Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Purpose of Student Handbook</td>
<td>4</td>
</tr>
<tr>
<td>About the Department</td>
<td>4</td>
</tr>
<tr>
<td>Department Contacts</td>
<td>5</td>
</tr>
<tr>
<td>Department Faculty</td>
<td>6</td>
</tr>
<tr>
<td>Faculty On Leave</td>
<td>6</td>
</tr>
<tr>
<td>Orientation to the Psychology Department</td>
<td>7</td>
</tr>
<tr>
<td>Department Intellectual Life</td>
<td>7</td>
</tr>
<tr>
<td>Orientation Events</td>
<td>8</td>
</tr>
<tr>
<td>Psychology Department Colloquia</td>
<td>8</td>
</tr>
<tr>
<td>The Social Justice, Diversity, and Inclusion Committee</td>
<td>8</td>
</tr>
<tr>
<td>Psychology Student Government</td>
<td>8</td>
</tr>
<tr>
<td>Department-Wide Policies and Procedures</td>
<td>9</td>
</tr>
<tr>
<td>Auditing</td>
<td>9</td>
</tr>
<tr>
<td>Equivalency Credits</td>
<td>9</td>
</tr>
<tr>
<td>Master of Arts in General Psychology (MA)</td>
<td>11</td>
</tr>
<tr>
<td>General Overview</td>
<td>11</td>
</tr>
<tr>
<td>MA Tracks</td>
<td>11</td>
</tr>
<tr>
<td>General MA Required Coursework</td>
<td>11</td>
</tr>
<tr>
<td>Other program requirements for all MA Tracks: Research Participation Credits</td>
<td>12</td>
</tr>
<tr>
<td>Program Pacing</td>
<td>12</td>
</tr>
<tr>
<td>Independent Studies</td>
<td>13</td>
</tr>
<tr>
<td>Grading Policies</td>
<td>13</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>13</td>
</tr>
<tr>
<td>Academic Credits Taken Outside Psychology</td>
<td>13</td>
</tr>
<tr>
<td>Time Limits &amp; Extensions</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Advising</td>
<td>14</td>
</tr>
<tr>
<td>Lab Orientations</td>
<td>14</td>
</tr>
<tr>
<td>MA with a Concentration in Mental Health &amp; Substance Abuse Counseling (CMHSAC)</td>
<td>14</td>
</tr>
<tr>
<td>Concentration Overview</td>
<td>14</td>
</tr>
<tr>
<td>CMHSAC Program Curriculum</td>
<td>15</td>
</tr>
<tr>
<td>Course Sequence</td>
<td>15</td>
</tr>
<tr>
<td>CMHSAC Clinical Placement Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>External Externship Placements</td>
<td>35</td>
</tr>
<tr>
<td>Choosing an Externship</td>
<td>36</td>
</tr>
<tr>
<td>Sample Placements</td>
<td>36</td>
</tr>
<tr>
<td>Evaluation of Externship Site</td>
<td>36</td>
</tr>
<tr>
<td>Predoctoral Clinical Internships</td>
<td>37</td>
</tr>
<tr>
<td>Internship Eligibility Requirements</td>
<td>37</td>
</tr>
<tr>
<td>Preparing Materials</td>
<td>38</td>
</tr>
<tr>
<td>Program Selection</td>
<td>38</td>
</tr>
<tr>
<td>Submission of Applications, Invitations to Interview, and Offers</td>
<td>40</td>
</tr>
<tr>
<td>The Internship Year and Progression to Graduation</td>
<td>40</td>
</tr>
<tr>
<td>Research Requirements</td>
<td>40</td>
</tr>
<tr>
<td>The MA Thesis</td>
<td>41</td>
</tr>
<tr>
<td>The Doctoral Dissertation</td>
<td>41</td>
</tr>
<tr>
<td>Dissertation Requirements &amp; Sequence</td>
<td>41</td>
</tr>
<tr>
<td>Dissertation Pre-Proposal</td>
<td>41</td>
</tr>
<tr>
<td>Doctoral Dissertation Proposal &amp; Proposal Defense</td>
<td>42</td>
</tr>
<tr>
<td>Dissertation Procedures</td>
<td>42</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>44</td>
</tr>
<tr>
<td>Evaluation of Academic, Research, and Clinical &amp; Professional Performance</td>
<td>45</td>
</tr>
<tr>
<td>Remediation</td>
<td>46</td>
</tr>
<tr>
<td>Types of Notices</td>
<td>47</td>
</tr>
<tr>
<td>Student Concerns, Petitions, and Grievances</td>
<td>48</td>
</tr>
<tr>
<td>Clinical Program Procedures</td>
<td>51</td>
</tr>
<tr>
<td>Financial Support</td>
<td>52</td>
</tr>
<tr>
<td>Teaching Assistantships</td>
<td>52</td>
</tr>
<tr>
<td>Teaching Fellows</td>
<td>52</td>
</tr>
<tr>
<td>Research Assistantships</td>
<td>53</td>
</tr>
<tr>
<td>Dean’s and Prize Fellowships</td>
<td>53</td>
</tr>
<tr>
<td>Dissertation Fellowships</td>
<td>54</td>
</tr>
<tr>
<td>Student Advisor Positions (3-4 positions)</td>
<td>54</td>
</tr>
<tr>
<td>Travel Grants</td>
<td>54</td>
</tr>
<tr>
<td>Additional Funding Resources</td>
<td>55</td>
</tr>
<tr>
<td>Wellbeing and support for Students.</td>
<td>55</td>
</tr>
<tr>
<td>Other Relevant Resources for Students to Consult</td>
<td>56</td>
</tr>
<tr>
<td>Psychology Department Governance Rules</td>
<td>56</td>
</tr>
</tbody>
</table>
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, policies and procedures, and resources for students. 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 June 11, 2020. Students should be aware that the policies and curriculum described here might change as the department grows, adapts, and responds to current concerns and circumstances. 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. If changes occur, students will be notified by department heads via email.

Please note that the handbook is in effect for the year in which a student enrolls in a given program. Students moving from the MA to the PhD are technically enrolling in a new program. So, for example, a student begins the MA in 2020 but the PhD in 2022, the 2022 handbook, and not the 2020 handbook, will govern their PhD progress, though the 2020 handbook would govern the MA progress.

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

About the Department

Mission and vision. The psychology department as a whole 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.

Programs of Study. The Department of Psychology of The New School for Social Research offers a program in General Psychology leading to the MA degree, with a track in Substance Abuse Counseling. The PhD Degree provides further study in Cognitive, Developmental, Social or Clinical Psychology.
## Department Contacts

