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Introduction

Purpose of Student Handbook

This Student Handbook is a general reference to graduate study in this program. It includes information on academic programs, program requirements and other matters related to your academic progress. It is designed to help you navigate many of the curricular aspects of your graduate study in the Psychology department and the NSSR. This Handbook supplements the NSSR Catalog, which is the official source of information about the rules, regulations, and requirements of the University, and the NSSR.

The information published here represents the plans of the NSSR as of (December 16, 2019). 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. Students are required to follow the requirements of their catalog year.

For further assistance, refer to the designated departmental contacts below.

About the Department

The Department of Psychology of The New School for Social Research offers a program in General Psychology leading to the MA degree. The PhD Degree provides further study in Cognitive, Developmental, Social or Clinical Psychology. The curriculum stresses critical thinking about the major issues, phenomena, and applications of psychology. The faculty strives to educate and train practitioners who also can teach and engage in research careers.
### Department Contacts

<table>
<thead>
<tr>
<th>Co-Chair</th>
<th>Co-Chair</th>
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<tbody>
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<td><strong>Jeremy Ginges</strong></td>
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<table>
<thead>
<tr>
<th>Department Secretary</th>
<th>Clinical Secretary</th>
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<td>80 Fifth Avenue (Bldg. G), Room 7th Floor</td>
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<tr>
<th>Director of Safran Center</th>
<th>Director of Clinical Student Affairs</th>
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<tr>
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<tr>
<th>Student Advisor - MAs (L-O) &amp; CSD (all)</th>
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<tbody>
<tr>
<td><strong>Juliana Black</strong></td>
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<th>Student Advisor - MAs (P-R) &amp; Clinical (L-O)</th>
<th>Student Advisor - MAs (S-Z), Substance Abuse Track (all) &amp; Clinical (P-Z)</th>
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<tbody>
<tr>
<td><strong>Jennifer Halpern</strong></td>
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### Mailing Address

Department of Psychology  
80 5th Avenue, 7th Floor  
New York, NY 10011
**Department Faculty**

Faculty On Leave

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<tr>
<th></th>
<th>All Year</th>
<th>Fall Only</th>
<th>Spring Only</th>
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<tbody>
<tr>
<td>Arien Mack</td>
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<td>William Hirst</td>
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Academic Advising & Departmental Policies

General Overview

The New School has specific 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. For information specifically about the department’s programs the Student Advisors, and your Faculty Advisors can best assist you with any questions or concerns you may have. Additionally, departmental secretaries maintain a student listserv and provide information about scientific and professional meetings at The New School and elsewhere in New York City, as well as research and training positions.

Upon enrollment in the program, all students must activate a New School email account 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 student advisors. The university only recognizes New School accounts as 'secure' for the purposes of transmitting official information (such as transfer of credit forms). The Psychology Student Advisors will periodically mail special information memos to all students. Please be certain to update your official address, email address, and/or telephone number through MyNewSchool. There is also a student mailbox system. You can receive your box assignment from the Student Advisors, or check the list next to the mailboxes for your name, and be sure to check your box regularly.

The Student Advisors

Student Advisors (SAs) are advanced graduate students who assist with program planning and provide information about ongoing activities, events, and opportunities in the department. They assist students with registration and with dissertation defense procedures. They can also help direct students with grievances to the appropriate offices. (Academic Affairs can also assist students with grievances or division-wide academic policy issues.) See the “Department Contact” information above for their availability. 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 Advising

For Master’s Students (MAs)

Faculty advisors are assigned at orientation to all incoming MA students. Once MA students decide on a research lab they would like to work and in which research area they would like to complete their thesis. Students should email their SAs to declare their official faculty advisor. Before students declare their faculty advisor, they should use SAs for all questions about course schedules and requirements. Faculty advisors primarily serve as research and career advisors.
For Doctoral Students (PhDs)

For PhD students, the dissertation chair also serves as the student’s academic advisor. Clinical PhD students should notify their 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 Support

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 & Teaching Assistantships / Fellowships

The Department of Psychology offers paid positions in the form of teaching and research assistantships, undergraduate course graders, and teaching fellowships. The Office of Academic Affairs (located on the 10th floor of 6 East 16th Street) and/or Provost’s Office sends an e-mail to all students announcing these positions.

Interested students should complete the application and submit the requested materials online. In addition, students are expected to discuss the for which they have applied with the appropriate professor (i.e., the course instructor for whom they wish to TA or RA). These positions are available to students after having completed one year in the MA program; however, TF positions (described below) are generally only offered to doctoral students.

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. Check with the Dean’s Office for the current salary. 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 manuscript 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 speak directly with the faculty member with whom they would like to work. Check with the Dean’s Office for the current salary. Full-time equals thirty-six weeks, approximately 15 hours per week.
Research Involvement

All students are encouraged to speak with individual faculty members about the possibility of participating in projects as volunteers, especially in research labs. Such personal involvement in research is an essential aspect of graduate education in psychology. In some circumstances, students may utilize their work-study funds or pursue independent studies as part of their research.

Psychology Department Colloquia

The Psychology Department offers lectures by prominent psychologists on research and clinical topics. The colloquia presenters may also be candidates for faculty positions within the department. Department Colloquia are a vital part of academic engagement with the department. The lectures are typically held at 12:30 p.m. on Wednesdays a few times during the academic year. Mail reminders are sent out from the department secretary.

Lab Orientations

Orientations for the various research labs will be held during the first three Thursdays of the Fall semester, 6:00 PM - 7:50 PM, 29th August, 5th September and 12th September. During these orientations, Psychology Faculty members will describe their work, the research they are conducting, and the opportunities for MA students to volunteer with one or more research projects overseen by faculty and senior PhD students. These orientation events will also include an opportunity for new MA students to meet and discuss their interests with faculty. Final agendas for these orientations will be sent via email to new MA students from the student advisors and departmental secretaries at the very beginning of term. Students are also encouraged to reach out to lab managers and faculty to attend lab meetings as guests.

Psychology Student Government

The Psychology Student Government (PSG) is the student-led governing body that serves as a channel of communication between students, faculty, and the administration. The PSG represents the views of all graduate students in the NSSR psychology department. The PSG meets once a month and determines concrete actions that students can collectively pursue (e.g., working groups to investigate departmental matters, how PSG funds should be allocated, in-person and digital voting, etc.). There are three officers (i.e., facilitator, treasurer, & secretary) and a representative for each graduate program (i.e., MA, CSD, & Clinical). Participation and attendance is highly encouraged, and desired. To reach out with any questions, concerns, feedback, or ask to have an item put on the upcoming meeting agenda, please email psychstudentgov@newschool.edu.

Grading Policies

The NSSR grading policy and Incomplete policy can be found in the NSSR Catalog. However, the Psychology department has two unique policies relevant to grading and incompletes.
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. MA level students are not allowed to take courses as Pass/Fail. A threshold of B- or higher is used to indicate passing.

Any PhD level student requesting to take a course on a Pass/Fail basis outside of the PhD course-load (for example, electives offered at the MA level and Independent Studies) must first obtain permission from the instructor by completing a grade change form. Forms will be sent out via email at the beginning of the semester by the student advisors. Additionally, if students would like to receive a grade for a course that is typically offered on a Pass-Fail basis (in order, for example, to improve their GPA to increase competitiveness for merit-based scholarships) the student can petition for a change of grade mode in this case as well.

Incompletes for Psychology Students Only

See the NSSR catalog for the university policy on incomplete grades. Psychology students must note the following: All incompletes for clinical psychology doctoral students must be satisfied before applying for the psychology predoctoral internship.

