision. The Center Assistant, Christine Anderson, can also be consulted with general questions regarding policies and procedures.

Dr. Christian also leads a Clinical and Research Seminar (CARS) that meets approximately twice per month. This seminar is meant to supplement the clinical and research experience of students with invited guest speakers, who address a host of issues that are relevant to budding clinicians. Students will be expected to attend the CARS regularly, prepare for the seminar with assigned readings, and participate actively during the open discussions.

New School students that serve as externs at Beth Israel must adhere to all Beth Israel extern policies such as dress code, holiday and vacation policies; Beth Israel policies may differ from The New School. These policies will be reviewed in detail at orientation. Students are granted four weeks of vacation time which must be approved by their inpatient supervisor and the Director of the Center. Vacation cannot be used during the last week of the externship or for more than two consecutive weeks.

Advanced Beth Israel Psychiatric Outpatient Services Externship

Students in the second year of the program can apply for an advanced externship at POSA (Psychiatric Outpatient Services for Adults at Beth Israel) which offers longer-term psychotherapy training at the Center. This externship is in addition to the second year externship at an outside clinical facility. Open positions will be announced in the spring for the following academic year. The time commitment is eight hours per week. These hours include seeing at least five outpatients on a weekly basis, paperwork completion, weekly supervision with an outside supervisor, and participation in a weekly externship meeting at Beth Israel Medical Center. Students will be supervised from a psychodynamic perspective. Sessions may be videotaped or audiotaped for externs to review individually and with the supervisor. We encourage a two-year commitment to the externship so that our externs can obtain long-term therapy experience. However, applications to a one-year externship are also considered. The one year externship begins in September and is completed at the end of August.

Director of the New School-Beth Israel Center: Christopher Christian (212) 229-5727 x4617
Center Assistant: Christine Anderson (212) 420-3819
http://www.brieftherapyprogram.com

Clinical Externship Placements

The primary objective of externship training (16 to 20 hours per week over 2-3 days) is to supplement classroom and practicum training with a wide range of clinical experiences. The externship is a placement at an affiliated agency. It is designed to provide the clinical experience needed to support the teaching of principles of psychotherapy in the externship seminar. The externs will serve patients from a variety of age groups, ethnic and socioeconomic backgrounds and diagnostic categories. Clinical supervisors at the agencies also represent diverse backgrounds. A range of diagnostic methods and intervention techniques will be learned. Patient contacts will be closely supervised. Most externship placements are unpaid. Students can, however, accept paid externships with the permission of the Director of Clinical Training. Students may also use their work study grants towards externship, with the approval of the director of externship training at respective externship sites. Clinical Program faculty are in communication with externship site supervisors on an ongoing basis to ensure the quality of clinical training and evaluate the progress of students. Formal written evaluations are completed twice per year with ongoing verbal and written communication as needed.

Students preparing for externships are encouraged schedule an appointment with the Assistant Director of Clinical Training, who oversees externship training, in late November of their first year in the Clinical Program to discuss the characteristics and opportunities at the several affiliated externship agencies. A more detailed policy statement about the

externship is available from the Director of Clinical Student Affairs. An information externship meeting is held in November of each year and provides additional Information regarding the externship process.

Students, as ambassadors of the NSSR, are expected to remain professional in all matters, particularly when dealing with externship and internship sites. Behavior deemed to be unprofessional will result in departmental sanctions. Students are bound by the agreed upon rules of the PSYDNYS, the New York area psychology directors of doctoral, internship and externship training programs. Detailed guidelines are provided to all clinical doctoral students each year as they are finalized and all students are asked to sign a Disclosures and Responsibilities Agreement prior to beginning placements. Students must honor any externship acceptance they make.

For 2012-2013, The New School Clinical Psychology doctoral students have secured Externship placements at the affiliated agencies listed below. Placements at additional agencies may be available in subsequent years. A list and description of these affiliated sites is distributed each year at the Externship informational meeting in November.

Externship supervisors will prepare, together with the extern, mid-year and end of year evaluation reports on the extern's progress and performance. Students will have the opportunity to discuss their training experiences in the externship seminar. Externs are responsible for making certain these evaluations reach the Director of Clinical Student Affairs to ensure they receive credit on their transcripts for them. Externs are also responsible for completing evaluations of their externship experiences by the end of the spring semester in which they complete their placements.

Students should note that more advanced externship experiences requiring greater than 16 hours per week are appropriate for senior students (e.g. in years 3 and 4) who are progressing well in academic, clinical and research areas of the program.

Bellevue Hospital Center	Lenox Hill Hospital	South Beach Psychiatric Center – Baltic Street Services
Beth Israel Medical Center	Maimonides Medical Center	South Beach Psychiatric Center – Bensonhurst Services
Bronx Lebanon Hospital	Memorial Sloan Kettering Cancer Center	South Beach Psychiatric Center – Heights Hill Services
Brooklyn College Counseling Center	New School Counseling Center	South Beach Psychiatric Center – Mapleton Services
Child Mind Institute	New York Psychoanalytic Institute	St. Luke's Psychiatric Recovery Center
Columbia University Medical Center	NYU Epilepsy Center	St. Luke's-Roosevelt Hospital Center for the Intensive Treatment of Personality Disorders
Fordham University Counseling Services	Optimus Healthcare/Stamford Hospital	St. Luke's Women's Health Project
Jewish Board of Family and Children's Services	Pennsylvania Hospital	VA NY Harbor Healthcare System, Brooklyn campus

Clinical Case Conference

The Clinical Psychology Program holds clinical case conferences four times during the academic year in cooperation with externship seminar professors, clinical faculty, and guest discussants to present and discuss clinical treatment and process. Case conferences are scheduled during externship seminars and all students enrolled in these seminars are expected to attend. All other clinical Ph.D. students are welcome and encouraged to attend. Please check with the director of clinical student affairs for further scheduling information.

Third or Fourth year of the program

Advanced clinical students are strongly encouraged to participate in a clinical practicum at The New School Counseling Center where they will conduct weekly psychotherapy sessions with a maximum of 6 patients per week, receive individual supervision with a staff member and group supervision with the director of the counseling service. Students will be invited to attend the Student Counseling Center professional development meetings. The practicum begins in September and concludes at the end of the spring semester. Students are also strongly encouraged as an alternative to participate in supplementary externship experiences in either child, neuropsychology or diagnostic testing if they hold interests in these areas and plan to apply for internships which strongly value these experiences.