<table>
<thead>
<tr>
<th>Co-Chair (Fall 2020)</th>
<th>Co-Chair (Fall 2020-Spring 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Howard Steele</strong></td>
<td><strong>Jeremy Ginges</strong></td>
</tr>
<tr>
<td><a href="mailto:steeleh@newschool.edu">steeleh@newschool.edu</a></td>
<td><a href="mailto:gingesi@newschool.edu">gingesi@newschool.edu</a></td>
</tr>
<tr>
<td>212-229-5727 ext. 3118</td>
<td>212-229-5727 ext. 3012</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), Room 611</td>
<td>80 Fifth Avenue (Bldg. G), Room 706</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Co-Chair (Spring 2021)</th>
<th>Department Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>McWelling Todman</strong></td>
<td><strong>Janiera Warren</strong></td>
</tr>
<tr>
<td><a href="mailto:todmanm@newschool.edu">todmanm@newschool.edu</a></td>
<td><a href="mailto:warrenj@newschool.edu">warrenj@newschool.edu</a></td>
</tr>
<tr>
<td>212-229-5727 ext. 3258</td>
<td>212-229-5727 ext. 3190</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), Room 618</td>
<td>212-989-0846 (Fax)</td>
</tr>
<tr>
<td></td>
<td>80 Fifth Avenue (Bldg. G), Room 7th Floor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Program Secretary</th>
<th>Director of Clinical Training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nichelle Horlacher</strong></td>
<td><strong>Wendy D’Andrea</strong></td>
</tr>
<tr>
<td><a href="mailto:horlachnl@newschool.edu">horlachnl@newschool.edu</a></td>
<td><a href="mailto:dandream@newschool.edu">dandream@newschool.edu</a></td>
</tr>
<tr>
<td>212-229-5727 ext. 3223</td>
<td>212-229-5727 x3257</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), Room 631</td>
<td>80 Fifth Avenue (Bldg. G), Room 613</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistant Director of Clinical Training</th>
<th>Director of Safran Center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Daniel Gaztambide</strong></td>
<td><strong>Richelle Allen</strong></td>
</tr>
<tr>
<td><a href="mailto:gaztambd@newschool.edu">gaztambd@newschool.edu</a></td>
<td><a href="mailto:aller454@newschool.edu">aller454@newschool.edu</a></td>
</tr>
<tr>
<td>212-229-5727 ext. 3112</td>
<td>212-229-5727 ext. 4617</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), 607</td>
<td>80 Fifth Avenue (Bldg. G), Room 617</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Director of Clinical Student Affairs</th>
<th>Assistant Director of Concentration in Mental Health &amp; Substance Abuse Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trisha Toelstedt</strong></td>
<td><strong>Lisa Litt</strong></td>
</tr>
<tr>
<td><a href="mailto:toelstet@newschool.edu">toelstet@newschool.edu</a></td>
<td><a href="mailto:lilitl@newschool.edu">lilitl@newschool.edu</a></td>
</tr>
<tr>
<td>212-229-5727 ext. 3259</td>
<td>212-229-5727 ext. 3256</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), Room 603</td>
<td>80 Fifth Avenue (Bldg. G), Room 615</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Advisor - MAs (A-G) &amp; CSD (all)</th>
<th>Student Advisor - MAs (H-N) &amp; Clinical (A-L)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Juliana Black</strong></td>
<td><strong>Jennifer Halpern</strong></td>
</tr>
<tr>
<td><a href="mailto:psychadv@newschool.edu">psychadv@newschool.edu</a></td>
<td><a href="mailto:psychadv1@newschool.edu">psychadv1@newschool.edu</a></td>
</tr>
<tr>
<td>212-229-5727 ext. 3108</td>
<td>212-229-5727 ext. 3107</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), Room 732</td>
<td>80 Fifth Avenue (Bldg. G), Room 624</td>
</tr>
<tr>
<td><a href="mailto:psychadv@newschool.edu">Office Hours Available Here</a></td>
<td><a href="mailto:psychadv1@newschool.edu">Office Hours Available Here</a></td>
</tr>
</tbody>
</table>
### Student Advisor - MAs (O-Z), Substance Abuse Track (all) & Clinical (M-Z)

<table>
<thead>
<tr>
<th>Iris Miao</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong><a href="mailto:psychadv1@newschool.edu">psychadv1@newschool.edu</a></strong></td>
</tr>
<tr>
<td>212-229-5727 ext. 3107</td>
</tr>
<tr>
<td>80 Fifth Avenue (Bldg. G), Room 624</td>
</tr>
<tr>
<td><a href="#">Office Hours Available Here</a></td>
</tr>
</tbody>
</table>

### Mailing Address

<table>
<thead>
<tr>
<th>Department of Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 5th Avenue, 7th Floor</td>
</tr>
<tr>
<td>New York, NY 10011</td>
</tr>
</tbody>
</table>

---

### Department Faculty

#### Faculty On Leave

<table>
<thead>
<tr>
<th>All Year</th>
<th>Fall Only</th>
<th>Spring Only</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Howard Steele Miriam Steele</td>
</tr>
</tbody>
</table>

Orientation to the Psychology Department

Welcome to the Psychology Department at the New School! This section has information related to initial department orientation and to policies and procedures which are relevant for all graduate programs in psychology. Information specific to each MA and PhD program can be found in their respective sections.

When you Arrive At The New School. In the several days before classes start (week of August 24), students are invited to orientation events where they learn about operations and procedures within the program. These events are extremely important as they provide critical information for navigating your time in the program. The New School has specific student support 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 (see p. 56 below). 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.

Communication. 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. 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.

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 lead orientation and assist students with registration and with dissertation defense procedures, and aid BA/MA students, MA students, and PhD students. 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.

Department Intellectual Life

The Psychology Department has several offerings for community and intellectual engagement: regular talks by speakers within and outside of the department, Student Government, and the Social Justice, Diversity, and Inclusivity Committee.
Orientation Events
In addition to the pre-semester orientation to policies, procedures, course registration, and the like, students are introduced to the faculty and their interests through several talks early in the fall semester. This is an important opportunity to learn about the department as a whole, for the sake of understanding your new home and its intellectual legacy, as well as for making an informed choice about a faculty research mentor or mentors.

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.

The Social Justice, Diversity, and Inclusion Committee
The Social Justice, Diversity, and Inclusion Committee (SJDI Committee) is a student and faculty-led body that serves to create a climate that promotes self-exploration from a power, privilege, and anti-oppression perspective in order to promote advocacy, clinical work, and scholarship. SJDI's mission involves creating avenues for student support, improving department programming around diversity, consulting on program initiatives, and curricular proposals. SJDI organizes a healing circle, space for BIPOC students to come together to collectively process and heal focused on the collective processing and healing of anti-black racism. SJDI meets biweekly and discusses avenues to promote the decolonization of psychology and the planning of departmental programs in which discourse is guided by a variety of marginalized voices. Active participation and attendance of both CSD and Clinical Psychology students at MA and Ph.D. levels are highly encouraged and desired. To reach out with any questions, concerns, feedback, and get involved please email Koret Munguldar, mungk120@newschool.edu.

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.
Department-Wide Policies and Procedures

The below policies and procedures apply to all graduate programs and tracks within the Psychology Department.

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.

Equivalency Credits

Students may occasionally need to signal completion of non-course requirements on their transcript, for learning experiences that are not connected to academic course credit or independent study. For example, a student may need to document work on their thesis or other research, or to document other forms of professional engagement, such as volunteer or clinical work. These credits may be especially critical for both international students and for students who are using US-based financial aid programs. Help with equivalency credits, when necessary, can be sought from the Student Advisers.

Nondiscrimination Policy

The university’s nondiscrimination policy, to which the department adheres, is as follows and can be found here (full text below), and the sexual assault and harassment policy can be found here.

The New School is committed to being an academic community that is racially and culturally diverse, that values mutual respect, human dignity, and individual differences, and that is supportive of intellectual, artistic, and professional growth.

These benefits are compromised when individuals or groups within the community engage in acts of discrimination and discriminatory harassment as well as coercion against other individuals or groups, including intimidation by threats and/or acts of violence or personal vilification on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, or any other legally protected status.

Such acts undermine the fundamental values of the entire community and contribute to a hostile environment which may limit or deny access to the educational process, not just for those subjected to such acts but to the community as a whole. Acts of discrimination including discriminatory harassment are prohibited.
This policy is not intended to discourage the expression of ideas that, while they may be offensive, are protected by the University's Policy on the Free Exchange of Ideas and the University's Statement on Freedom of Artistic Expression, and by the First Amendment of the Constitution of the United States.

Speech or other expression constitutes discriminatory harassment if it

1. deliberately insults, stigmatizes, threatens, or intimidates an individual or small group of specific individuals on the basis of age, race, color, creed, gender (including gender identity and expression), pregnancy, sexual orientation, religion, religious practices, mental or physical disability, national or ethnic origin, citizenship status, veteran status, marital or partnership status, any other legally protected status or other personal attributes; and
2. is addressed directly to the specific individual or individuals who it insults, stigmatizes, threatens, or intimidates; and
3. makes use of "fighting words" or non-verbal symbols.