Students must present a plan to complete the work to the instructor with whom the course was taken. Normally, completing the outstanding requirements will suffice to remove an incomplete. However, sometimes retaking the course is necessary. If retaking the course, the student must register the next time it is offered as an auditor (which currently 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.

Note: A special policy (outlined below) exists for the following clinical skills courses:

1. Diagnostic Testing I & II (GPSY 7002/7003)
2. Diagnostic Interviewing (GPSY 7005)

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 professionalism with regard to 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 must be completed within six weeks of the end of the semester in which they are taught for the following classes: Diagnostic Testing I and II, Clinical Theory and Technique-Psychodynamic Therapy, and Clinical Theory and Technique- Cognitive Behavioral Therapy. 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 and Technique: Cognitive Behavioral Therapy is not completed by six weeks following the end of the semester in which the course is taught, the student will be held back from externship.

Transfer of Credit

MA students are eligible to transfer up to 3 credits upon approval of the department, division, Registrar’s Office. PhD students are eligible to transfer in 9 elective credits and more credits can be transferred in as requirements if the Chair deems the transfer course a suitable replacement for a core course offered in the NSSR Clinical PhD.

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

1. 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 MA program.
2. The student has not taken an equivalent course at the NSSR (i.e., credit will not be granted for the same course twice).
3. The course must have been taken within the last ten years.
4. Transfer credit will be denied if the course grade is below a B.

Transferring credits can be petitioned for via an online petition.

Time Limits & Extensions

All MA requirements must be completed within the first 10 semesters from the start of the program, and all PhD requirements must be completed within the first 20 semesters from the start of the program. The total of semesters does not include semesters taken on documented leaves of absence. To petition for extensions of time, please fill out and follow the instructions on NSSR General Student Petition.

Independent Studies

MA students. Students at the MA level may register for three independent study credits if their schedule permits and all degree requirements are satisfied with permission and plan of study from a faculty member. Clinical Students. Clinical Psychology PhD students are required to take one independent study with a faculty advisor during the PhD program on a directed study or topic related to their dissertation.

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 Psychology

MA students may elect to take one three-credit course in another department in the NSSR. Doctoral students may elect to take up to 12 credits in departments of the NSSR other than Psychology. Students admitted to the PhD Programs may also take courses in other graduate schools that are part of the Inter-University Consortium. Information regarding the Consortium can be obtained online (http://www.newschool.edu/nssr/inter-university-doctoral-consortium/), or in the Office of Academic Affairs. Students should see staff in that office as soon as they have any interest in the consortium.

Other Relevant Resources for Students to Consult

Research with Human Subjects
Student Housing
Health Insurance

Psychology Department Governance Rules
Master of Arts in General Psychology (MA)

General Overview

Full-time graduate study at the New School is defined as being registered for 9-credits in a semester. The MA in General Psychology is 30-credits and usually completed within two years. Of the 30-credits, 21-credits must be taken in the seven required areas that span the main subdisciplines of psychology. The remaining 9-credits are electives that must be taken at the NSSR. A successful candidate for graduation will maintain a cumulative 3.0 (B) GPA and will have completed 30-credits in accordance with their specific degree track requirements outlined below.

For students who wish to take more than three courses in a semester must obtain permission from one of the department co-chairs and Assistant Dean of Academic Affairs, Tsuya Yee (yeet@newschool.edu). Please note that students petitioning to take more than three courses should have a minimum GPA of 3.7 at the time of their petition. Courses are typically offered once per year, either in the fall, spring, or summer term.

MA Tracks

There are three MA tracks in Psychology:

1. The MA in General Psychology
2. The MA in General Psychology with a Concentration in Mental Health & Substance Abuse Counseling
3. The MA in General Psychology with a Research Emphasis (or Research MA).

All three tracks generally require many of the same course requirements (with slight variation). Their respective degree requirements are outlined below.

Note: The Research MA is required for those MA students who seek PhD admittance to one of the PhD programs in Psychology: Cognitive, Social and Development Psychology or Clinical Psychology.

Research Participation Credits

Over the course of the MA program, students are required to accumulate four hours of research participation credits. This can be fulfilled either by participating in hour-long experiments conducted by psychology department faculty and graduate students or by attending departmental colloquia. This is a mandatory requirement for receiving the MA degree. These can be tracked via the SONA system. Students do not register for EQ credits while completing their research participation requirement.
General MA Required Coursework

There are seven required areas that span the main subdisciplines of psychology. These 7 courses total 21 credits of the 30 credit MA degree. The required areas are:

1. **Cognitive Neuroscience** (GPSY 6101)
2. **Cognitive Psychology**, which can be satisfied by one of the following:
   a. GPSY 5110 - Cognitive Psychology
   b. GPSY 5102 - Visual Perception & Cognition
   c. GPSY 6107 - Language & Thought
   d. GPSY 6427 - Language & the Brain
3. **Social Psychology** (GPSY 5120)
4. **Development Psychology**, which can be satisfied by one of the following:
   a. GPSY 6155 - Developmental Psychology
   b. GPY 6281 - Development & Psychopathology
5. **Adult Psychopathology** (GPSY 5155)
6. **Statistics & Research Design** (GPSY 6133)
7. **Research Methods** (GPSY 6238)
   a. Students wishing to gain admission to the Clinical Psychology doctoral program must take this course as an MA student.
   b. The following students are not required to take this course:
      i. Students that are on the Substance Abuse Counseling track and do not intend to apply to the Clinical PhD.
      ii. Students in the Research MA track that plan to apply to CSD PhD program.

The MA with a Concentration in Mental Health & Substance Abuse Counseling (CMHSAC)

Concentration Overview

The Concentration in Mental Health and Substance Abuse Counseling (CMHSAC) is an optional academic and clinical training program offered in conjunction with the MA in General Psychology. The Concentration provides students with a unique foundation in the treatment of substance use and behavioral addictions. Moreover, CMHSAC employs a harm reduction orientation, placing this program at the cutting edge of training in the treatment of substance misuse. This course of study provides both practical and theoretical training in mental health and substance abuse counseling. Practical training is available at several sites in the New York City area.

CMHSAC Program Curriculum

Students wishing to earn the MA in General Psychology with a Concentration in Mental Health and Substance Abuse Counseling must enroll in the following courses. (Courses in red are CMHSAC specific courses taken in addition to the other MA required coursework)

- GPSY 6109 Introduction to Substance Abuse Counseling
- GPSY 6112 Advanced Issues in Substance Abuse Counseling
● GPSY 6156 Psychopathology III: Biosocial and Cognitive Theories of Addiction
● GPSY 7011 Professional Issues and Ethics
● GPSY 5155 Adult Psychopathology

● GPSY 6101 Cognitive Neuroscience
● GPSY 5120 Social Psychology
● GPSY 6133 Statistics and Research Design
● Cognitive Psychology, as satisfied by one of the following:
  ○ GPSY 5110 Cognitive Psychology
  ○ GPSY 5102 Visual Perception and Cognition
  ○ GPSY 6107 Language and Thought
  ○ GPSY 6427 Language and the Brain
● Developmental Psychology, as satisfied by either:
  ○ GPSY 6155 Developmental Psychology
  ○ GPSY 6281 Development and Psychopathology, which is strongly recommended
● GPSY 6238 Research Methods
  ○ Students wishing to gain admission to the Clinical Psychology doctoral program must take this course as an MA student.
  ○ The following students are not required to take this course:
    ■ Students who do not intend to apply to the Clinical PhD.
    ■ Students in the Research MA that plan to apply to the CSD PhD.
  ○ Students who do not take this course for the above reasons must choose an additional elective course (3 credits)
● GPSY 7023 - A Mental Health and Substance Abuse Counseling Externship (0 credits). Students enrolled in optional clinical externship placements are required to register for this to attend supervision with Dr. Litt or Dr. Todman. (CMHSAC students who need equivalency credit to maintain full-time student status should also register for Research Training).