Predoctoral Clinical Psychology Internships

Clinical psychology doctoral students who have demonstrated that they are in a position to complete all of the following program requirements by the end of the Spring semester prior to their application to internship may apply for internship pending final faculty approval: Students must have completed all coursework, including satisfaction of any incomplete coursework; have a minimum 3.5 GPA; have satisfactorily completed the Beth Israel Practicum and one approved clinical psychology externship placement; successfully completed the Comprehensive Exam or Research Master's thesis, Preliminary Dissertation Proposal Defense and the Dissertation Proposal Defense, including all required revisions to each of these research requirements and complete data collection. The clinical faculty will meet to review students' overall progress in the program and determine whether or not students may apply for internship in a given year. If a student has had difficulties in any of the program areas listed above, the Director of Clinical Training and the clinical faculty may require that the student postpone his or her internship application until a later year. Students must be granted approval by the Director of Clinical Training before registering for the National Internship Match.

Please Note: For classes entering Fall 2012 and after, students must successfully defend their dissertation proposals during the spring term prior to application for internship and data collection must be completed prior to November 1 of the fall semester in which a student applies for internship. As well, students are encouraged to have either published an article in a refereed journal or book chapter as an author or co-author or presented at least three papers/posters/workshops at regional, national or international professional conferences or meetings prior to the first internship application deadline (Nov 1). The latter requirement is in concert with the Council of University Directors of Clinical Psychology (CUDCP) Expectations for Internship Eligibility (adopted 02/22/2011).

Students who do not successfully defend their dissertation proposals during the third year of the program may be asked by the clinical faculty to defend their dissertations prior to applying for internship.

New York State requires that the internship year be approved by the faculty. The Program exercises this requirement in the first instance by usually restricting your choice to institutions that have been accredited by the APA. Accredited internships will be approved without question by the Program as meeting the requirements for the Ph.D. in Clinical Psychology. Some internships that, for various reasons, have not sought APA accreditation also may offer general training of high quality, or may offer special clinical experiences that are particularly desired by a student. A student must obtain permission from the Director of Clinical Training before applying for and ranking an internship that is not APA-accredited.

The Clinical Program sponsors Internship Night in May, during which prospective applicants meet with current interns, faculty and the director of clinical student affairs to discuss the intricacies of the application and interview processes. Subsequently, students are encouraged to meet for formal and informal application review sessions with their faculty advisors, the director and assistant director of clinical training and the director of clinical student affairs. As part of the

internship advising process for students, all internship applicants are required to hand in to the director of clinical training completed applications, including essays and sample testing and treatment summaries, by September 1 of the internship application period. Students are also scheduled for mock interview and feedback sessions with faculty, as well as a specialized interviewing and diagnostic testing preparatory meeting in advance of internship interviews.

The internship application process is time consuming. Students should plan to allot themselves sufficient time for the planning and preparation of internship applications. Students will need to prepare an online APPIC application, up-to-date curriculum vita, letters of reference from The New School faculty members and external clinical supervisors, essays and work samples such as test reports and case summaries. Students are advised to familiarize themselves with the application procedures and timetable for each of the internship settings in which they are interested.

The APPIC Internship Matching Program requires students to submit their ranking list of sites by the beginning of February to National Matching Services. It is considered improper for internships to indicate acceptance to a student, or to invite a commitment to accept by a student, before that date. Please inform the Director of Clinical Training if any such events occur. Faculty and staff will direct students to the published APPIC policy on internship offers and acceptances, available at appic.org. Compliance with this policy is expected of all The New School applicants for predoctoral internship placements. During mid to late February, National Matching Services will notify students of acceptance to an internship program. There is a second phase to the Match in March which attempts to connect unmatched applicants with internship program openings.

Internship schedules vary from agency to agency, but generally begin between July and September and last 12 months. The exact duration of an internship placement is determined by each agency. Graduation from The New School Clinical Psychology doctoral program may not take place until a one-year, full-time (or equivalent) approved predoctoral clinical psychology internship is completed. Increasingly, internships (except for two-year, part-time internships) offer general training and the intern will rotate through several clinical services. Some elective assignments may be offered. Specialized training now tends to be reserved for post-doctoral fellowships or "institutes" of various kinds. Students interested in planning for such advanced training should consult with members of the faculty or with the Director of Clinical Training.

The Director of Clinical Training is available to the internship training directors throughout students' training. Formal written evaluations are completed twice per year with ongoing verbal and written communication, as needed. **Students whose internships end by June 30 and who hand in a completed year-end evaluation and letter of completion to the program within five working days of June 30th of that academic year (and have met all other degree requirements in time for graduation) may graduate in May; Otherwise, the degree will be conferred the following January, provided all other program requirements have been satisfied.**

Tracking Internship Hours

All clinical students are required to track their practicum and externship experience hours. The program recommends using the Time2Track system located online at http://time2track.com

Evaluation of Academic, Research, Clinical and Professional Performance in the Clinical Program

Every clinical student has a faculty advisor with whom they are working on their dissertation research (and in many cases, their master's theses as well). In addition to the necessity for ongoing communication between students and faculty advisors regarding student's research progress, one annual advising meeting is required of all students. During this meeting the student and faculty advisor discuss the scope of the student's progress in clinical, research, academic and professional areas and document this on advising form which is co-signed by students.

EVALUATION AND REMEDIATION PRACTICE AND POLICY

Students are evaluated along academic, clinical, research, interpersonal and professional dimensions. Part of the evaluation process includes attention to interpersonal competence and emotional wellbeing as they impact on professional behavior. An evaluation of all students is conducted by the clinical faculty as a whole at the end of each academic year.

Problems that arise in connection with a student's progress through program milestones will be discussed by the clinical faculty during regular meetings. Such problems may include lack of communication with a faculty advisor, falling behind schedule with research requirements, poor grades, difficulty in securing internship/externship placements and various academic, clinical and professional concerns. In response to raised concerns, the Clinical Psychology program adheres to the following practice with respect to student progress and milestones. Students will receive an academic review form at the end of each fall and spring semester, apprising them of their standing in the clinical program. In some instances, a student may receive additional letters should a situation arise that requires more frequent monitoring (such as mentioned above).

Satisfactory Progress: A student will receive notice of satisfactory progress, stating that the student is currently in good standing within the clinical program and may move forward in clinical training and coursework as planned.