In the context of discriminatory harassment, "fighting words" or non-verbal symbols are words, pictures, or symbols that are, as a matter of common knowledge, understood to convey direct hatred or contempt for human beings and that by their very use inflict injury or tend to incite an immediate breach of the peace.

Individuals who believe they have been subject to discrimination in violation of this policy may obtain redress through the University's Sexual Harassment and Discrimination complaint procedures, or, where applicable, the collective bargaining agreement, as described in the Guidelines For Dealing With Issues Of Sexual Harassment and Discrimination.*

*It is also a violation of this policy to engage in hate/bias crimes which include violence, intimidation, and/or destruction of property against a person based in whole or substantial part on a belief or perception regarding that person's race, color, national origin, ancestry, gender (including gender identity and expression), religion, religious practices, age, disability and/or sexual orientation or other legally protected status, regardless of whether the belief or perception is correct.
Master of Arts in General Psychology (MA)

General Overview

The purpose of the MA program is to provide both breadth and depth within graduate psychology, introducing students to broad and foundational research as well as advanced, specialty research within the field. This program may prepare students for future work in applied and scientific psychology-related fields, as well as prepare them for further graduate study in pursuit of a doctorate. The MA program has a foundational set of requirements which apply to all students in the program, as well as options for a Research Track (required for application to doctoral programs) and a Substance Abuse Counseling Track. (These tracks are not mutually exclusive.)

MA Tracks

There are three MA tracks in Psychology:

1. The MA in General Psychology (i.e., no additional tracks beyond general MA required coursework, described below).
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 Track).

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.

General MA Required Coursework

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 can be taken at the NSSR or in another graduate department of The New School. Graduate level classes in other departments of The New School require department chair and instructor permission.

There are seven required areas that span the main subdisciplines of psychology. These seven 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
3. Social Psychology (GPSY 5120)
4. **Development Psychology**, which can be satisfied by one of the following:
   a. GPSY 6155 - Developmental Psychology
   b. GPSY 6281 - Development & Psychopathology (not offered 2021-21)
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 who have enrolled in an independent study section of research methods with a faculty member. *Independent study as a substitute for the Research Methods course is not an option for students who intend to apply to the clinical program.*

Other program requirements for all MA Tracks: Research Participation Credits

*Research Participation Credit.* 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](#).

*Research or Other Professional Engagement.* Because the MA program is designed to prepare students for a variety of professional pathways or future doctoral study, the Psychology MA program requires that students participate in some form of professional engagement. This typically occurs in the form of research training within the department (e.g., working within a faculty member’s lab), but may also occur in other research settings, such as an off-campus hospital, organization, or research institute. Other forms of engagement which complement students’ academic progress, such as volunteering or clinical work, may be substituted for a research experience. Psychology MA students are required to complete a minimum of 270 hours of research training or other professional engagement in order to complete their Master’s degree and fulfill this requirement by registering for equivalency credits. The department chairs will review and approve satisfactory completion of this requirement.

**Program Pacing**

In general, students should plan for the program to take two academic years; students transferring in credit, or taking summer courses, may proceed more quickly. 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.

**Independent Studies**

Students at the MA level may register for three independent study credits if their schedule permits and all degree requirements are satisfied. Permission and plan of study from a faculty member are required for independent studies.

**Grading Policies**

The NSSR grading policy and Incomplete policy can be found in the NSSR Catalog. However, the Psychology department has a unique grading policy for MA students: they are not permitted to take courses pass/fail.

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. Note that for students intending to apply for the Clinical PhD, all required classes must yield a grade of B or higher, or be rectified in some manner (an additional assignment demonstrating mastery, retaking the class); however, the rectification can be undertaken once the student is admitted to the Clinical Program.

**Transfer of Credit**

MA students are eligible to transfer up to 3 credits upon approval of the department, division, Registrar’s Office.

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.

**Academic Credits Taken Outside Psychology**

MA students may elect to take one three-credit course in another department in the NSSR; more may be granted with chair’s permission.
Time Limits & Extensions

All MA requirements must be completed within the first 10 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.

Faculty Advising

Upon enrollment in the MA program, students are assigned a faculty adviser as a point of contact, in addition to the student adviser. Faculty advisors primarily serve as research and career advisors, whereas SAs are the point of contact for all questions about course schedules and requirements.

Students should expect contact from their faculty advisers at the outset of the program. If 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 that person their permanent faculty advisor. Students who do not join a lab will continue to rely upon their assigned adviser for guidance.

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.

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. (The first four 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 who have enrolled in an independent study section of research methods with a faculty member. Independent study as a substitute for the Research Methods course is not an option for students in the clinical program.
  - 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.**

CMHSAC 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.

The CMHSAC has been designed to meet the educational requirements for professional certification in New York as a CASAC. Although such certification enjoys considerable reciprocity across other states and international jurisdictions, a determination has not been made regarding whether this program will meet educational requirements for certification in all states and U.S. territories. Students who are considering enrolling in this program and who intend to pursue professional certification in a state other than New York should contact the appropriate agency to seek guidance and information confirming certification requirements before beginning the program. Students should be aware that certification requirements are subject to change periodically and may include educational or degree requirements, professional examinations, background checks, character and fitness qualifications, work experience, fingerprinting, and other requirements.

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

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 (aka the Research MA Track), including those who complete the CMHSAC track.

Admission to Research MA
Students are admitted to the Research Master’s program by application after their first year of the MA program, generally after involvement with a faculty member’s research and while working in a faculty member’s lab. SAs circulate information about applications and deadlines when it becomes available. The requirements of applying for a Research MA are as follows:

1. Students should apply after completing 9 credits, but prior to the final semester of the program.
2. GPA requirement
   - 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.
   Students below the 3.5 threshold who want to complete a thesis should consult their faculty adviser.
3. The student must have a faculty mentor in the doctoral program. Faculty mentors agree to supervise student theses at their discretion.
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.

Thesis Completion Requirements & Evaluation
An MA thesis consists of an empirical paper approximately the length and quality of a peer reviewed publication. The thesis defense involves evaluation from the supervisor and one other member of the department, but the defense may be written or oral, at the supervisor’s discretion. See pages 28-30 below for a completion timeline for students who enroll in the Clinical PhD.

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 the student is on Substance Abuse track, in which case no more than 31 credits are permitted). See pp 24-25 below 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).

**Maximum Credits.** 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).

**Non-matriculated Students.** 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.

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 and faculty mentors regarding what four (12-credits) of study they should pursue over the course of their (one year) of pre-PhD studies.

5. Students who wish to apply to the clinical PhD program should clarify with the DCT if any additional courses will need to be taken once in the doctoral program, to ensure a sufficient foundational and graduate-level knowledge in the discipline of psychology.
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

Grading Policies

The NSSR grading policy and Incomplete policy can be found in the NSSR Catalog.

Transfer of Credit

PhD students are eligible to transfer in 9 elective credits.

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.

Transfer credit will be denied if the course grade is below a B.
Academic Credits Taken Outside Psychology/In the Inter-University Consortium

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.

Time Limits & Extensions

PhD requirements must be completed within the first 20 semesters from the start of the program, including the MA 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.
PhD in Clinical Psychology

Overview
What follows is a clarification of the nature of the program, admissions policies, curriculum and requirements, and operating policies and procedures.

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

The mission of The New School’s Clinical Psychology Doctoral program is to train scientist-practitioners who are

- Competent at clinical practice (diagnostic assessment, case formulation, and intervention, and case formulation) and
- Engaged in contributing to scholarship (in all its forms);
- Grounded in the broader field of scientific psychology and can integrate scientific knowledge, clinical research and practice;
- Able to communicate about psychology effectively with a wide range of individuals
- Respectful of the influence of context, culture, development, and individual differences.
- Ethical throughout their professional conduct

While introducing students to full range of evidence-based practice, we provide a foundation in psychodynamic theory and practice, whose core tenets we identify as: a) recognizing the importance of context and development on psychological trajectories; b) acknowledging intrapsychic influences on behavior which may lay outside awareness; and c) appreciation that individuals attempt to manage difficult emotions through complex means; and d) respect for the impact of relational factors on the amelioration of distress, including the therapist’s and client’s reactions to one another. It is expected that graduates will implement these skills in a variety of settings.