Course Sequence
Students are strongly encouraged to enroll in Introduction to Substance Abuse Counseling and Adult Psychopathology during the Fall semester of their first year in the MA Program. This will provide the necessary foundation for Advanced Issues in Substance Abuse Counseling that Spring. Psychopathology III is recommended in the Spring as well, to ensure that interested students are eligible for optional clinical placements that will start at the end of the Spring term, Summer, or Fall of their 2nd year (see below for more details about clinical placements).

CMHSAC students who wish to apply to the doctoral program are subject to the same admissions requirements that apply to those enrolled in the general MA. Electing to pursue the CMHSAC does not in any way preclude a student from applying for admission to the Doctoral Program.

Clinical Placement Requirements
Students are eligible to attend optional clinical placements once they have completed Adult Psychopathology (GPSY 5155), Psychopathology III (GPSY 6156), Introduction to Substance
Abuse Counseling (GPSY 6109) and Advanced Issues in Substance Abuse Counseling (GPSY 6112) with a B or higher. Placements are approved by and given at the discretion of the Concentration directors based on academic standing and clinical readiness and are not guaranteed to all students.

Alcohol and Substance Abuse Counselor Certification (CASAC)

The CMHSAC offers students an opportunity to pursue the New York State Certified Alcoholism and Substance Abuse Counselor (CASAC) credential. The CASAC credential is offered by New York State through the Office of Alcoholism and Substance Abuse Services (NYS-OASAS) to indicate that an individual has met the local and national standards for clinical practice in the substance abuse field. The credential is granted on the basis of a combination of educational training, relevant clinical/work experience, and successful completion of the CASAC exam. The CMHSAC curriculum satisfies the 350-hour educational and training requirements enabling students to apply for CASAC Trainee certification (CASAC-T) and to sit for the CASAC examination.

For more detailed information please consult the CMHSAC Handbook (available at Student Advisors’ office) or the CMHSAC website.

Clinical PhD Electives

Doctoral students in the Clinical PhD program who did not take CMHSAC courses during the MA are also invited and encouraged to take courses within the Concentration in Mental Health and Substance Abuse Counseling as electives, in order to gain additional training in working with clients with substance use disorders.

The Research MA

Track Overview

Students who wish to internally apply to either doctoral program are required to complete the requirements for an MA in General Psychology with a Research Emphasis (the Research MA).

Admission to Research MA

Students are admitted to the Research Master’s program by application after their first year of the MA program. SAs circulate information about applications and deadlines when it becomes available. The requirements of applying for a Research MA are as follows:

1. A student must not be in their final semester in the MA program (i.e. the student should apply prior to the semester that they intend to graduate).
2. A student must have completed at least 18-credits.
   - Students interested in the CSD program should have a minimum 3.7 (A-) GPA (or very close to a 3.7 and the permission of the potential faculty supervisor and appropriate department chair to apply).
   - Students interested in the Clinical program should have a minimum 3.5 GPA, and their completed coursework must include 6 of the required MA courses, including Introduction to Statistics and Research Design.
3. The student must have a faculty mentor in the doctoral program that they wish to be admitted to.
4. The student must include a brief description of the proposed research for the MA thesis.
5. A signed MA thesis application by the faculty sponsor, a student advisor, and the department chair.

Degree Track Requirements

Admitted Research MA students must complete the appropriate MA course requirements alongside writing 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.

Thesis Completion Requirements & Evaluation

The thesis must be completed within eighteen months of admission into the Research Master’s program. Students accepted into the Clinical Psychology PhD program must present a satisfactory progress report to the Director of Clinical Student Affairs prior to the end of their final semester in the MA program in order to be eligible for final admission. Please note that registration will be put on hold if students have not completed their MA 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 PhD program.

Faculty Advising

Students opting for the Research MA 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 MA thesis in a timely fashion.

Continuing to the PhD Programs

Students who are completing requirements for the MA in Psychology at The New School and who want to continue toward the CSD or Clinical PhD must submit applications to each program. (A student may apply to both.) No more than 30 credits may be taken prior to applying to the PhD programs (unless student is on Substance Abuse track, in which case no more than 31 credits are permitted). See pp 17 and 21-22 for specific GPA and other eligibility requirements, and meet with Student Advisors for further details. The CSD PhD program is 60 credits and the Clinical PhD is 90 credits (this includes the 30 credits from the MA program).

Students who are not admitted to PhD programs cannot take graduate psychology classes beyond the 30 credits for the MA (or 31, in the case of students on the substance abuse track). If non-PhD students confer their MA, 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

Overview

Students with an MA in Psychology from another graduate program who wish to continue onto either PhD program but are not automatically admitted to those programs may be given “Advanced MA Standing” in a limited number of cases. Advanced Standing is granted at the discretion of the Admissions Committee and the Psychology Department.

Note: Advanced Standing students are not eligible for an MA degree from The New School upon completion of stipulated courses, unless they are not admitted to the PhD.

Requirements for PhD Admission

In order to be admitted to the PhD programs, Advanced Standing students must:

1. Take at least 12 credits of coursework at The New School. A typical course load might consist of four required MA courses. 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. Students should consult with the Student Advisors to make sure that their courses, in combination with the transfer credits (transferred at the PhD level if admitted), allow their full eligibility for applying to the PhD programs.
   a. Students interested in applying to the Clinical PhD program should consult degree requirements to make sure their pre-PhD 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. In order for students to complete the Clinical PhD program in a timely manner, students should have taken GPSY 5155 - Adult Psychopathology and GPSY 5120 - Social Psychology (or have equivalent courses transferred) at the pre-PhD level.

2. Maintain the required GPA (3.5 for Clinical, 3.7 for CSD) 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) PhD programs.

4. Advanced Standing students are advised to consult Student Advisors regarding what four (12-credits) of study they should pursue over the course of their (one year) of pre-PhD studies.
PhD in Cognitive, Social & Developmental (CSD) Psychology

Nature of the Program

The cognitive, social, and developmental program emphasizes the role context plays in shaping cognition and behavior, focusing on social factors, culture, the body, and the situation. This contextual approach provides a framework for understanding psychological theories and other biologically based perspectives on mental and emotional activity. Overall, the research conducted in the program reflects a broad-based perspective and supports diverse methodological approaches and 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, each student concentrates in either cognitive, social, or developmental psychology through specialized seminars and independent study with members of the faculty who share the student’s interests. If eligible, students may take relevant courses offered by other universities through the Inter-University Consortium. (Consult with a Student Advisor and contact the Coordinator of Academic Affairs for more information regarding registering for IUDC).

The doctoral program uses an apprenticeship model—a student works closely with a member of the faculty on collaborative research projects and developing a dissertation. Students are expected to become members of lab groups and to attend and present their own research at seminars and conferences.

Requirements for Internal Admission

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

Students matriculated in a Psychology MA program at NSSR must meet the following requirements for consideration for internal admission:

1. Have satisfied the distribution requirements for their respective MA degree track.
2. Have formally applied to continue study toward the PhD.
3. Students must successfully complete the Research MA.
4. Have a minimum 3.7 GPA at the time of application. Students must maintain a 3.7 in their final semester, and throughout the completion of the Research MA thesis.

Along with the above requirements, applicants should include an essay in which the student describes 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.
Notification of Decision

There are two outcomes of an application. A student is either notified by the faculty that (1) they will be admitted to the program upon passing the Research MA Thesis requirement, or (2) that they will not be admitted to the program.