Unsatisfactory progress/First Warning: The clinical program may issue evaluation letters with an initial warning when students have fallen short of program milestones, are having problems in their academic or clinical work or have not maintained regular contact with a faculty advisor.

The following are examples of issues that may trigger a first warning in an evaluation letter:

- Failing to maintain regular contact through mentoring relationship with faculty advisor
- Failing to progress satisfactorily through the first year Beth Israel practicum, Externship, or Internship placements
- Poor clinical evaluation (overall rating of less than 2 ("Meets Expectations") in any overall clinical area on *Evaluation of Clinical Competencies: Externs and Interns* form)
- Poor quality academic coursework (overall rating of less than "Satisfactory" in any area on *Core Coursework Evaluation* form)
- Tardiness and/or inconsistent class, lab or clinical attendance
- Poor professional conduct
- Clinical, academic or research work that is consistently late or incomplete
- Failing to meet with faculty advisor for mandatory spring advising session
- Overall rating of less than 2 ("Meets Expectations") on *Annual Clinical Psychology Advising Process: Progress Update and Evaluation of Competencies* form
- Failing to successfully defend Master's thesis within 18 months of acceptance into the Research M.A. track
- Failure to successfully defend Dissertation Proposal by the close of the spring semester of year 3
- Failure to successfully complete either predoctoral internship training or Dissertation Defense by the end of year 5 (students may elect to postpone applying for internship if they decide to complete their Ph.D. dissertation first)
- Other instances in which a student is failing to meet program guidelines or requirements

*Students who fail to successfully meet the Major Ph.D. Qualifying Examination by February 1 of their second year in the clinical program will not be approved for continued doctoral study.

Non-compliance with First Warning Leading to Second Warning: Students are given one opportunity to remedy the area of concern by the next spring semester review or date specified in the first warning letter. If a student fails to meet the deadline specified in the warning letter, a second warning letter will be sent and the student will have a registration hold placed on their record. The student will then meet with their faculty advisor to formulate a written plan of remedy and this plan must be signed off on by the Director of Clinical Training in order to have the hold lifted.

Non-compliance with Second Warning Leading to Probation: If a student fails to adhere to the written plan of action agreed to with his or her faculty advisor following the second warning, the student will be placed on probation in the clinical program. In this instance, a final written plan agreed to between the student, faculty advisor and Director of Clinical Training will take place.

Non-compliance with Probationary Period Leading to Dismissal: If a student fails to adhere to the final written plan of action agreed to with his or her faculty advisor following the probationary period, the student may be subject to dismissal from the clinical program. In such an instance, the circumstances surrounding the student's case will be reviewed by the clinical faculty and Assistant Dean of Academic Affairs.

Time to degree limit: The time to degree limit for clinical doctoral students is 10 years from the time of the beginning of the M.A. program. Students approaching year 8 will begin to receive warning notices from the office of academic affairs. Students may have the option, at the discretion of the director of clinical training, the department chair and academic affairs, to petition for one extension of one year beyond the limit. If a student receives that one year and has still not completed the program, they may be granted a second year extension but will automatically be placed on probation with the option for the department to dismiss them at the end of the second year. Students are subject to dismissal beyond this limit in accordance with published university policy.

Maintenance of student status requirement: Students are required to maintain status in the program on a consistent basis. In accordance with published university policy, failure to maintain status for four (4) terms will result in a student's removal from the clinical program.

Letter of Dismissal from the Program for ethical violation: The Clinical Psychology program reserves the right to review serious problems (e.g. an ethical violation or serious concerns about clinical or professional activities) and dismiss a student immediately if so decided upon careful review by the clinical faculty and Clinical Standards Committee. Students in the Clinical Psychology Ph.D. program are required to adhere to The American Psychological Association Code of Ethics in academic, research and clinical practice. The APA Code of Ethics will be used to guide the outcome of ethical violations by clinical students.

Student Concerns, Petitions, and Grievances

Students who have concerns about clinical program policies or decisions should speak directly with the Director of Clinical Training. Students who wish to file a petition regarding a clinical program policy or decision should send a letter outlining the details and grounds for concern to the Director of Clinical Training. Students wishing to file a grievance against the clinical program should send a letter outlining the details and grounds for their concern to the Director of Clinical Training. The Director will convene a meeting of the Standards and Grievance Committee and, depending on the nature and seriousness of the problem(s), respond to the student in writing or arrange a meeting with the student(s) to discuss the matter further. From this point, if a resolution is still not reached and/or students may bring a grievance further to the Assistant Dean of Curriculum and Academic Affairs at the New School for Social Research. Students with a concern about a course should first consult with the instructor involved. If a student does not feel comfortable doing so, he/she should see his/her Faculty Advisor for guidance. If necessary, students may then bring the concern to the Department Chair(s) (if the issue involves a General Psychology M.A. Program or CSD Ph.D. course) or the Director of Clinical training (if it involves a Clinical Psychology Ph.D. course). Students wishing to file a grievance against the Psychology Department should first send a letter to the Psychology Department Chair(s). The Department Chair(s) will further consult with the Director of Graduate Studies and, if needed, the Standards and Grievance Committee. As with concerns, petitions and grievances against the clinical program, the Psychology Department leadership will consult with the Assistant Dean of Curriculum and Academic Affairs if a resolution is not reached at the departmental level.

Expected Length of Study and Termination

The program is structured so that students will spend three years in the Clinical Ph.D. program completing academic and practicum requirements (this does not include the two-year M.A. program). They are expected to apply for internships in the fall of their third or fourth year of the program. Although the clinical Ph.D. can be completed in 4 years, it is not unusual for students to take an additional year to complete all requirements. ***Clinical students must complete all degree requirements within 10 years of matriculation beginning with the master's program. Students will be reminded at the 8 and 9 year mark of the impending 10 year deadline. Failure to complete all requirements by that point may result in termination from the clinical program if an extension of time is not granted (see Time to degree limit on previous page for further information).***

ADDITIONAL INFORMATION FOR ADVANCED DOCTORAL STUDENTS

THE DOCTORAL DISSERTATION

Students who have passed both parts of the Doctoral Qualifying Examination (or the Research Master's thesis and the Major Ph.D. Qualifying Examination, in the case of Research Master's track students) and who have passed the Dissertation Proposal Defense are admitted to Doctoral Candidacy.