Consistent with The New School for Social Research’s institutional goals, we value progressive social thought, critical analysis, pluralism, diversity, and interdisciplinary dialogue and recognize the importance of pursuing and maintaining integration between scholarship and real-world concerns.
Approach to Training

Within the clinical program, our overall ethos is a realistic take on the challenges to the scientist-practitioner model: Researchers sometimes fail to take into account the realities of clinical practice, and as surveys indicate, many practitioners are not interested in research findings. An important goal is thus to train students to think critically about the causes of the researcher-practitioner gap and to explore ways of reducing it. We attempt to create an atmosphere in which a 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.

The program achieves mission through three primary modes of educational experiences: its coursework, clinical placements, and research mentorship.

Coursework. Students in the MA program undertake broad, foundational, and graduate-level study of psychological science, in the areas of affective, biological, cognitive, social, and developmental psychology, as well as research methods and statistics. As they move into the doctoral program, they integrate their acquired basic science learning into clinical skills coursework.

Clinical placements and supervision. In clinical placements, doctoral students participate in didactics on up-to-date clinical research, which their supervisors then aid them in incorporating to their interventions. An important element of the integration of science and practice is the clinical experience in the Safran Psychological Center, in which students a) employ evidence-based interventions and b) actively participate in psychotherapy process and outcomes research.

Research mentorship. Lastly, students are guided by mentors in their research labs in generating research that integrates the theoretical and clinical implications of their proposed research and its subsequent findings.

The Program Ethos

Psychodynamic Roots. Many of our basic clinical skills courses have a broad-based psychodynamic emphasis. Others have a cognitive-behavioral emphasis. Students are also exposed to other therapeutic orientations (e.g., humanistic, existential approaches). They are encouraged to approach clinical practice with an open and inquiring mind and avoid a doctrinaire outlook.

In its clinical training, the program is pluralistic, with an emphasis on psychoanalytically informed practice. The psychoanalytic legacy of our program can be traced back to 1926, when Sándor Ferenczi, one of Freud's closest colleagues, taught a course at The New School. Other psychoanalytic pioneers who have taught at The New School include Alfred Adler, Ernst Kris, Karen Horney, and Erich Fromm. Our psychoanalytic legacy can also be traced to the origins of The New School for Social Research during World War II, when a number of its founding members were interested in the synthesis of social and political thought, psychoanalysis, and the humanities.
**Critical Thinking.** Critical inquiry and debate are encouraged, and students seek out training experiences in a range of different orientations during externship placements. 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, assimilative integration).

**Integration of Science and Practice.** In accordance with 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 — that is, to understand that clinical practice generates important questions and insights that can have a significant 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 not 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, 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 to be aware from the outset 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 of a gap between researchers and clinicians. Researchers sometimes fail to take into account the realities of clinical practice, and as surveys indicate, many practitioners are not interested in research findings. An important goal is thus to train students to think critically about the causes of the researcher-practitioner gap and to explore ways of reducing it. We attempt to create an atmosphere in which a 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.

**Requirements for Internal Admission**

To be considered for admission to the Clinical PhD Program, (either from the MA program or as an Advanced Standing student) students must satisfy the following requirements:

1. A minimum 3.50 grade point average in the 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. Students who wish to apply to the program without a 3.50 GPA should consult with their faculty advisers.

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, as well as overall faculty consensus on suitability.

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


5. 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. For further elaboration on factors considered in admission, see the next two sections.

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 Procedures

In the October of each year, the clinical program holds a meeting to orient potential applicants to the process of applying to the clinical program. 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.

Admission to the Clinical Psychology PhD program involves multiple sources of evaluation criteria. Students will submit an application which nominates their faculty advisors and an academic statement of purpose, and academic records will be secured by the department.
Following submission to the application, 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.

Students need 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.

**Students who have taken time off after completing their Master’s degree in psychology from NSSR, and who are not enrolled 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.**

**Additional Considerations for Admission**

Applications for admission to the PhD are considered holistically. We evaluate the students readiness for the doctoral program using multiple sources of information: using their course grades prior to graduate school, their course grades in the MA program, writing samples, clinical experience, research productivity and skill. We are also attentive to barriers students may have encountered over their educational trajectory. Lastly, we attend to qualities that students will bring as participants to the program as well as to the mental health field, regarding their unique perspectives, diverse backgrounds and experiences, approaches to clinical thinking, contribution to the dynamic of their cohort, and ability to broaden the reach of clinical psychology.

Student credentials for the doctoral program are reviewed on the basis of a number of criteria:

- a well-articulated motivation for doctoral study within the field of clinical psychology, including both research and clinical goals;
- GRE scores (if applicable) and GPA;
- experience outside the program, including life history, work experience, and research and clinical experience;
- experience and performance within the program, including participation in classroom and community activities, and potential for making valuable future contributions to the
classroom and training milieus, including support for peers and clients in topics related to diversity;

- capacity for serving as contributors to the field, including ability to address health disparities and needs of underserved clinical populations; and
- capacity for producing scholarship and contribution to research labs.

Students interested in admission to the Clinical Psychology PhD program are encouraged to acquire experience working in clinical service delivery or research settings, as well as research experience. There are numerous opportunities to work in faculty research labs as well as gain access to clinical work through various faculty, and many faculty labs can provide combined research-clinical exposure. Others may wish to consider securing volunteer positions in mental health service settings.

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 work external to the program (e.g., volunteer or research).

In our admissions selection, we are also mindful of the individualized faculty mentorship needed by graduate students, and thus also attend to each faculty member’s overall advising load.

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 the following year.
3. That they **cannot be admitted**.

Students typically receive provisional notification of admission directly from the clinical program. Several weeks later, the Dean’s Office will send follow-up admissions letters with funding offers. Students are expected to accept or reject their offers by April 15, or the offer for admission will be withdrawn. However, students who receive wait-list status will have one week from the date of offer to make their decision (or April 15, whichever is later). All offers from the waitlist will be made by the department by May 15.

Final notification of admission will be conferred once students successfully complete the MA program.

**Reapplying to the Program.** If a student is not admitted and not on the waitlist 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 new, independent interviews, and that their application will be considered alongside that year’s applicants. These rankings 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.).
Overview of Degree Requirements

The clinical program requirements can be grouped into three main categories: coursework, clinical requirements, and research requirements. The sequence is summarized below, followed by requirement for minimum levels of achievement.

Clinical Program Curriculum Overview

*Please note: as the university reorganizes in response to the Covid-19 pandemic, course sequences may change. The DCT will provide updates as they become available.*