Degree Overview

The PhD in CSD Psychology is a 60 credit degree, which includes the 30 MA credits (course distribution requirements included). Eligible students can also transfer up to 30 credits. Graduates must maintain a minimum cumulative GPA of 3.7 (A-).

Course Requirements

Of the 60 credits required, the following must be taken at the PhD level:

1. GPSY 6134 - Advanced Statistics
2. An Independent Study (GPSY 6990) with the student’s faculty advisor
3. 12 Seminar credits (including those taken at the MA level)

Non-Course Requirements

CSD students must complete and defend the following to non-course requirements:

1. Dissertation Proposal & Defense
2. Dissertation & Defense
PhD in Clinical Psychology

Nature of the program

The Clinical PhD 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](http://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, multicultural). 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 lifelong 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 PhD by obtaining an MA in General Psychology, which includes courses in psychopathology and foundations in research and clinical judgment. 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 MA 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:

1. In consultation with the faculty advisor, students are expected to finish the Research Master’s Thesis 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 PhD program.

2. Applications to the Clinical PhD program are available from the Director of Clinical Student Affairs in November each year and are due February 1st. The Clinical Admissions Interviews are held in February and March.

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.

Assessment courses have laboratory sections as well as practica arranged through affiliated clinical agencies when possible. A variety of modes of intervention for treatment and prevention are taught in courses and through direct clinical practice. 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 Psychotherapy Program serve as agency liaisons for clinical students.

Requirements for Internal Admission

To be considered for admission to the Clinical PhD Program, students must satisfy the following requirements:

1. A minimum 3.50 grade point average in Research MA at the time of application and the maintenance of a 3.50 GPA until completion of the MA. This is necessary to maintain eligibility to begin the clinical program.

2. Judgment by two members of the clinical faculty, based on independent admissions interviews (see “Clinical Admission Interview” section below) and written application materials, that a student is well suited for a clinical doctorate. 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.
3. Each applicant to the Clinical Program will be required to nominate and rank, in order of preference, two members of the regular clinical and/or CSD 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 or part-time faculty cannot be included among those nominated. Note that matches between student interests and faculty research will be a factor in admissions.

4. All applicants must write a 2-3 page essay addressing the following:
   a. Their educational background
   b. Their research and clinical experience
   c. A research question or set of questions that they are interested in pursuing in the PhD program
   d. Their immediate and long-term goals
   e. Their life experiences which might supplement interpretation of 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.

5. Prospective applicants to the Clinical Program are strongly encouraged to become involved with a faculty member’s 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 applicant’s consent, to access and review all university academic and disciplinary files.

Successful completion of the MA in General Psychology does not guarantee admission to the Clinical PhD program. The Clinical Program admits approximately 15 PhD students per year.

Clinical Admissions Interview

Overview

Applicants to the Clinical Psychology PhD Program will interview with two clinical faculty members during the spring semester of the year in which they obtain their MA 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. Interviews will also explore students’ potential research interests and assess their ability to think about empirical issues in a critical fashion.

Following the submission of the Clinical Program application, candidates will be notified by the Clinical Secretary 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. At this time they will receive one of the following notifications:

1. Their **provisional acceptance** to the Clinical Program contingent upon their successful completion of the MA requirements.
2. Their **wait-list status**, meaning that they will be admitted if there are sufficient openings after the initial acceptances are final, and are eligible to re-apply to following year.
3. That they **cannot be admitted**.

If a student is not admitted he/she/they will not be eligible to re-apply to the program. If an applicant receives waitlist status and re-applies the following year, it is important to understand that he/she/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. 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.).

Additional Considerations for Admission

Students interested in admission to the Clinical Psychology PhD 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 are posted in the Clinical Psychology student lounge and lobby on the 6th floor of 80 Fifth Ave.

At the time of application for admission to the Clinical Psychology PhD 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 MA level. Whether or not students already have a faculty mentor at the time of application to the clinical program is one factor considered during the admissions process.

Non-Matriculated Students Applying with a Previous MA 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 PhD program for consideration by completing a Clinical
Psychology PhD application. Applications are available in November from the Director of Clinical Student Affairs (80 Fifth Avenue, Room 601) and due by 6 P.M. on February 1st.

Students must apply both to the Clinical PhD program for consideration and to Graduate Admissions to initiate student status.

Overview of Degree Requirements

Credit Requirement & Distribution

Students admitted to the Clinical PhD Program must complete a total of 90 credits of coursework in academic psychology and clinical practice. The 90-credit program leading to a PhD in Clinical Psychology is completed in two stages. The first 30 credits lead to the MA degree in General Psychology. The remaining 60 credits are required for completion of doctoral work.

Students in their first year of the Clinical Psychology PhD program are required to do practica at The Safran Center (formerly known as the New School-Psychotherapy Research Program, NSPRP) for which they may receive one credit for both Fall and Spring semesters.

Students in their second year and beyond are eligible and recommended to complete a paid externship at the New School Counseling Center. Information on this placement is detailed below.

Required Coursework

Clinical students are required to take the following courses (totaling 60 credits) at the PhD Level:

- GPSY 7002/7003 - Diagnostic Testing I and II
- GPSY 7009 - Clinical Psychology Externship Seminar I (taken over the course of two semesters in conjunction with a one-year, half time externships; this is a 1 credit course – 1 credit in the fall semester and 1 credit in the spring).
- GPSY 7010 - Clinical Psychology Externship II (taken for one semester in conjunction with a one-year, half time externships; can be taken for 1 or 2 credits depending on fit within the student’s schedule)
- GPSY 7005 - Diagnostic Interviewing
- GPSY 7008 - Clinical Supervision & Consultation
- GPSY 7006 - Clinical Theory and Technique: Psychodynamic Therapy
- GPSY 7019 - Clinical Theory and Technique: Cognitive Behavioral Therapy
- GPSY 7012 - Ethnicity in Clinical Theory and Practice
- GPSY 7013 - Evidence-Based Treatments
- One of the following:
  - GPSY 7001 - Diagnostic Assessment of Children
  - GPSY 7004 - Diagnostic Neuropsychological Testing
  - GPSY 7007 - Advanced Diagnostic Testing Assessment of Adult Psychopathology (Prerequisites: Diagnostic Testing I & Diagnostic Testing II)
- GPSY 7011 - Professional Issues and Ethics
● GPSY 6134 - Advanced Statistics (4 credit course)
● GPSY 6990 - Independent Study with a departmental faculty member
● GPSY 6255 - Assessment of Individual Differences
● The remaining credits should be satisfied by elective or approved transfer credits.

Note: A proposal to teach History and Systems via an infusion model is currently under review by the NYSED. If this proposal is not approved, the course will also need to be taken during the PhD program per the APA and state licensure requirements.

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 and Student Advisor when planning their curriculum and to receive counseling concerning their academic progress.

Class Attendance Policy. Class attendance is an important requirement of the doctoral program. Students who miss three (3) or more class sessions in any given course are at risk of failing the course.