Traditionally, the Ph.D. has been awarded in recognition of a significant contribution to knowledge. Psychologists are generally expected to contribute to the research literature. In effect, courses, readings, seminars, practica and assistantships have all been preparatory--to provide the candidate with the necessary breadth of knowledge of the field and familiarity with its phenomena and methods so as to be able to design and carry out significant research. The dissertation requirement is intended to allow students to demonstrate the skills they have developed at carrying out research independently.

The choice of research topic and method of addressing it is decided by the student and his or her dissertation committee. Awarding the Ph.D. degree requires that the student successfully defend the dissertation before a dissertation committee. To guide the student through this process, the faculty has designed a series of procedures that should facilitate successful completion of the dissertation. In addition, the faculty has instituted a research rotation (completed in the Fall/Spring of Beth Israel Practicum) designed to help the student formulate a suitable study for a doctoral dissertation and has established an advisement system that will serve as a resource.

While doing the dissertation is the final step toward obtaining the Ph.D. (other than the internship required for clinical students) the student is advised to begin thinking about how to research topics of interest from the very beginning of doctoral education and to discuss with faculty advisors potential areas of research interest that could lead to a dissertation. The development of a Ph.D. dissertation proposal works best when it is a collaborative process between students and their dissertation advisors. Students should begin discussing potential ideas early on with faculty members, rather than waiting until they have come up with fully formulated ideas. See below the new Ph.D. Dissertation requirements.

PH.D. DISSERTATION REQUIREMENTS

PRELIMINARY DISSERTATION PROPOSAL AND DEFENSE

Students will write a short preliminary proposal for their doctoral dissertation research. This proposal is typically 4-5 double spaced pages in length (however, students should consult with their faculty advisor for specific page requirements/expectations), and should not include a comprehensive literature review or extensive references – though it is assumed that these will have been consulted. It should, however, include a very brief literature review as well as basic overview of the study rationale, methodology, hypotheses, and planned analyses. This Preliminary Dissertation Proposal must be submitted to the student's dissertation chair and one other committee member at least two weeks in advance of a scheduled Preliminary Dissertation Proposal Defense (PDPD).

Note to clinical students: Clinical Students should keep in mind that their dissertation proposal defenses must be successfully defended during the spring term prior to applying for internship and should plan accordingly when working toward and scheduling the preliminary dissertation proposal defense. It is recommended that students complete the preliminary dissertation proposal requirement in the fall term of the year prior to application to internship.

The Preliminary Dissertation Proposal Defense will be attended by the student's dissertation chair and by the second committee member. (The other committee members do not need to read the Preliminary Dissertation Proposal or be present at the defense). The purpose of the PDPD meeting is to provide students with feedback that will help them to refine their proposals for their Dissertations. Once a satisfactory outcome of this PDPD has been achieved, the student is given permission to work toward preparing the full Dissertation Proposal.

Doctoral Dissertation Proposal and Defense

The student will work to expand and refine their Preliminary Dissertation Proposal into the Doctoral Dissertation Proposal. The Doctoral Dissertation Proposal should include a literature review that provides a compelling rationale for the research, a methods section that includes a detailed description as well as justification for the procedures to be utilized, as well as a list of references. The suggested length for the literature review is 6 to 10 pages. No page length is suggested for the methods section but it should be as long as necessary to provide an adequate rationale for as well as detailed description of the methodology. Any questionnaires or standardized scales to be utilized should appear as an Appendix to the Proposal.

The Doctoral Dissertation Proposal Defense will be scheduled with the requisite number of three departmental committee members.

Ph.D. Dissertation

The Ph.D. dissertation will consist of two separate, but related portions:

Literature Review The first portion will consist of a standalone literature review article that is submitted in a form that is potentially acceptable to a peer review journal. This article should be approximately 10,000 words or 25-30 (double-spaced) pages in length (including references), and will review theoretical and empirical research relevant to the topic that the dissertation research focuses on. The article should be written in APA format, and should be similar in nature and structure to a Psychological Bulletin article. It should be critical and synthetic in nature and written at a level of sophistication needed for submission to a good, peer review journal. This review article will be based, in part, on the student's literature review for the dissertation proposal, but will be revised in light of his or her evolving thinking (as well as relevant new literature emerging), while the dissertation data are being collected.

Empirical Article The second portion will consist of a standalone empirical article that is written in a form that will be potentially acceptable to a peer review journal. This article should be approximately 10,000 words or 25-30 pages (double spaced) in length (including references), and should conform to APA format. Students should familiarize themselves with the types of articles that appear in quality journals relevant to their area of research, and use these as models when writing their dissertations.

Outline of Procedures for Ph.D. Requirements

1. Developing a dissertation proposal should be a collaborative effort. Students are encouraged to begin talking with faculty members about possible dissertation ideas in the first year of the doctoral program, or in the M.A. program, if possible. The dissertation proposal should be the product of this dialogue rather than the beginning point. Obtaining faculty feedback early in the process helps avoid frustrating and time-wasting cul-de-sacs and ultimately improves the quality of the dissertation. Familiarizing yourself with and doing research that fits with existing faculty research programs is perhaps one of the best ways of taking advantage of existing expertise and of facilitating your own research.

2. Pick a dissertation topic, discuss it with one or more faculty members and obtain the agreement of one of them to supervise the research. Often, the first reader of the Major Ph.D. Qualifying Exam paper will be the most likely candidate for committee chair.

Students in the Clinical Ph.D. Program: Clinical students are encouraged to do Ph.D. dissertations that are clinically relevant. All dissertation committees that are supervised by general faculty must include at least one member of the clinical faculty. The clinical member of the committee is responsible for helping students to develop research in a clinically relevant direction and for challenging them to demonstrate the clinical relevance of their work at the proposal and dissertation defenses.

A dissertation committee typically consists of three members of the Psychology faculty. The dissertation chair must be a member of the non-adjunct Psychology faculty. In addition, a NSSR member (the outside reader or Dean's

Representative) from another department must participate in the defense of the dissertation. The outside reader is assigned by the Dean's Office of Academic Affairs. A researcher who is not a member of our faculty may serve as the de facto supervisor of a dissertation. She or he may not chair a dissertation, however. To serve as a member of a dissertation committee, an outside researcher should be an established scholar, expert in the area of the proposed dissertation and preferably on the faculty of an academic institution or on the staff of a teaching hospital or equivalent institution. The C.V. of such a proposed outside supervisor should be submitted to the Dissertation Chair who will refer it to the Department Chair. The Dissertation Chair and the student will decide which additional faculty will serve as the second and third members of the Dissertation Committee. A committee must have at least two members who are members of our faculty.