<table>
<thead>
<tr>
<th>First Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Sem.</strong></td>
<td>● Diagnostic Testing I (4 credits)</td>
</tr>
<tr>
<td></td>
<td>● Diagnostic Interviewing (3 credits. Formerly Clinical Theory &amp;</td>
</tr>
<tr>
<td></td>
<td>Technique I)</td>
</tr>
<tr>
<td></td>
<td>● First Year Safran Center Practicum/Case Conference (1 credit)</td>
</tr>
<tr>
<td></td>
<td>● Clinical Theory &amp; Technique: Psychodynamic Therapy (4 credits,</td>
</tr>
<tr>
<td></td>
<td>Formerly Clinical Theory &amp; Technique II)</td>
</tr>
<tr>
<td></td>
<td>● Integrating Theory and Technique (0 credits)</td>
</tr>
<tr>
<td></td>
<td>● Inpatient/Community mini practicum (optional)</td>
</tr>
<tr>
<td><strong>Spring Sem.</strong></td>
<td>● Diagnostic Testing II (4 credits)</td>
</tr>
<tr>
<td></td>
<td>● Clinical Theory &amp; Technique: CBT (3 credits)</td>
</tr>
<tr>
<td></td>
<td>● Ethics and Professional Issues (seminar, 1 credit; note, in 2021-22, this will move to Fall of year 1)</td>
</tr>
<tr>
<td></td>
<td>● First Year Safran Center Practicum/Case Conference (1 credit)</td>
</tr>
<tr>
<td></td>
<td>● <em>Assessment of Individual Differences (3 credits) or Advanced Statistics (4 credits)</em></td>
</tr>
<tr>
<td></td>
<td>● Integrating Theory and Technique (0 credits)</td>
</tr>
<tr>
<td></td>
<td>● Complete and defend MA thesis.</td>
</tr>
<tr>
<td></td>
<td>● Inpatient/Community mini practicum (optional)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Sem.</strong></td>
<td>● Externship Seminar (1 credit)</td>
</tr>
<tr>
<td></td>
<td>● <em>Advanced Assessment: Personality Assessment (3 credits)</em></td>
</tr>
<tr>
<td></td>
<td>● Counseling Center Testing Supervision</td>
</tr>
<tr>
<td></td>
<td>● NS Counseling Center Externship Placement or External Placement</td>
</tr>
<tr>
<td><strong>Spring Sem.</strong></td>
<td>● Externship Seminar (1 credit)</td>
</tr>
<tr>
<td></td>
<td>● <em>Advanced Statistics (4 credits or Assessment of Individual Differences.</em></td>
</tr>
<tr>
<td></td>
<td>● <em>Ethnicity in Clinical Theory and Practice (3 credits)</em></td>
</tr>
<tr>
<td></td>
<td>● *Advanced Assessment: Child (4 credits) OR Neuropsychological Assessment (3 credits) [offered in alternating years]</td>
</tr>
<tr>
<td></td>
<td>● Counseling Center Testing Supervision</td>
</tr>
</tbody>
</table>
- NS Counseling Center Externship Placement or External 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 the internship 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 only, pending state approval) (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)*

**Note:** some courses are flexible in when they can be taken. Courses in italics may be taken during the semester of the student’s choosing. Students should be advised that at least one of the two doctoral statistics classes (Advanced Statistics and Assessment of Individual Differences) should be taken within the first year, in order to support progress in research.

**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. Students should consult with advisers and the DCT about if and when they need to take this class.

**Note:** The clinical program is now required to offer foundational and graduate level training in affect. Because this is not a requirement for the MA program, this requirement must be met during doctoral study (though can be met before). In order to meet this requirement, students will enroll in an autodidactic, zero-credit course utilizing a combination of videos by leaders in the field of affective science, review articles, and original source empirical articles, followed by completion of a foundational level exam and a 3-5 page paper integrating their own research with the field of affect. Students must earn a B or higher, or grade of Pass, in this autodidactic experience. All students currently enrolled in the program must complete this requirement;
incoming students will heretofore be required to complete this requirement by the end of the second semester of their first year, but may complete it in the summer prior to beginning the doctoral program.

**Credit requirement and 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.

**Incompletes.** See the [NSSR Catalog](#) for the NSSR Incomplete Grade policy.

A special policy exists for the following first-year clinical skills courses:

1. Diagnostic Testing I & II (GPSY 7002/7003)
2. Diagnostic Interviewing (GPSY 7005)
4. Safran Center Practicum
5. Ethics.

Completion of these courses at a satisfactory level is a prerequisite for all subsequent clinical courses (Externship Seminar I and II, Ethnicity in Clinical Practice, Supervision and Consultation, Testing Practicum, Advanced Testing) and for second year externship.

In exceptional cases, students may elect an incomplete in the above prerequisite courses, with a modification to the NSSR-proposed time scale for resolution of incompletes. All assignments must be completed within six weeks of the end of the semester in which they are taught for the prerequisite classes. If a student has not completed enough of the course to show adequate mastery of the course material (i.e., a passing grade) the student will not be permitted to enroll in the second-year externship or subsequent clinical courses, and will need to retake the course when it is next offered...

In addition, all incompletes for clinical psychology doctoral students must be satisfied before applying for the psychology predoctoral internship (see pages 37-40 below for internship application policies).

**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.

**Pass/Fail.** All required classes in the clinical program are on a pass/fail basis, but in some cases, students may elect to take classes for a grade, after formal documentation and permission from the instructor. Doctoral students may take electives on a Pass/Fail basis with the approval of the instructor. A threshold of B or higher is used to indicate passing.

If a clinical PhD student wishes to take a class on a Pass/Fail basis outside of the required clinical program classes (for example, electives offered and Independent Studies), they must
Minimum Grades to Satisfy Requirements. For all graded classes, including those taken at the MA level, students must have a grade of B or higher for that class to meet the requirement for completion for the doctoral program. That is, if a student receives a grade of B- or lower in any required class, they must retake the class before graduating from the doctoral program, regardless of whether the low grade occurred when someone was in the MA or PhD program. This policy is consistent with the university-level policy for satisfactory completion of graduate classes.

Students are also evaluated on the basis of meeting the minimum level of achievement (MLA) for on-track progress towards independence as a doctoral psychologist for specific skills conferred by each class. Students must meet the MLAs associated with each class or must remediate their skill for that area. See pages 46-47 below for the Remediation section.

Exceptions to the required curriculum. The seven required courses of the MA program (cognitive, social, developmental, psychopathology, neuroscience, research methods, and statistics) as well as the required clinical doctoral courses all must be taken at The New School, and, where the sequence is defined, must be taken during the requisite sequence in the curriculum. Whereas some classes may be taken at a variety of points in the curriculum, some classes must be taken exactly as prescribed. Classes whose timing can be flexible are indicated in the table on page 28.29.

In order for any exception in taking the required courses to be granted, a student must nonetheless acquire the knowledge and skills required by the program, including the particular offering for which the exception is sought. For example, if a student petitions to take Research Methods at a different institution (or to transfer in credit from a prior program), they will need to document that the substitute educational experience is comparable, through the provision of a syllabus. They will need, also, to document their achievement in the course, by providing their course grade and possibly grades on specific assignments. The curriculum for the class in question must also be free from bias or discrimination. Lastly, if the DCT is not an expert in the area in which the course substitution is requested, the DCT will recruit the aid of a faculty member with expertise in that area (e.g., a developmental psychologist will be asked to cosign for a developmental course substitution). All documentation and authorization must be maintained by the program as well as the student.

Regarding any exemptions to the required curriculum (i.e., substitute classes or transferring in of classes taken at other institutions) or the timing of classes: the DCT must grant approval for any exceptions. To request an exception, the student should send an email with the request to the DCT, and copy their faculty adviser, as well as their student adviser, the A-DCT, and Director of Clinical Student Affairs. Students as well as the program will maintain records of the exception documentation and transfer course syllabi and associated transcript documentation.
MPhil. If a student has successfully completed all degree requirements (clinical, coursework, and a passed proposal defense), but they do not intend to defend their dissertation to complete their PhD, they may apply for the MPhil degree. This option is only for students who do not intend to complete their dissertations and is only granted if the student formally notifies the program of their intent to withdraw.

Independent Studies
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.

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

For students who entered the PhD after completing the CMHSAC 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.

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.

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 the number of electives and transfer credits at that time.

Transfer of Credit
Clinical PhD students are eligible to transfer in 9 elective credits and more credits can be transferred in as requirements, if the DCT 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.
Academic Credits Taken Outside Psychology/In the Inter-University Consortium

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.

Clinical Training Requirements

In addition to coursework, clinical training has several required elements: the first year doctoral practicum at the Safran Center; the second- and- third-year externships, and the internship. There are also several elective clinical opportunities.

First-Year Clinical Training at the Safran Center for Psychological Services and Affiliated Hospitals & Clinics

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, for approximately 8 hours/week (required), and
2. Leading or co-leading therapy groups at a hospital inpatient unit or a community site, for approximately 4 hours/week (optional).