Additional Requirements

1. Maintenance of a 3.50 GPA continuously until graduation.
2. Clinical placement at The Safran Center during the first year of the doctoral program. First year practicum students will carry 2 patients in individual psychotherapy and receive 1 hour of individual supervision and 1 hour of group supervision. 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 clinical training process. Concurrently, students will also have the opportunity to partake in an external clinical placement (4-5 hours/week) at a hospital or community clinic setting.
3. Students in their second year and beyond are eligible to engage in a paid externship at the New School Counseling Center. Students can also choose to apply to external externship sites if pursuing a certain specialization.
4. Successful and timely completion of the Preliminary Dissertation Proposal Defense and Dissertation Proposal Defense. The Preliminary Dissertation Proposal Defense should be completed in the year prior to the one in which they will apply to internship and the Proposal Defense must be successfully defended by May 31st prior to internship application year (which begins the following fall).
5. One year of half-time externship training (16 hours per week; 20 hours may be permissible for child-specific placement if students are in good standing with their dissertation and, clinical and coursework) during Year 2 of the doctoral program.
6. One year of half-time externship training (16-20 hours per week) during Year 3.
7. One year of full-time (or two years part-time) predoctoral clinical psychology internship
a. During this time students are required to register for 1 credit of Internship each semester.
8. Completion and successful defense of the dissertation.
9. 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; 30 of which are completed in the MA)
- Program completion within 10 year time-to-degree limit (includes time taken to complete the MA degree)
- 3.50 cumulative GPA, which must be maintained throughout the program.
- Successful completion of PhD courses listed above and electives needed to reach 90 credits.
- Successful completion and defense of Preliminary Dissertation Proposal Defense
- Successful completion and defense of Dissertation Proposal Defense
- Successful completion of Doctoral Dissertation and Dissertation Defense

Clinical Curriculum Matriculation Schedule (beginning 2017-2018)

### First Year

<table>
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<tr>
<th>Semester</th>
<th>Courses</th>
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| **Fall Sem.** | Diagnostic Testing I (4 credits)  
Diagnostic Interviewing (3 credits. Formerly Clinical Theory & Technique I)  
First Year Practicum/Case Conference (1 credit)  
Clinical Theory & Technique: Psychodynamic Therapy (4 credits, Formerly Clinical Theory & Technique II)  
Safran Center + Inpatient/Community mini practicum |
| **Spring Sem.** | Diagnostic Testing II (4 credits)  
Clinical Theory & Technique: CBT (3 credits)  
Ethics and Professional Issues (seminar, 1 credit)  
First Year Practicum/Case Conference (1 credit)  
Assessment of Individual Differences  
Complete and defend MA thesis.  
Safran Center + Inpatient/Community mini practicum |

### Second Year

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<th>Semester</th>
<th>Courses</th>
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| **Fall Sem.** | Externship Seminar (1 credit)  
Advanced Assessment: Personality Assessment (3 credits)  
Counseling Center Testing Supervision  
NS Counseling Center Externship Placement |
| **Spring Sem.** | Advanced Statistics (4 credits)  
Externship Seminar (1 credit) |
● Ethnicity in Clinical Theory and Practice (3 credits)
● Advanced Assessment: Child (4 credits) OR Neuropsychological Assessment (3 credits) [offered in alternating years]
● Counseling Center Testing Supervision
● NS Counseling Center Externship Placement
● Complete and defend Preliminary Dissertation Proposal. Students wishing to apply for predoctoral internship must have defended their final Dissertation Proposal by May 31st of application year.

### Third Year

#### Fall Sem.

- Externship Seminar (1-2 credits)
- Individual Research Supervision (3 credits)
- Assessment of Individual Differences (2020) OR History and Systems (2019) (3 credits)
- Second Externship Placement

#### Spring Sem.

- Supervision and Consultation (1-2 credits)
- Evidence Based Treatments (3 credits)
- Advanced Assessment: Child (4 credits) OR Neuropsychological Assessment (3 credits) [offered in alternating years]
- Second Externship Placement
- Dissertation data must be collected by Nov. 1 if you are applying for internship.
- Defending your Dissertation by the close of year 3 puts you in a good position to (1) complete your internship during year 4 and graduate or (2) apply for internship in the fall of year 4 and complete the program in 5 years.

*Students are required to take one Advanced Assessment course (Personality, Child or Neuro)*

### Elective Credits

The Clinical Program is 90 credits: 66-68 credits (including MA degree) are accounted for within these 90 credits.

For MHSAC students, 69-71 credits are accounted for within these 90 credits. Elective seminars are required within the 90 credits at either the MA or PhD level.

Students with prior MA degrees who transfer in credits at the PhD level will have less room for elective credits. Students should meet with their Student Advisor to complete a course planner to clarify number of electives and transfer credits at that time.

### Clinical Training Sequence

Professional Liability Insurance
All NSSR Clinical Psychology PhD 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. Nonetheless, 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, approximately $35.00 per year. For further details, contact www.apait.org.

The New School policy does not cover additional clinical experiences outside of program requirements in which students may be engaged.

First-Year Clinical Training at the Safran Center for Psychological Services and Affiliated Hospitals & Clinics (Updated May 10, 2019)

Through an integrated sequence of coursework, case conferences, and practicum experiences, first year students in the New School Clinical Psychology doctoral program receive rigorous foundational training in psychodiagnostic interviewing, assessment, core clinical skills, and an introduction to psychodynamic and cognitive-behavioral approaches to therapy. Students will receive hands-on clinical experience in:

1. Conducting intakes and providing individual therapy through our in-house training clinic, The Safran Center for Psychological Services, and
2. Leading or co-leading therapy groups at a hospital inpatient unit or a community site, for approximately 12 hours/week in total.

At the Safran Center, students will each carry two individual therapy cases at a time and attend individual and group supervision meetings, a weekly case conference, and other clinically-relevant training experiences. To round out students’ experiences in the first year, students will also spend approximately 5 hours/week at a hospital inpatient placement or an alternate treatment site in the community. Students may be expected to begin their off-site placements as early as July, depending on the specific site. For 2019-2020, students have the option of selecting from among the following placements:

- Lenox Hill Hospital (inpatient)
- Zucker Hillside Hospital/Northwell Health (women’s inpatient unit)
- South Beach Psychiatric Center (inpatient)
- Coney Island Hospital (inpatient)

The Safran Center placement typically begins with an orientation in August, the week before classes begin, and ends in June. The off-site practicum experience will typically begin in September, with onboarding to begin over the summer, and will last for 11 months or longer.

Second Year & Beyond: Clinical Externship Placements

New School Counseling Center Externship (2019 - 2020)

The New School Counseling Services will be offered to second year clinical students as a recommended but optional paid placement. The New School Counseling Services is located at 80 5th Avenue, 3rd floor. Counseling Services is part of Student Health Services (SHS) which includes an array of services designed to promote student health and wellness. Counseling Services are free and available to degree-seeking undergraduate and graduate students. The
following services are provided: crisis intervention, short-term individual therapy, group therapy, information and referrals to community providers, psychiatric consultation and short term medication management, consultation, health promotion and training for faculty and staff. The treatment modality is supportive and eclectic with a psychodynamic emphasis. In addition, with supervision provided by the Clinical Psychology Doctoral Program, undergraduate and graduate students will be eligible to receive low-fee psychodiagnostic and psychoeducational assessment services.

The externship begins the week of August 5, 2019 and ends on June 30, 2020. Full-time externs will work 15 hours per week. For all externs:

- The first two weeks of the externship will consist of mandatory orientation. The required orientation training sessions will take place on August 6, 7, 13, and 14, 2019.
- One hour per week of unpaid didactic training will be mandatory.