The function of the Dissertation Chair may vary. For most dissertations, supervision will fall largely to the Chair. For other topics, typically those at the margins of the Chair's expertise, the project may be "co supervised," that is, the second and third members of the committee would be expected to play a more active role. When the student's research prospectus and committee are approved by the Dissertation Chair and the Department Chair respectively, **the Ph.D. Oral Defense of the Dissertation Proposal Examination** may then be scheduled.

3. You can have at most fifteen outstanding credits toward fulfilling Ph.D. course requirements and must have completed the Advanced Statistics, in order to take the Oral Proposal Defense. When you are prepared to take your Oral Proposal Defense, you must set a date and time agreeable to all committee members (including the Dean's representative). When you have done so, please see a student advisor to inquire about additional paperwork and eligibility requirements. You can also schedule the date and time of the defense, as well as reserve a room for it, with the assistance of the department secretary.

4. Sit for the Oral Dissertation Proposal Defense, which will consist of an examination and defense of your dissertation proposal. A major function of the Oral Proposal Defense is to determine the readiness of the student to do the proposed project, the feasibility of the project and its potential significance. It is much easier to correct defects in design and sharpen methods or improve the logic of the study at this point than after the study is underway.

5. **Human subjects protection:** If your research does not fall into an "exempt" category under the Department of Health and Human Services guidelines for research involving human subjects you must submit the project to the **Institutional Review Board** for review after having successfully passed the Oral Proposal Defense. See notes below on this subject as well as the provost's website for full information: http://www.newschool.edu/leadership/provost/irb/ Only after obtaining approval from this committee may you begin to collect data. **If your study is being done with patients in a teaching hospital or other institution, your research will have to be approved by the Internal Review Board of that institution as well. Learn about these particular requirements as soon as possible.**

6. Collect and analyze your data and write your dissertation, consulting with your dissertation supervisor whenever necessary.

7. Before your dissertation defense, make sure you have completed all course requirements, language requirements, and oral examinations. Check with your student advisor for any needed assistance and/or paperwork to file with the department. File a graduation petition by the deadline.

8. Check with your department regarding any paperwork that is required to schedule your exam.

9. Ensure you have a defense date confirmed by your committee, including the Dean's Representative.

**All students are required to defend their dissertation in person. If you cannot be physically present for your defense, you must set up a phone AND video link so you can be both seen and heard by your committee. For questions, please contact your department.

**The last day to schedule a defense is November 18th for a January degree conferral and April 18th for a May degree conferral. If you must schedule a defense outside of those deadlines, contact Tsuya Yee at YeeT@newschool.edu to obtain permission and instructions.

10. Submit copies of the dissertation to your committee, including the outside reader and Dean's Rep and one copy to the Dean's Office - Student Academic Affairs* three (3) weeks prior to the defense. The copy to the Dean's Office is submitted electronically*; upload it to this URL: www.etdadmin.com/newschool

11. After you successfully defend, make sure your department prepares and submits all acceptance forms (Dissertation Defense Cover Sheet and Dissertation Acceptance Statement) to the Registrar's Office. The department may assist you with these forms, but it is your responsibility to ensure that they are completed and submitted properly. See the Ph.D. Guidelines for NSSR found on the web.

**If your committee requests revisions at your defense and indicates that on the Defense Cover Sheet, your committee chair must submit a memo to the Registrar's Office once those revisions are approved.

12. Check with the Dean's Office - Student Academic Affairs for final formatting corrections

13. Complete final revisions, and turn in the final version of your manuscript to the Dean's Office - Student Academic Affairs no later than January 15 for a January degree or the Monday after commencement in May for a May degree at this URL: www.etdadmin.com/newschool

Before submitting your dissertation, review the UMI Guide to Preparing Your Manuscript for Submission to ProQuest/UMI:

http://www.proquest.com/assets/downloads/products/UMI_PreparingYourManuscriptGuide.pdf

Research with Human Subjects

All research involving human subjects, with very few exceptions, must be approved by the Internal Review Board. If the research is being done at another institution, review by that institution's Human Subjects Committee will also be required to assure the protection of the subjects and to assure that the prospective gains of the research outweigh any possible risks to subjects. Such approval must be obtained before the research may begin.

The specific kinds of research that are **exempt** from review are:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of, or the comparison among, instructional techniques, curricula, or classroom management methods.

2. Research involving survey or interview procedures, **except** when all of the following conditions exist: (a) responses are recorded in such a manner that the human subjects can be identified either directly or through identifiers linked to the subjects; (b) the subject's responses, if they would become known outside the research, could reasonably place the subject at risk of criminal or civil liability, or be damaging to the subject's financial standing or employability; and (c) the research deals with sensitive aspects of the subject's own behavior, such as illegal conduct, drug use, sexual behavior, or use of alcohol. All research involving survey or interview procedures is exempt, without exception, when the respondents are elected or appointed public officials or candidates for public office.

3. Research involving the observation (including observation by participants) of public behavior, except when all of the following conditions exist: (a) observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects; (b) the observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability; and (c) the research deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Since the Internal Review Board meets infrequently, there may be a delay in reviewing your proposal. Some narrowly defined research proposals, however, may receive expedited review. If the research involves "minimal risk" to the subject, meaning that the risk of harm anticipated in the proposed research is not greater in probability and magnitude than that ordinarily encountered in daily life, or during the performance of routine physical or psychological examinations or tests, expedited review may be possible. **Details about the review procedure and the forms to be filled out may be obtained from: http://www.newschool.edu/leadership/provost/irb/**

MISCELLANEOUS

COMPUTER FACILITIES

The Academic Computer Center is located on the seventh floor of the NSSR Building (6 E 16th St, room D707). There are additional facilities at the University Computing Center at 55 West 13th Street on the third floor. Students (who open an account with Academic Computing) and faculty members may use the Windows and Macintosh microcomputers for class assignments, labs, research and word-processing. Many software programs are available for student use, including Microsoft Word, Microsoft Power Point and SPSS (the statistics program). E-mail and access to the Internet are also available to all students. All students must activate their New School account, which receives important university announcements. Students whose primary internet access account is elsewhere can easily have all New School e-mails forwarded to their other account.

HOUSING

The Off-Campus Housing Center is located on the 5th floor of 79 5th Ave. and can provide information and assistance in finding affordable apartments.