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. The Safran Center placement typically begins with an orientation in August, the week before classes begin, and ends in June.

To provide exposure to working in a multidisciplinary setting, in the first year, students will have the option to 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 or as late as September, depending on the specific site; most onboarding will begin in the summer. For 2020-21, 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)
- New York Psychoanalytic Society and Institute (school-based)
Second Year & Beyond: Clinical Externship Placements

After completion of the Safran Center Practicum (and optional first-year mini practicum), students are required to complete two externships, in the second and third years. If students have made adequate progress in their dissertations, with research mentor agreement, students may also elect an additional externship in the fourth year but this is not required.

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.
- 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 of 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 of 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 of 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 the 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 Fellows may choose to apply this externship towards fulfilling their fellowship work obligation, but are not obligated to do so. If they choose not to apply this externship towards their Prize work obligation, they will be paid for the fellowship in addition to their stipend.

Please note that this offering is optional and students may instead choose to apply for external placements in their second year.

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, unless there are serious extenuating circumstances, 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 2020-21, 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.

- VA New York Harbor Healthcare System - Brooklyn Campus - PTSD Service
- VA New York Harbor Healthcare System - Brooklyn Campus - Adult Outpatient
- Mount Sinai Hospital's Adult Psychology
- Lenox Hill Hospital Outpatient Center for Mental Health -- PMAD Focused Externship
- The Steven A. Cohen Military Family Center at NYU Langone Health
- Brightpoint Health
- Columbia University Center for Psychoanalytic Training and Research
- South Beach Psychiatric Center, Heights Hill OPD
- NYU Postdoctoral Program Externship
- William Alanson White Child and Adolescent Externship
- Mt. Sinai St. Luke's Co-op Tech Adolescent and Young Adult Dual Diagnosis program
- Nuvance Health Neuroscience Institute, Neuropsychology Externship
- Mt. Sinai WTC Mental Health Program
- BronxCare Health System
- National Institute for the Psychotherapies
- New York Presbyterian/Cornell Rehabilitation Center

Evaluation of 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. These guidelines can be reviewed [here](#).
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.

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 and are always encouraged to share their experiences with the DCT, Assistant DCT, and faculty mentors. Students are encouraged to raise concerns as they arise, even if they are unsure of whether there is a problem.

A more detailed policy statement about the externship is available from the Director of Clinical Student Affairs.

Predoctoral Clinical Internships

Internship Eligibility Requirements

Students are required to satisfactorily complete a one-year full time (or two-year half time) internship in order to graduate. Students are required to apply to APA-accredited internships, unless special permission is granted by the DCT to opt out of the process. Several requirements are in place to ensure student readiness for internship, which must be met by September of the year in which the student intends to apply to internship:

1. Students must be on track to complete all coursework prior to beginning internship, including satisfaction of any incomplete coursework.
2. Have a minimum 3.50 GPA;
3. Adequate progress consistent with readiness for internship on all profession-wide competencies prior to application;
4. Have satisfactorily completed the Safran Center Practicum, completed one approved clinical psychology externship placement, and have a third completed or in progress, resulting in sufficient practicum hours and completed assessments
5. 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 should be collected by September 1 of the calendar year in which the student intends to apply for internship, or a letter from their adviser to the DCT certifying satisfactory dissertation progress.
6. Submission of an internal application by September 1 in the year of internship application, which includes the list of sites to which they intend to reply and passable complete drafts of all materials (essays, cover letters, case conceptualizations, testing reports, etc) of their applications which they intend to submit, reviewed and approved by at least one faculty member.
7. 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 internal,
In addition to the above requirements, students must be granted approval by the Director of Clinical Training before registering for the National Internship Match. Approval is granted upon the consensus of the full clinical faculty. In September of each year, 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.

In order to prepare for internship applications, the program takes several measures: a) providing tutorials in time-to-track; b) an internship preparation meeting; and c) a summer working meeting to prepare materials and get feedback on drafts. The student’s adviser, the DCT, and the assistant DCT, as well as any supervisors who the student elect, all review and edit students’ internship materials prior to the first submission deadline, and, based on the quality of the presented materials, the DCT grants students permission to register for the match. In the weeks prior to the first interview invitations, students meet with two members of the faculty to participate in mock interviews.

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 internship 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.

**Application to non-APA accredited internships.** 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. Reasons for the completion of a non-APA-accredited internship include preferences for flexibility (i.e., completing two half-time years instead of one full time year, owing to life circumstances such as providing child care) or for working in specialty settings. Students who are not successful in the national match may also elect to complete a non-APA-accredited internship rather than delay completion by a year. In the event that a student elects a non-APA-accredited internship, a contract specifying the terms of completion is executed between the site and the program. Contracts are consistent with the training standards set forth by APA sites (see requirements below). Interns provide individual and group psychotherapy and assessment, are supervised by licensed clinical psychologists, and are evaluated by the same process and at the same standards as students in accredited internships. All activities, contracts, and evaluations are maintained in each student file. The program will monitor the quality of the internship to assure the appropriateness of the internship for meeting degree requirements.

Contracts are consistent with the training standards set forth by APA sites, as follows:

- **a.** The training activities must be appropriate for internship, for example, must follow an organized sequence specifying the goals of activities; the plan, location, and nature of direct service; the curriculum, including training, supervision, and didactics. While this has been arranged by MoU in the past, going forward, the DCT will request a copy of the program’s training manual and other documentation.

- **b.** The supervision must be of sufficient frequency and quality, with a) a licensed psychologist on site; b) supervision by at least 2 different supervisors and c) at least one hour of supervision per 20 internship hours; occurring primarily face-to-face (with exceptions during covid-19).

- **c.** Supervision must be carried out by a credentialed mental health professional and overseen by a licensed clinical psychologist.
d. The site must evaluate student performance, using the evaluation tools which they design or by a tool provided by the program, at the end of the internship year, and must have a designated procedure for remediating any concerns. Going forward, the DCT will review the site’s evaluation tools and procedures and, if they do not appear adequate, will request that sites supplement with the program’s materials.

e. The site must require students to demonstrate competency consistent with independent professional practice. The DCT has always reviewed these materials, and going forward, the DCT will review all evaluation materials to assure MLAs are assessed at the appropriate level and in a manner that makes clear the student’s progress in PWCs.

f. All activities, contracts, and evaluations are maintained in each student’s file within the program.

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.

Students should keep faculty apprised of their interview invitations and experiences with interviews, and actively work with their mentors on ranking of internship sites. Students should also be aware that prior data suggests that having four or fewer interview invitations in Phase I of the Match suggests a lower likelihood of matching in that phase. As such, students may consider preparing for Phase II of the Match, whose sites (often of excellent quality) are listed approximately one week after Phase I is complete. Students may also begin to consider an alternative plan, such as applying again in a later year or pursuing a non-APA accredited internship.

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.

Research Requirements

In addition to maintaining lively engagement in research labs and collaboration with their advisers and peers, students in the doctoral program are expected to complete a Master’s Thesis, a Dissertation Proposal, and a Final Dissertation, as well as successful oral defenses of their proposals and dissertations.
The MA Thesis

See page 17 above for thesis requirements. 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.

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 scientific 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. We also encourage students to take an integrative approach, between clinical implications and research, as well as to integrate across multiple subfields within psychology (e.g., biological, cognitive, developmental, social).

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.

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. 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.

Dissertation Requirements & Sequence

The dissertation has three phases which are sequential and cumulative: the pre-proposal, the proposal, and the final dissertation. All phases require a written document and oral defense.

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.

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 method section that includes a detailed description as well as justification for the procedures and measures to be utilized, including a plan for data analysis, as well as a list of references. Any questionnaires or standardized scales to be utilized should appear as an Appendix to the Proposal.

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.

Dissertation Procedures

Developing a dissertation proposal should be a collaborative effort with the student’s adviser. 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.