For 2nd year externs, a typical week will include:

- 9 hours of psychotherapy services, including intakes and triage assessments, short-term individual psychotherapy, group therapy (if available)
- 2 hours of individual supervision
- 1 hour of group supervision
- 1 hour of testing
- 1 hour of group testing supervision 2
- 1 hour administrative and collateral work

For 3rd and 4th year externs, a typical week will include:

- 11 hours of psychotherapy services, including intakes and triage assessments, short-term individual psychotherapy, group therapy (if available)
- 2 hours of individual supervision and 1 hour of group supervision
- 2 hour administrative and collateral work

For part-time externs, a typical week will include:

- 6 hours of psychotherapy services
- 1-2 hours of supervision
- ½ hour administrative and collateral work

Students will work with an interdisciplinary team of psychotherapists, psychiatrist and medical practitioners. They will also work collaboratively with all Student Success offices, including but not limited to the Dean of Students, Student Support and Crisis Management, Student Conduct and Community Standards, Student Disability Services, Academic Advising and Career Development, the Office of Academic Standards, among others. In addition, doctoral students may also provide crisis intervention services, which may include collateral contacts with family, faculty, staff, and outside providers.

This paid externship is designated as on-campus employment and is classified as a Senior Student Specialist 3 position at the New School. Students completing the full-time (15 hour/week) externship will receive a stipend of $12,000. Students completing the part-time (8 hour/week) externship will receive a stipend of $6,000. The employment period is 47 weeks, with two weeks vacation to be negotiated with the Director of Counseling. Externs are normally only permitted to take vacation during slow periods, e.g., winter break, spring break, after last day of classes. Two weeks paid vacation will be worked into your payment schedule, for holidays and spring break. As these positions are not research-related or teaching assistant work, they are not subject to SENS-UAW guidelines.
Doctoral students may work a maximum of 25 hours/week on campus (e.g., the 15-hour paid externship + one 10-hour RA or TA position per semester) during the academic year. International Student Restrictions: International students are subject to U.S. federal regulations regarding on-campus work. As the University classifies this externship as on-campus employment, it may not be designated as Curricular Practical Training (CPT). Externs who are international students may work a maximum of 25 hours/week on campus with approval from the Dean’s office (except when school is not in session). As a result, international student externs may also work an additional 10 hours/week in fall and spring of their externship year (one 10-hour RA or TA position per semester). When school is not in session or it is the annual vacation, they may work full-time, defined as 40 hours/week. Students who hold F-1 or J-1 visas do not require work authorization for this externship experience.

Prize and Dean’s Fellows may apply this externship towards fulfilling their fellowship work obligation. If desired, they may also hold an additional position (RA or TA) for additional pay (not to exceed 25 hours/week) if the chair of the PhD program guarantees in writing that the program will ensure that over the course of a 3-year fellowship, the Fellow will fulfill all of their work obligations.

External 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.

Choosing an Externship

Students preparing for externships are encouraged to 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 informational externship meeting is held in November of each year and provides additional information regarding the externship process. A list and description of clinical placement sites is distributed each year at the Externship informational meeting in November. Once students have matched, they must honor any externship acceptance they make.

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.
Sample Placements

For 2019-2020, The New School Clinical Psychology doctoral students have secured Externship placements at the affiliated agencies listed below, provided as a sample. Placements at additional agencies may be available in subsequent years. A list and description of clinical placement sites is distributed each year at the Externship informational meeting in November.

- Outpatient Clinical Psychology Rotation at the Brooklyn VA
- Mt. Sinai St. Luke's - Child & Family Institute - Parent Infant Center
- NYU Postdoctoral Program in Psychoanalysis and Psychotherapy
- Gouverneur Health - Heath Track
- Saint Luke’s Roosevelt CITPD
- Lenox Hill Hospital
- National Institute for the Psychotherapies
- Mt. Sinai St. Luke's - Outpatient Psychiatry Clinic/ Psychiatric Recovery Center
- Mount Sinai Beth Israel - Child, Adolescent and Family Externship
- NYU Langone Department of Neurology
- Mt. Sinai World Trade Center Mental Health Program
- Brooklyn VA, MST track
- Neuropsychology externship at New York Medical College- Maria Fareri Children's Hospital/Westchester Medical Center
- Family Services of Westchester
- The Rebecca School
- Brooklyn VA - PPRC Track
- Mount Sinai-Beth Israel Medical Center
- Bronx-Lebanon/BronxCare
- Columbia Psychoanalytic Institute
- Fordham Counseling Center - Lincoln Center

Evaluation of Student Progress & Externship Site

Students and externship agencies 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.

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. Externship supervisors will prepare, together with the extern, mid-year and end of year evaluation reports on the extern’s progress and performance. 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. 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.

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 will have the opportunity to discuss their training experiences in the externship seminar.
A more detailed policy statement about the externship is available from the Director of Clinical Student Affairs.

Predoctoral Clinical Internships

Internship Eligibility Requirements

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:

1. Students must have completed all coursework, including satisfaction of any incomplete coursework;

2. have a minimum 3.50 GPA;

3. have satisfactorily completed the Safran Center Practicum and one approved clinical psychology externship placement;

4. successfully completed the 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.
   - a. Dissertation Proposal Defense must be complete by May 31 of the calendar year in which the student intends to apply to internship.
   - b. Dissertation data must be collected by November 1 of the calendar year in which the student intends to apply for internship.

5. Students must 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).

In addition to the above requirements, students must be granted approval by the Director of Clinical Training before registering for the National Internship Match. 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.

Preparing Materials

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 further advised to familiarize themselves with the application procedures and timetable for each of the internship settings in which they are interested.
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.

All clinical students are required to track their practicum and externship experience hours. The program recommends using the Time2Track system located online.

Program Selection

In terms of program selection, 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.

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.

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 students’ 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 PhD 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.

Submission of Applications, Invitations to Interview, and Offers

The APPIC Internship Matching Program requires students to submit their ranking list of sites by the beginning of February to the 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.

The Internship Year and Progression to Graduation

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 completing internship who have met all other degree requirements in time for graduation will graduate on August 31st of the same year.

Evaluation of Academic, Research, and Clinical & Professional Performance

Every clinical student has a faculty advisor with whom they are working on their dissertation research (and in many cases, their master’s thesis 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 between all students and their faculty advisor. 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 meeting using advising form which is co-signed by students.

Evaluation and Remediation Practice & 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 via email 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).

Types of Notices

**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, including problems in
their academic, clinical and/or research work along with professional and interpersonal difficulties within the program.

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

1. Failing to maintain regular contact through mentoring relationship with faculty advisor
2. Failing to progress satisfactorily through the first year NSPP practicum, Externship, or Internship placements
3. Failing to secure clinical externship and/or internship placements
4. 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)
5. Poor quality academic coursework (overall rating of less than “Satisfactory” in any area on Core Coursework Evaluation form)
6. Tardiness and/or inconsistent class, lab or clinical attendance
7. Poor professional conduct
8. Poor interpersonal conduct
9. Clinical, academic or research work that is consistently late or incomplete
10. Failing to meet with faculty advisor for mandatory spring advising session
11. Overall rating of less than 2 (“Meets Expectations”) on Annual Clinical Psychology Advising Process: Progress Update and Evaluation of Competencies form
12. Failure to successfully defend Dissertation Proposal by the close of the spring semester of year 3
13. 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 PhD dissertation first)
14. Other instances in which a student is failing to meet program guidelines or requirements

Non-compliance with First Warning Leading to Second Warning: Students are given one opportunity to remedy the area of concern by the defined review date specified in the first warning letter. If a student fails to meet the remediation 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. They must then remedy the area of concern by the second deadline in order to have the hold lifted and for the student to resume doctoral studies.

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 MA 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, interpersonal 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 PhD 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 including students’ behavior with peers and colleagues in every domain and setting of the clinical program.

**Student Concerns, Petitions, and Grievances**

1. 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/they should see his/her/their Faculty Advisor for guidance. If necessary, students may then bring the concern to the Department Chair(s) (if the issue involves a General Psychology MA Program or CSD PhD course) or the Director of Clinical training (if it involves a Clinical Psychology PhD course).