HEALTH INSURANCE

The Student Health Services Center is located at:
80 5th Avenue, 3rd Floor
New York, NY 10011
Tel.: (212) 229-1671, option 2
Hours: Monday through Friday; 9 a.m. until 4 p.m.

Information regarding the Student Health Center can be found in an information packet which is located in the Student Advisors' Office or on the university website: http://www.newschool.edu/student-services/health-services/

All questions should be directed to the Student Health Services Center at 212.229.1671.

BOOKSTORE INFORMATION

Strand Bookstore
828 Broadway (12th Street)
Telephone: 473-1452
(new and used texts and paperbacks)

Barnes & Noble, at 18th Street and 5th Avenue is another valuable source. The website www.amazon.com offers a broad array of psychology titles, including many rare ones, at competitive or discounted prices from most bookstores.

STUDY GROUPS

Study groups are an institution at The New School. They are a means by which students can become better acquainted, learn together and discuss issues raised in their courses. The large size of the introductory lecture courses tends to make having extended discussion during classes difficult. While most professors meet this problem by supplementing lectures with weekly discussion sessions, students have also found it advantageous to form their own study groups. Many students have found that a study group can be helpful when preparing for the Comprehensive Examination. These groups are generally formed informally.

FACULTY

Please see departmental website for faculty backgrounds and research interests.

- Emanuele Castano
- Doris Chang
- Christopher Christian
- Wendy D'Andrea
- William Hirst
- Jeremy Ginges
- Marcel Kinsbourne
- Arien Mack
- Joan Miller
- Lisa Rubin
- Jeremy Safran
- Herbert J. Schlesinger
- Michael Schober
- David Shapiro
- Howard Steele
- Miriam Steele
- Jenifer Talley
- McWelling Todman

APPENDIX 1. NSSR POLICIES

Please note: University policies and structures change throughout the year, so please check web links for the most up to date information before making decisions based on material in the printed version of this handbook.

- Sign up for the GRADFACTs Blog to receive important announcements from Academic Affairs.
- Visit the Academic Affairs webpage for information about NSSR policies and procedures.
- View our catalog for a comprehensive look at NSSR and New School information and resources.

I. INSTITUTIONAL FINANCIAL AID, SCHOLARSHIPS, AND ASSISTANCE

A. Scholarship Information: Continuing students who wish to be considered for increases to their scholarship funding apply by March 1st to Academic Affairs for the following academic year. Applications and instructions are available starting February 1st. More information online.

B. Assistantship Information: Applications for NSSR Research Assistantships and Teaching Assistantships are due on March 1st in Academic Affairs. Applications for teaching assistantships in the University Lecture courses and teaching fellowships in other New School divisions are administered through the Provost's Office. Students will receive announcements of applications and deadlines well in advance of the deadline.

C. Student Travel Fund Information: The New School for Social Research will provide support for student research and conference travel. Submission of proposals will be due twice in the academic year, on **November 1st** for travel and conferences occurring between **December 15th** and **June 15th** and **April 1st** for travel and conferences occurring between **June 15th** and **December 15th.** Please see the Academic Affairs website for more information.

D. Fee Board: The Fee Board uses a portion of the divisional fee charged to all NSSR students to offer partial reimbursements for costs incurred while representing the university at academic conferences. The Fee Board is made up of student representatives from each department and is coordinated by the Graduate Faculty Student Senate. They meet at the end of each semester.

II. ACADEMIC RESOURCES

B. NSSR Career Services Information: NSSR Career Service provides career guidance for students pursuing academic and professional careers. The office also provides external funding and scholarships information. Check the Career Services Blog, Career Hub.

C. Inter-University Consortium: Along with The New School for Social Research, Columbia University (including Teachers College), CUNY Graduate Center, Fordham University, New York University, Princeton University, Rutgers University at New Brunswick, and Stony Brook University form a graduate-level consortium in the arts and sciences. PhD students may petition to take courses through this consortium. More information online.

D. Institutional Review Board: New School students, faculty and staff engaged in research or supervising student research projects must be aware of their responsibilities for ethical conduct in any project involving the use of human subjects. Information for the IRB is available at online.

E. Graduate Faculty Student Senate (GFSS): GFSS is the representational student governance body for the New School for Social Research. It is charged with representing student interests across departments, and it is the student liaison to the Graduate Faculty administration.

F. University Student Senate (USS): USS is the representational student governance body for the New School. All divisions are allocated representatives based on their student population.

G. University Learning Center: The Learning Center helps students become better writers through individual tutoring sessions. Students may work with tutors on any phase of the writing process, from brainstorming ideas, to developing an outline or rough draft, to revising and editing. Writers of all skill levels benefit from the center's services.

III. ACADEMIC POLICIES

Academic Review: NSSR students receive an audit of their academic performance each semester. The Office of Academic Affairs works with Student Advisors and Department Chairs to ensure that students receive updated information about their progress through the department.

A. Time to Degree: Students have five years to complete all requirements for the MA degree. Students have ten years to complete all requirements (including the MA degree) for the doctoral degree. An extension of time must be granted to continue doctoral studies beyond ten years.

B. Transfer of Credit: Up to 30 transfer credits, including those granted towards the MA degree may be granted toward the PhD degree for courses. MA students are allowed to transfer up to 3 credits to their MA degrees. Credits older than 10 years from the date of matriculation will not be accepted nor will courses that received a grade of B- or below. Additional requirements set by NSSR and individual departments also apply.

C. Reenrollment: Students who have failed to register for one, two, or three semesters may petition through the Office of Academic Affairs to reenroll in order to continue their studies. Students who have not registered for four or more semesters must apply for readmission through the Admissions Office.

D. Changes of Department: Forms, available in Academic Affairs, require written consent of the chair of the new department involved and Academic Affairs.

E. Student Exit Guidelines: Leave of Absence: Students in good academic standing may petition for a leave of absence

- Students may not complete work toward their degree while on leave of absence
- There is a maximum of four semesters' leave throughout a student's entire period of study
- First-year students must obtain special permission from the assistant dean to go on leave
- Leaves cannot be granted retroactively

Recipients of student loans should consult the Office of Financial Aid when contemplating taking a leave of absence. International students in F-1 or J-1 I-94 status must consult with the International Student Services before taking a leave.