The first step is to select a chair, followed by a committee. 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 Associate Dean 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.

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.

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.

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: http://www.newschool.edu/provost/research-support-human-subjects-research.

1. 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.

2. 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).

3. 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. 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 recommended last day to schedule a defense is November 18th for a December degree conferral; April 18th for a May degree conferral and August 15th for an August 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.

4. 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.

5. 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.

6. 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.

7. 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

Additional Requirements

**Mandated Reporter Training.** 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, with certificate of completion submitted to Trisha Toelstedt, to be maintained in your student file.

**Research ethics training.** Completion of Human Subjects Protection Training in the first week of doctoral study, with certificate of completion submitted to Trisha Toelstedt, to be maintained in your student file.
Residency requirement. Students must be enrolled in the program for a minimum of four years (three years prior to internship), and must be in residence for at least three years.

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. 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.

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.

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.

Evaluation of Academic, Research, and Clinical & Professional Performance

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.

The APA sets forth the knowledge, skills, and attitudes requisite for the profession of clinical psychology. The knowledge base requires facility with foundational and graduate level learning in history and systems; cognitive, social, developmental, affective, and biological bases of human behavior; research methods, statistics, and psychometrics. Skills associated with clinical psychology include (but are not limited to) research evaluation and conduct; clinical assessment, diagnosis, and intervention; supervision and consultation; communication; professional and ethical conduct, and appreciation for individual differences and diversity and ability to work, in a variety of capacities, with a diverse range of individuals. The program is designed for students to acquire the breadth and depth of knowledge and skills consistent with
APA-accredited doctoral programs. While all students will manifest a unique collage of strengths, in order for a student to graduate from the doctoral program, they must be competent in every area of knowledge and skills set forth by the APA in order to graduate the program. Students are thus rated by course instructors, research mentors, and clinical supervisors on the skills and knowledge that match the educational experience (e.g., faculty mentors rate research and professional conduct, externship supervisors rate intervention skill, etc). Ratings are developmentally-anchored; skill with intervention in the first year, for example, is rated according to the amount of skill expected in a first-year student, not that of an established professional. By the time a student applies for internship, they are expected to reach a degree of competence in all areas (research, clinical, professional conduct) which allows them to function autonomously with some supervision. As such, students must be projected to be on track developmentally before applying for internship, with the expectation that they will complete the internship year with the skills of autonomous professionals. Therefore, any concern which arises in the course of the pre-internship years must be remediated before the internship match. (See below for remediation procedures.)

**Academic Progress.** Maintenance of a 3.50 GPA continuously until graduation. If GPA is not maintained, remediation will be facilitated by the program.

**Research Progress.** 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). Student research skill development is judged across a variety of domains. Research mentors also provide feedback on professional capacities (timeliness, communication, ethical behavior, etc.) 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 an advising form which is co-signed by students. At this time, students will also provide evaluation and feedback on their research mentors. (See page 51 for evaluation of the clinical program and faculty.)

**Maintenance of student records.** All student records, including performance evaluations, remediations and warnings, certification of completion of research requirements, and so on are maintained in hard copy as well as in HIPAA-secured electronic files indefinitely. Student electronic records are stored in Banner. Only the department secretary and director of clinical student affairs have keys to the locked file cabinets. Information about student coursework and grades is shared with student advisors to aid in course selection.

**Remediation**

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). If imminent concerns are raised by faculty or externship supervisors, they will be addressed immediately as they arise, rather than at the next cycle for formal evaluation.

**Timeline for remediation.** Timelines for remediation will be set according to the nature of the concern. For example, non-attendance of classes or a failure to complete therapy session notes in a timely manner may be more quickly remediated than, for example, a significant mental health problem which interferes with work, or a difficulty with written expression which requires repetitive, sequential feedback to improve. Students will collaborate with faculty to set the timeline for remediation in their remediation plan. In most cases, students will be expected to remediate their program or demonstrate adequate progress within a calendar year or less, and will receive midpoint feedback between the initiation of the remediation plan and the timeline for completion.

**Types of Notices**

The department employs a three-tiered approach to concerns about student conduct and progress: watch, warning, and probation.

**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. At this stage, while student progress may be noted as satisfactory, concerns may be flagged for ongoing support, or areas to “watch.”

**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.

In the event of a warning, an individualized remediation plan will be co-constructed by the student and DCT and/or chair. This remediation plan will specify actions that the student must take in order to return to good standing, and the deadline by which such actions must be undertaken. The DCT will collaborate with the student’s mentor to facilitate appropriate remediation.

**Non-compliance with First Warning Leading to Second Warning:** 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/failed resolution 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/failed resolution 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.

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 and without opportunity for remediation if so decided upon careful review by the clinical faculty. 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.

Integration with University and Divisional Policy. Beyond departmental or program-specific requirements, all doctoral students are expected to adhere to university and NSSR standards for conduct and academic honesty. In some cases, conduct violations may span university and program rules (e.g., sexual harassment). If any violations of university or division-wide policy occur, the department will notify the appropriate university or divisional officers and will coordinate its response. However, because the ethics and standards set forth by the APA are specific to the field of psychology, and therefore more specific than standard university conduct guidelines, the program reserves its right to evaluate student progression in the program according to the standards of the discipline. Where policy between the university and the program is inconsistent, the more stringent rules may be applied (e.g., as university rules do not cover clinical ethics, program procedures apply) in order to maintain consistency with APA guidelines. In the event that such a conflict arises, the program will seek consult with university legal counsel.

Student Concerns, Petitions, and Grievances

The aspiration of this policy is to set the tone for healthy, forthright resolution of conflicts which respects the dignity of all individuals involved, and to create transparent operations for how to proceed when that is not possible. Rather than fostering a punitive or fearful atmosphere or restricting individual freedom, the program’s grievance policy aims to treat conflict as a normal part of the collegial experience, and support a culture in which both openly share their concerns and in which we treat the receipt of complaints with openness, as an opportunity for growth; as well as to provide safeguards and solutions when conflicts escalate beyond the bounds of normal professional relationships. It may also be used to clarify available resources.

In devising this policy, the faculty were aware that there are two potential functions which it may serve: first, to provide a pathway to resolving disputes or conflicts between individuals; and second, to serve as a mechanism for formal complaints or grievances which may result in remediation or discipline, or changes to formal records (e.g., transcripts).

This policy covers doctoral students in the clinical psychology program, as well as its faculty, administrative staff, and clinical supervisors.
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.

Several types of student concerns and grievances may arise in the course of doctoral study.

- Faculty- or supervisor-raised concerns about student academic, clinical, or research progress with which the student disagrees, and would like to dispute.
  - This would include disputes about assigned grades as well as evaluation of student progress.
  - Concerns about the progression of student training which students do not dispute are subject to the procedure for formal student evaluation, remediation, and warning, as described above.

- Student-to-student interpersonal concerns. These concerns may include interpersonal disputes which require mediation or support in resolving, but which are not, fundamentally, reflective of concerns with progression of clinical training.
  - They may also involve interpersonal relations which transcend routine interpersonal conflicts and which do rise to the level of reflecting concerns with the progression of clinical training. Concerns may thus be part of formal student evaluation, remediation, and warning, as described above.

- Student-to-faculty/staff/supervisor concerns. Such concerns may be interpersonal or more academic in nature, for example, collegial tone of adviser/supervisor feedback, failing to contribute to a supportive environment for students who are diverse, availability of adviser/supervisor, timeliness/utility of adviser/supervisor feedback, adherence of adviser/supervisor to ethical standards, reasonableness and timeliness of adviser/supervisor requests of students, appropriate credit for student work.

- Student-to-program concerns. Such concerns may not be unique to the conduct of any particular individual, but rather, may be about the program’s operating procedures (e.g., fairness of admission, distribution of funding, teaching assignments) or about communication of procedures.