2. Clinical students who have concerns about clinical program policies or decisions should speak directly with the Director of Clinical Training (DCT). Students who wish to file a formal petition regarding a clinical program policy or decision should send a letter outlining the details and grounds for concern to the DCT. 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.

3. A peer ombuds is available to students in the Clinical Psychology program who feel they have experienced or witnessed a violation of the New School’s code of conduct, while on or off campus, perpetrated by a past or present student, faculty member, or employee of the New School. The ombuds is an informal, neutral, independent, and in most cases, confidential resource for new and continuing clinical graduate students to raise questions or concerns about any aspect of their graduate experiences. The peer ombuds serves as a sounding board who also connects students to resources on campus and if applicable, provides support through the decision-making process. The ombuds does not file formal complaints and is unable to formally advocate for students in university or program matters. To maintain confidentiality, the ombuds does not keep official records of visits, other than tracking the number and general type of complaints. However, an ombuds
must report situations in which students and others are in imminent risk of harm. Students wishing to schedule a confidential meeting with the Clinical Student Ombuds may send a brief email to clinicalpsychombuds@newschool.edu. The peer ombuds will schedule an individual appointment to speak in person or by phone. To preserve confidentiality, face-to-face meetings will be held in a reserved room on campus but located outside of the psychology department.

4. The New School Ombuds Office is specifically designated to address student concerns. Students who prefer to speak to an ombuds outside of the department are advised to contact that office: 212.229.8996.

5. 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 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 PhD program completing academic and practicum requirements (this does not include the two-year MA program). They are expected to apply for internships in the fall of their third or fourth year of the program. Although the clinical PhD can be completed in four 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 MA 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

All PhD students are required to successfully complete a Dissertation Pre-Proposal and Dissertation Proposal prior to the Doctoral Dissertation Defense. The Doctoral Dissertation is comprised of two documents that will be described in greater detail below.

1. A comprehensive literature review
2. An empirical article

The PhD is awarded in recognition of a significant contribution to knowledge. Psychologists are generally expected to contribute to the research literature. The dissertation requirement is intended to allow students to demonstrate the skills they have developed at carrying out research independently.

Awarding the PhD requires that the student successfully propose and defend the dissertation before a dissertation committee. All dissertation documents are required to be in APA Style and include a title page, references, and appendices.
Note to Clinical Students: Clinical PhD students are required to complete the Dissertation Proposal during the Spring Term of the academic year prior to applying to internship (i.e., by May 31st). Students are strongly encouraged to complete the Dissertation Pre-Proposal in the Fall Term of the academic year prior to applying to internship so that they will be prepared to defend their Dissertation Proposal in the Spring.

Dissertation Requirements & Sequence

The Ph.D. is awarded in recognition of a significant contribution to knowledge. Psychologists are generally expected to contribute to the research literature. The dissertation requirement is intended to allow students to demonstrate the skills they have developed at carrying out research independently.

Awarding the Ph.D. degree requires that the student successfully propose and defend the dissertation before a dissertation committee; thus, a successful defense is comprised of both producing a passing document (even if with revisions) and a successful oral defense. All dissertation documents are required to be in APA Style and include a title page, references, and appendices.

Dissertation Pre-Proposal.

The purpose of the Dissertation Pre-Proposal is to receive feedback from two members of the dissertation committee in a scheduled meeting. The Dissertation Pre-Proposal is typically 4-5 double-spaced pages of main text; however, students should consult with their faculty advisor for specific page requirements/expectations. It does not need to include a comprehensive literature review or extensive references – though it is assumed that the literature will have been consulted. It should, however, include a very brief literature review as well as a basic overview of the study rationale, methodology, hypotheses, and planned analyses. This Dissertation Pre-Proposal must be submitted to the student’s dissertation chair and one other committee member at least two weeks in advance of a scheduled Dissertation Pre-Proposal meeting. Students should consult with their committee members to see if they need to provide paper copies of their proposals or if electronic copies are acceptable.

Once a satisfactory outcome of this Dissertation Pre-Proposal has been achieved, the student is given permission to work toward preparing the full Dissertation Proposal.

All dissertation forms can be obtained from Nichelle Horlacher, the department’s secretary.

Upon signatures from the appropriate advisors, forms can be returned to Nichelle for processing.

Doctoral Dissertation Proposal & Proposal Defense

The student will work to expand and refine their Dissertation Pre-Proposal into the full 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 and measures to be utilized, as well as a list
of references. 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 (or 2 Psychology Department faculty and 1 approved outside expert). The Doctoral Dissertation Proposal must be submitted to the student’s dissertation chair and two other committee members at least two weeks in advance of a scheduled Dissertation Proposal Defense and must be written in APA Style. Students should consult with their committee members to check whether they need to provide paper copies of their proposals or if electronic copies are acceptable. Students should create a brief PowerPoint presentation (i.e., 20 minutes) of their study rationale, design, measures, and proposed analyses to be discussed during the meeting.

PhD Dissertation

The PhD dissertation will consist of two separate, but related portions:

- **Literature Review.** The first portion will consist of a stand-alone 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 (excluding references), and will review theoretical and empirical research relevant to the topic that the dissertation research focuses on. The article will 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 stand-alone 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 PhD 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 MA program, if possible. The dissertation proposal should be the product of this dialogue rather than the beginning point.

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.
   a. 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. A committee must have at least two members who are members of the psychology department 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. When students are ready to schedule their Dissertation Defenses, they need to submit the Dean’s Representative request form online and contact Ellen Freeberg in order to obtain a Dean's Representative for the defense meeting. 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 Nichelle 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.

b. 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 proposal 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. A student can have at most fifteen outstanding credits toward fulfilling Ph.D. course requirements and must have completed the Advanced Statistics in order to schedule the Dissertation Proposal Defense. When a candidate is prepared to defend their dissertation proposal, they must set a date and time agreeable to all committee members (including the Dean’s representative). The candidate should then see a student advisor to inquire about additional paperwork and eligibility requirements. The candidate can schedule the date and time of the proposal defense, as well as reserve a room for it, with the assistance of the department secretary.

4. Human subjects protection: If the proposed research does not fall into an “exempt” category under the Department of Health and Human Services guidelines for research involving human subjects, the candidate must submit the project to the Institutional Review Board for review after having successfully passed the Oral Proposal Defense. See the provost's website for information:

5. Students are only allowed to begin collecting data once they have formal approval from their committee. If the proposed study is being conducted with patients in a teaching hospital or other institution, the 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 as many institutional IRBs can take months to approve work.

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

7. Before the dissertation defense, the candidate must have completed all course requirements. Check with your student advisor for any needed assistance and/or paperwork to file with the department. Apply to graduate via MyNewSchool by the deadline (preferably one semester prior to graduation).

8. Contact the clinical program administrative assistant via email (at least two weeks in advance, sooner is better) to let them know of the defense date and time once confirmed by all committee members (including your Dean’s Representative). The clinical program
administrative assistant will assist with room scheduling and paperwork. She will send you and your committee chair a reminder before your defense.

   a. **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.

   b. **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 the NSSR Assistant Dean of Academic Affairs to obtain permission and instructions.