V. GRADING POLICY

A. Grade Point Average

The semester grade point average is computed at the end of each term by multiplying the number of credits earned in each course by the numerical value associated with the grade received in that course. The grade points for all courses are totaled and then divided by the total number of graded credits completed, including failed courses, if any. The numeric values of the grades are as follows:

A = 4.0 F = 0.0
A– = 3.7
B+ = 3.3
B = 3.0
B– = 2.7
C+ = 2.3
C = 2
C– = 1.7

The following grades are not figured into GPA:
W Withdrawal
I Temporary incomplete
P Pass
IE Incomplete extension
U Unsatisfactory
N Permanent incomplete
AU Audit
GM Grade missing

B. Incompletes: A grade of I is a temporary grade and indicates that assigned work has not been completed. The time allowed for the removal of an incomplete is one year after the end of the semester in which the course was offered. After the first year has elapsed the grade is changed to a permanent incomplete N and cannot be overturned. Students who attend a class to complete an incomplete grade will be expected to register and pay for the class as an audit. In these cases, students must obtain the instructor's approval to attend a class through this form. Grades of GM will be converted to N if a grade is not entered within the year. In unusual circumstances, PhD students (only) are eligible to request a 6 month extension for the incomplete. This will require the signature of the instructor, department chair and assistant dean of academic affairs. Following that, the PhD student may require an additional and final 6 month extension. This too must be approved by the instructor, department chair, and assistant dean of academic affairs. To appeal an N that is older that 2 years, see the Permant Incomplete Removal Petition. .

C. Pass/Fail: Students have the option of taking certain courses as pass/fail, or P/U. In order to take a class pass/fail, a petition must be approved by the instructor. The petition must be filed at the Registrar's Office by the end of the semester's "add period." Such petitions cannot be filed retroactively. Request forms from the Registrar.

D. Grade Review Process: A student can petition for academic review of a grade by following the procedure outlined below within 60 days from the date the grade was posted. Before appealing for a change of grade, you should first ask the instructor to explain his or her reasons for assigning the grade. If you are not satisfied with the explanation, you can appeal the grade as follows:

- Write a letter to the faculty member stating clearly your objection to the grade received and requesting a different grade. Copy your letter to the department chair or director, or, if the faculty member is also the department director, to the dean or division director.
- The instructor must return a written response to your letter within one month of receipt, likewise copied to the department chair or director (or the division dean or director).
- If you are not satisfied with the faculty member's response, you can appeal further by writing to the division dean or director, who will designate another member of the administration or faculty to review your and the instructor's previous communications.
- The person designated will convene an appeals committee to investigate your outstanding differences and make a recommendation to the dean or director. The dean or director will make a final decision about the grade.
-
- Please see the Academic Policies page on the Registrar's website for updated information.
-
- **E. Repeating a Course:** With approval, graduate students with a grade of B- or below are eligible to petition to repeat that course. Students can request to repeat up to three courses during a single degree program. The initial grade will continue to appear on the transcript, but only the grade earned the second time will be computed into the grade point average.

VI . UNIVERSITY POLICIES, VALUES AND STANDARDS

- **A. Graduation:** The New School confers degrees twice a year, in January and May. The commencement ceremony for May and January graduates is held in May. All degree requirements, as specified in this handbook, must be completed prior to the graduation date for a degree to be awarded. **Students intending to graduate must file a graduation petition form with the Registrar's Office or online at my.newschool.edu even if they do not plan to attend a graduation ceremony.** To earn a graduate degree, students must have a minimum 3.0 cumulative GPA and complete departmental requirements. Some doctoral programs may require a cumulative GPA above 3.0.
-
- **B. Academic Honesty and Integrity Policy:** Academic honesty, the duty of every scholar to claim authorship of his or her own work and only for that work and to recognize the contributions of other scholars accurately and completely, is fundamental to the integrity of intellectual debate and the pursuit of knowledge.
-
- **C. University Code of Conduct:** Student rights and responsibilities codes help ensure that the NSSR is a safe environment conducive to learning. The student code of conduct is based on the principles of fairness, civility, and diversity, and intended to guide our community's development.
-
- **D. Course Evaluations:** Students may submit anonymous course evaluations each semester for the classes in which they are currently enrolled. The evaluation process occurs at the end of each semester with an online resource sent to students' New School email address.

APPENDIX 2: TELEPHONE DIRECTORY

PSYCHOLOGY OFFICES
Main telephone number: 212-229-5727
Psychology Department Office (Room 7th fl 80 5th Ave)
Clinical Psychology Senior Secretary (Room 631)……..……..212-229-5700 x3223
Director of Clinical Student Affairs (Room 601) ……x3115
Student Advisors (Rooms 717 A, B, and C)……..x3107, x3108, x3109

OTHER NSSR OFFICES
Admissions ……..…….229-5710
Bursar ……229-5659
NSSR Dean's Office (10th fl 6 16th Street)……229-5777
Financial Aid ……..229-5714
Academic Affairs (10th fl 6 16th Street)…….229-5712 University Registrar (5th fl 79th 5th Ave)……...229-5720
Registration……..229-5620

PSYCHOLOGY FACULTY- Please dial the general Psychology Department number, 212-229-5727, followed by individual extension below

Emanuele Castano (Room 702)……	3098
Doris Chang (Room 607)……..	3112
Lab (Room 606)……..	3175
Christopher Christian (Beth Israel)……...	212-420 4485
Wendy D'Andrea (Room 613)……..	3257
Lab (Room 616)……..	3996
Jeremy Ginges (Room 706)……..	3012
Lawrence Hirschfeld (Room 710)……	3116
William Hirst (Room 515)……	4967
Lab (5th fl)……..	4917
Arien Mack (Room 712)……...	3105
Lab (Room 720)……..	3176
Joan Miller (Room 701)……	3106
Michelle Miozzo (TBA)……...	1319
Lisa Rubin (Room 605)…….	3104
Lab (Room 602)……..	3224
Jeremy Safran (Room 603)……...	3259
Michael Schober (710)…….	
Lab (Room 711)……..	3117
Howard Steele (Room 611)……...	3118
Miriam Steele (Room 609)……	3111
Steele Lab (Room 608)……...	212-229-2053, ext. 2055
Jenifer Talley (Room 615)……	3256
McWelling Todman (Room 618)……..	3258
Lab (Room 622)……..	3097

The New School for Social Research
NSSR
Department of Psychology
Clinical Psychology Ph.D. Program
Dissertation Committee List

Students entering the third year of the clinical Ph.D. program should submit this form to the DCSA's Office on Monday during the second week of classes in September. Your dissertation proposal should be submitted on the same day to the Chair of your dissertation committee.