In addition, concerns and grievances can be further subcategorized into formal concerns as well as informal concerns. Formal grievances and concerns may arise when, either due to the magnitude or persistence of a problem, students are seeking formal documentation and remediation. Informal grievances and concerns may be disconcerting situations that students want to share with someone in a leadership position (chair, DCT, or dean), for informal mentorship on resolving the problem, for support mediating the problem, or because the situation does not merit formal action but may if it persists.

In all cases, we encourage students to raise concerns with the most directly-involved parties, as well as to share concerns with their advisers and with the DCT. An initial step of an informal conversation may help the student sort out their options for next steps; recruiting faculty support may also be helpful because faculty may have an understanding of either structural understanding of the problem at hand, or be able to track accumulating concerns.

Students are also encouraged to secure support in addressing conflicts. For example, if a student wants to raise a concern about faculty behavior, they may elect to bring an advocate, in the form of a peer or another faculty member, to such a meeting. All parties present will be held to confidentiality.
Students should be aware of the limits of confidentiality. For example, in the event that problematic behavior represents either violations of Title IX rules or serious breaches of ethical standards, clinical faculty may determine that reporting to the appropriate university officials and/or formal remediation are necessary. All formal complaints will be in the record of the person whose conduct was problematic (either student academic record or human resources and Dean’s office record, as appropriate). All formal complaints will also be maintained in a secure program grievance file, and reported to the APA at the time of self study.

**Conflicts of Interest.** As in all ethical conduct within psychology, conflicts of interest are a priority when addressing grievances. Students should avail themselves of all available faculty in the event that conflict of interest presents itself. For example, if their concern is with the DCT, and they do not feel comfortable raising the concern with them, they should speak to the A-DCT, Chair, and/or Dean.

_Faculty-to-student concerns/grades with which a student disagrees._ Students with a concern about a course grade or evaluation should first consult with the instructor or supervisor involved. If a student does not feel comfortable doing so, or if satisfactory responses do not occur, he/she/they should see his/her/their faculty guidance in whomever they feel would be helpful. Faculty advisers, the assistant DCT, DCT, and department chairs are all available to support resolution of such problems along with the Dean’s Office. Students should reference the NSSR grade appeal policy.

_Student-to-student interpersonal concerns._ When interpersonal concerns arise among peers, students are encouraged to raise conflicts and concerns with the parties involved. Students are always welcome to consult with their mentor and with department leadership for advice in approaching the problem. Faculty are available for providing mediation of interpersonal disputes. Students should be aware that though they intend informal mediation of a dispute, the faculty may determine that a student’s behavior requires formal documentation and remediation.

If a student would like to file a formal complaint against another student for violating the _New School Student Code of Conduct_, the student should meet with the Dean’s Office or with the Office of Student Advocacy. If the student believes that another clinical student’s behavior is in violation of APA professional or ethical standards, the student should first notify the Chair and DCT. The DCT and chair will then pursue the formal watch/warning and remediation procedure described above, and the matter will be formally documented in the record of the student whose behavior requires remediation.

_Student-to-faculty/staff/supervisor concerns._ As with all formal and informal grievances, students are encouraged to consult with faculty, including the DCT and chair, for advice in how to arrive at a solution, including how to best approach a conversation with a faculty member/supervisor who may be the source of concern. Faculty, including the DCT and chair, are available to mediate solutions. Students may also document concerns anonymously through the end-of-year mentorship evaluation. Students should be aware that they may intend informal mediation or advice, but the consulting faculty member may determine that a faculty member’s/supervisor’s behavior requires formal documentation and remediation, within the program and/or escalated to the Dean’s office or other university administrative entities.
**Student-to-program concerns.** 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 consult with the whole of the clinical faculty 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.

**Maintenance of Grievance Records.** Student complaints are kept as a batch in an electronic file by the DCT, available for review upon request. Student complaints are kept confidential to the extent possible, particularly if they are informal and kept for the understanding patterns of problematic behavior. Every attempt is made to respect student privacy and students are notified at the outset of the filing of a complaint that some specific types of complaints (e.g., Title IX) must be reported to the university. Similarly, students are informed that some complaints are serious enough that they must be addressed and that given the circumstances of the complaint, it may be impossible to protect the student’s privacy. In such circumstances every attempt is made to collaborate with students on how they would like to proceed. The program is exploring the possibility of a form for anonymous submission of concerns, which would be directed to the DCT.

**Clinical Program Procedures**

**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.

**Ongoing Evaluation of the Doctoral Faculty and Program.** In order to open conversation about areas of improvement, the program engages in regular evaluation. This evaluation involves four primary components: 1) course evaluations, which students complete each semester and which are reviewed by the course instructor, the Dean, the Chair, and the DCT; 2) mentorship evaluations, which students complete regarding their faculty mentors; 3) climate evaluations, which students and faculty together complete on the overall climate of the program; and 4) surveys of alumni who offer their perspective on the program from the vantage of experienced professionals. These sources of data are reviewed each semester and shared, anonymously and in summary format, with the members of the community.
Available Departmental and University-Wide Resources

Financial Support

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, teaching fellowships, research assistantships, Dean’s and Prize fellowships, Dissertation fellowships, student adviser positions, and travel grants.

Please note: University rules allow students to work no more than 20 hours/week on campus during the school year (40 during the summer); occasional exceptions to allow students to work 25 hours/week may be available. International students have additional rules for on-campus work and should check with the international students office.

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 the course for which they might be interested in assisting. Students should also talk to individual faculty members. The Instructor of a course makes the final determination about who will TA for his, her, or their 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. Clinical PhD students currently on internship are not eligible to serve as TAs.

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. Clinical students on internship are not eligible to serve as TFs.

Research Assistantships

Each faculty member is granted a Research Assistant by the Dean’s office. 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. Clinical PhD students on internship are not eligible to serve in these positions.

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 three years requires 600 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 (150 hours/semester), a Teaching Fellow (300 hours/semester) or a Research Assistantship (225 hours/semester). 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. The Dean’s Office requires a minimum GPA of 3.7 for any Dean’s or Prize award.

3. If students with Prize fellowships exceed their work obligation, they will be paid the university rate for that work in addition to their fellowship pay. Clinical students in particular should be aware that, in efforts to equitably distribute resources among all students, Prize fellows who complete their work obligations may not be prioritized for subsequent TA, TF, or RA offers in order to provide opportunities for a broader group of students. As such, they should carefully consider how to best structure their work obligations to also meet the needs of their training.

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.

In Spring 2018, the University Student Senate and the Office of the President inaugurated a biannual university-wide student research competition managed by the Office of the Provost, with awards of up to $3000 for solo projects and up to $5000 for collaborative projects: https://www.researchnewschool.com/our-research-awards

Wellbeing and support for Students.

A variety of university resources are available to help students who encounter academic or personal barriers. Regarding potential academic concerns, the university hosts an academic writing center, an office for student disability, and, at the divisional level, academic advising. The department leadership meets each semester with the Dean’s office to review each student’s progress, including raising areas of concern and opportunities for providing support to students. Regarding student well-being, the university has crisis resources, which provide psychological support and facilitate financial support (via an emergency fund); student health (which provides care for physical and psychological health). In the event that student mental health needs exceed that of the Counseling Center, an extensive referral network helps connect students with appropriate care. An international students office facilitates clerical support for residency within the US. For concerns related to university experiences and climate, the university has an ombuds, an officer for equity and inclusivity, and a Title IX officer.

Within the division and department, student advisors, faculty mentors, the chairs, DCT and A-DCT, and associate Dean of Student Affairs (Tsuya Yee) are all actively engaged with students and available for support and direction for any personal or professional concerns arising. While the university offers resources for support, we encourage members of our community to reach out to peers, faculty, and staff for help navigating these services.

A full listing of support resources is below.
Other Relevant Resources for Students to Consult

Research with Human Subjects
Student Health Services
Title IX Office
Financial Aid
Student Housing
Health Insurance
International Student and Scholar Services
University Learning Center

Psychology Department Governance Rules