9. Submit copies of the dissertation to the 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.

10. After a successful defense, the department prepares and submits all acceptance forms (Dissertation Defense Cover Sheet and Dissertation Acceptance Statement) to the Registrar's Office. The clinical program administrative assistant will assist with forms. See the Ph.D. Guidelines for NSSR found on the web: http://www.newschool.edu/nssr/graduation-phd-guidelines/.

   a. **If the committee requests revisions at the defense and indicates that on the Defense Cover Sheet, the committee chair must inform the clinical program administrative assistant once the revisions have been completed in a satisfactory manner. The admin assistant will submit a memo to the Registrar’s Office once revisions are confirmed.

   b. If the committee requires revisions, the candidate will need to complete the revisions and get the revisions approved from the dissertation supervisor before submitting to the official dissertation reader.

   c. If there are no further revisions, then the candidate will submit to the dissertation reader.

11. Check with the Dean’s Office - Student Academic Affairs for final formatting corrections. The Dissertation Reader (dissertationreader@newschool.edu) is the NSSR’s administrator that ensures that the final formatting of the dissertation meets the NSSR’s requirements. The candidate should send a copy to this individual as well.

12. The student should then complete final revisions, and turn in the final version of the 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 the final dissertation, the candidate should review the UMI Guide to Preparing Your Manuscript for Submission to ProQuest/UMI: http://www.proquest.com/products-services/dissertations/submit-a-dissertation.html

**Clinical Faculty Meetings**

Clinical faculty meetings (Wednesdays from 11-12:30) will be open to all students to ensure transparency and fairness in faculty decisions. At certain points students may be asked to leave
the room, for example, if faculty must discuss issues related to a particular student, to respect student privacy.
Available Departmental Resources

Application and Review

The Psychology Department has several types of funding that can assist students through their studies at the New School. The exact amount of the funding is usually determined by the Dean’s Office and could fluctuate from year to year. Current available resources for funding include:

Teaching Assistantships

These are available for both undergraduate classes and NSSR classes. When a class reaches a certain size, TAs assist with the instruction of the course. The exact form this assistance takes will vary from course to course and will depend on the wants and needs of the Instructor and the students in the class. A standard TAship is 10 hours/week.

1. Application Process: Students received a solicitation from the Provost’s Office to apply for a possible TA. This solicitation usually occurs in early Spring semester and is for the following academic year. In the application, students indicate what course they might be interested in TAing for. Students should also talk to individual faculty members. The Instructor of a course makes the final determination about who will TA for his or her course.

2. Review and Selection Process: Selection of a TA for a course is mainly at the discretion of the Instructor of the course. A TA needs to have extensive expertise in the area covered by the course, possess the ability to communicate clearly, and evidence a deep commitment to effective pedagogy. Most successful candidates are actively involved in conducting research in the area covered by the course, though other types of experience may also add value to a candidate’s viability. Inasmuch as the number of TAs assigned to a course may depend on the size of enrollment of the class, selection of TAs often occurs at the beginning of the semester for employment during that semester.

Teaching Fellows

These differ from TAs, in that Teaching Fellows are responsible for teaching a course, usually at Lang College or the New School for Public Engagement. Teaching Fellows may teach an already existing course that has not been assigned an Instructor. Alternatively, they may develop their own course. A standard TF appointment is 10 hours/week.

1. Application Process: Students should receive an email in the Fall semester soliciting applications for Teaching Fellowships. In the application, they will indicate what type of course they want to teach. If a new course, they will need to outline its content. Inasmuch as the Department must ensure that all required courses are taught on a routine basis, students are urged to speak to either the Director of Undergraduate Studies (currently Joan Miller) or the Director for Psychology at the New School for Public Engagement (currently Lisa Rubin). These individuals can help students decide between offering to teach an established course or developing a new course.
Applications are usually submitted early in the Spring semester. A student must be enrolled in a PhD program to apply.

2. Review and Selection Process: Selection is based on curricular needs and the qualifications of applicants, in particular, expertise and past pedagogical experience. For Lang courses, selection is done by the Director of Undergraduate Studies, in consultation with the Lang Dean’s Office. For NSPE courses, selection is done by the Coordinator for Psychology at the New School for Public Engagement, in consultation with the NSPE Dean’s Office. Notification is usually towards the end of the Spring semester. If students have questions, they should speak to either the Director of Undergraduate Studies or the Director for Psychology at the New School for Public Engagement.

Research Assistant

Each faculty member is granted a Research Assistant. Students should approach a faculty member if they are interested in being a Research Assistant for him or her. Faculty members decide who their Research Assistant might be. A standard RA appointment is 15 hours/week.

Dean’s and Prize Fellowships

These will normally involve full tuition reimbursement, and in some instances, a stipend. They may be for up to five years. Awards with stipend require that the Fellows provide service to the school. For instance, a Prize Fellowship lasting five years required, at present, 80 hours of service. An hour of service is the amount of time spent in each week in a semester on the service. Service is usually in the form of a Teaching Assistant, a Teaching Fellow or a Research Assistantship. In some instances, incoming MA students may be offered a Fellowship. In other instances, Fellowships are available to presently matriculated students.

1. Application Process: Fellowships can currently be awarded to new incoming students in the MA program or new students in the PhD programs. Currently, the Clinical and CSD programs each have two Prize and three Dean’s Fellowships to award each year.

2. Review and Selection Process: Review and selection is done by the faculty in the respective Programs. Student representatives are not present. Criteria is based on (1) performance in the classroom, (2) other signs of academic achievement, such as papers or posters at conferences or journal publications, and (3) promise of professional or academic achievement. Attention is also given to how these fellowships are currently distributed across the Department in order to ensure an equitable distribution of resources across faculty and student interests.

Dissertation Fellowships

Awarded to students working on their dissertation. Although it is usually only awarded to individuals whose proposal has been approved, this is not a requirement.

The award is currently for $10,000. The funding can be used either to assist with living experiences or to pay for research costs.

1. Application Process: Students should receive an email in the Spring semester soliciting applications. As part of the application, students will need to describe their dissertation
research and offer a reasonable timetable for completing it. Students who already have received a Dissertation Fellowship may apply again.

2. Review and Selection Process: Review and selection are done separately by the Clinical and CSD faculty. There are usually two or three fellowships offered by each Program.

Student representatives are not present. Criteria is based on (1) importance of the project, (2) its innovativeness, (3) its feasibility, and (4) the ability of the student to carry out the project. Attention is also given to how these fellowships are currently distributed across the Department in order to ensure an equitable distribution of resources. In addition, preference is given to those who have not already received a dissertation fellowship.

Student Advisor Positions (3-4 positions)

SAs assist in guiding both undergraduates and graduates through the program, attending particularly to curricular requirements.

1. Application process: Applicants should inform either of the co-Chairs of their interest by April 1st.

2. Review and Selection process: The co-Chairs, in consultation with the Faculty, will devise a short list. Those on the short list will then be interviewed by a committee of faculty members and should include two student representatives selected by the PSG. (This committee will then make a recommendation to the Faculty. The Faculty’s recommendation must be approved by the Dean’s Office before taking effect. Student Advisors may serve a maximum of three years in the position.

Travel Grants

These will help pay for travel to a conference or for research outside the New York area. Given the limited funding, these can, at best, supplement rather than pay for the travel costs.

1. Application process: Students should receive an email soliciting applications.

2. Review and Selection process: Available funds are divided evenly between the Clinical and CSD programs. Selection occurs twice a year, in the Fall and in the Spring. The Faculty of each of the programs review applications relevant to their program. Travel to conferences is rarely funded if students are not delivering a paper or presenting a poster. In the past, available funds have been divided equally among qualifying applicants.

Additional Funding Resources

In addition to these openings, individual faculty members may be able to support students through grants. Students need to approach individual faculty members about such possibilities. In addition, work study awards can be used to support research conducted in an individual faculty member’s laboratory. Students with a work study award should approach a faculty member to see if he or she is interested in sponsoring them and having them work in her or his lab.