Student Name _____

Phone # _____

Date _____

Title of Dissertation Proposal

_____

_____

_____

_____

Committee Chair _____

Committee Member _____

Committee Member _____

Other Members _____

_____

Note: Permission from the dissertation chair will be required prior to applying for internship. The chair of the dissertation committee will give approval only to those students that clearly will defend a proposal by **November 1 of the year during which they are applying for internships.**

RESEARCH MASTER'S THESIS/PRELIMINARY PROPOSAL/MAJOR PH.D. QUALIFYING EXAMINATION REQUIREMENT FORM

Psychology Department
New School for Social Research
The New School
80 Fifth Avenue, 7th Floor
New York, NY 10011

Date:_____ Student Name:_____

Student ID Number:_____

This student is pursuing a **(check one):**

□ **M.A. in Psychology** □ **Clinical Psychology Ph.D.** □ **Cognitive, Social & Developmental Psych Ph.D.**

This form certifies that the student named above has completed the requirement for his/her **(check one):**

□ ***Research Master's Thesis*** □ ***Major Ph.D. Qualifying Examination*** □ ***Preliminary Dissertation Proposal Defense***

Project Title: _____

_____

Student signature: _____

I, the first reader, agree that the student has:

□ Passed without revisions. □ Passed with minor revisions.

□ Passed with major revisions. □ Not passed.

First Reader Signature:_____

Print First Reader Name:_____

I, the second reader, agree that the student has:

□ Passed without revisions. □ Passed with minor revisions.

□ Passed with major revisions. □ Not passed.

Second Reader Signature: _____

Print Second Reader Name:_____

Once signed and dated, students should bring this original form to the Student Advisors' Office (clinical students also need to give a copy to the director of clinical student affairs). A copy of this form will be filed in the student's departmental file, and another copy will go to the University Records Office so that the requirement can be recorded on the student's transcript.

VARIATIONS ON THE M.A.

Terminal M.A. or CSD Ph.D.	**M.A. on Clinical Ph.D. track**	**Research M.A.**	**M.A. in Mental Health and Substance Abuse Counseling**
__ 30 credits __ GPA of 3.0 __Intro to Statistics and Research Design __ Research Methods (only required for students applying for a Ph.D.) __ Proseminar __ 3 A-level courses 1. _____ 2. _____ 3. _____ __ 3 B-level courses (**3/4 areas**) 1. Assessment _____ 2. Social _____ 3. Developmental _____ 4. Clinical _____ __ 2 additional courses 1. _____ 2. _____ __ 4 research/colloquium hours CSD Ph.D. track only __ 3.5 GPA	__ 30 credits __ GPA of 3.5 __ Intro to Statistics and Research Design __ Research Methods __ Proseminar __ 3 A-level courses 1. Intro to Cogn Neuroscience 2. History and Systems of Psychology 3. _____ __ 4 B-level courses 1. <u>Adult Psychopathology</u> 2. <u>Assessment of Individual Differences</u> 3. <u>Social</u> 4. <u>Developmental OR Development and Psychopathology</u> __ 1 additional course 1. _____ __ 4 research/colloquium hours	__ 30 credits __ 3.7 GPA in 1st 18 credits (3 A-levels, 2 B-level, & 1 elective) __ Intro to Statistics and Research Design __ Research Methods __ Proseminar __ 3 A-level courses 1. _____ 2. _____ 3. _____ __ 3 B-level courses (**3/4 areas**) 1. Assessment_____ 2. Social _____ 3. Developmental _____ 4. Clinical_____ __ 2 additional courses 1. _____ 2. _____ __ 4 research/colloquium hours	__ 30 credits __ GPA of 3.0 __ Proseminar Intro to Statistics and Research Design not required Research Methods not required __ 3 A-level courses 1. Intro to Cogn Neuroscience 2. _____ 3. _____ 4. __ 3 B-level courses (**3/4 areas**) (Assessment of ID recommended) 1. <u>Adult Psychopathology</u> 2. <u>Psychopathology III</u> (considered Social on this track)_____ 3. _____ Additional Requirements: __ Intro to Substance Abuse Counseling __ Advanced Issues in Substance Abuse Counseling __ Ethics __ 2 additional courses __4 research/colloquium hours

VARIATIONS ON THE PH.D.

Clinical Ph.D. – 90 credits	**CSD Ph.D. – 60 credits**	**With the Research Masters (RM.A.)**
At the M.A. level: ___ Proseminar ___ Intro to Statistics and Research Design ___ History and Systems of Psychology ___ One course in Developmental Psychology ___ Social Psychology ___ Intro to Cognitive Neuroscience ___ Assessment of Individual Differences ___ Adult Psychopathology ___ Research Methods **At the Ph.D. level:** ___ Advanced Statistics (must be taken before Diss. Proposal) ___ At least two three-credit seminars ___ Diagnostic Testing I ___ Diagnostic Testing II ___ Diagnostic Neuropsychological or Child Testing ___ Clinical Theory and Techniques I ___ Clinical Theory and Techniques II ___ Externship Seminar I (Semester 1) ___ Externship Seminar I (Semester 2) ___ Externship Seminar II ___ Supervision & Consultation ___ Ethical and Professional Issues ___ Seminar on Ethnicity in Clinical Theory and Practice ___ Seminar on Evidence-Based Treatment ___ Individual Research Supervision (Research Master's track students are exempted) **Additional Requirements:** ___ Maintenance of a 3.5 GPA ___ Beth Israel Practicum ___ Major Ph.D. Qualifying Exam ___ Externship in 2nd year ___ Externship in 3rd year ___ Preliminary Dissertation Proposal Defense ___ Dissertation Proposal Defense ___ One year of full-time predoctoral psychology internship ___ Dissertation defense ___ 2 hour child abuse reporting course	**At the M.A. or Ph.D. level:** ___ Proseminar ___ Intro to Statistics and Research Design (must be taken before Diss. Proposal) ___ Advanced Statistics (must be taken before Diss. Proposal) ___ Four three-credit seminars **At the Ph.D. level:** ___ Individual Research Supervision **Additional Requirements:** ___ Maintenance of a 3.5 GPA ___ Part II of the Ph.D. Qualifying Exam ___ Oral exam of dissertation proposal ___ Dissertation defense	RM.A. students are exempt from Individual Research Supervision