CLINICAL PSYCHOLOGY HANDBOOK

Updated August 15th, 2018

The Graduate Training Ph.D. Program in Clinical Psychology
Department of Psychology
Rutgers - The State University of New Jersey

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I.   Introduction

Welcome to the Department of Psychology at Rutgers, The State University of New Jersey! You are entering graduate training that will lead to the degree of Doctor of Philosophy (Ph.D.) in Psychology. The area of specialization that you have selected is Clinical Psychology. Within the Department of Psychology, there are three other areas of specialization: Behavioral and Systems Neuroscience, Cognitive Psychology, and Social Psychology. The Department also has a program in Intradisciplinary Health Psychology. Each student in the clinical program is part of a select group, chosen from more than 300 highly competitive applicants each year. You have been selected because the faculty members believe that you have the right combination of intellectual abilities and personal attributes to make you a leader in academic clinical psychology. During your graduate training, you will have a unique set of opportunities to develop your research and clinical skills and to join the intellectual community of clinical psychologists.

This handbook has two purposes. First, it is designed to provide students with the necessary information to complete our training program. For this reason, it is written directly to you, the student, as the primary reader. The handbook supplements other important published material that appears in the catalogue of the Graduate School - New Brunswick, which is available online (http://catalogs.rutgers.edu/generated/nb-grad_current/). Be sure to refer to the handbook and the online catalogue regularly as you progress through the program.

The second purpose is as a repository of current policies of the Clinical Psychology Ph.D. Program, and therefore it is a resource for Clinical Advisors and others in the Department, and outside, who are interested in our program. The policies and recommendations contained in the student handbook and the catalogue of the Graduate School - New Brunswick are considered to be in effect at the time you enter the program and throughout your stay here. Any subsequent changes in policies will not affect you, but we will be updating the document annually, to reflect program changes voted on by the Clinical Faculty in the preceding year. If you wish to have your education governed by a subsequent policy, you must discuss your reasons for doing so with your advisor and with the Clinical Area Coordinator, and you must agree to accept all the policies and recommendations that are published in that subsequent year.

II.   Overview of the Clinical Training Program

A.   The Clinical Training Program

The Clinical Ph.D. program at Rutgers University is based on the Clinical Science model of training. It is accredited by the American Psychological Association and if you ever have a question about accreditation you can reach the APA Commission on Accreditation at (202) 336-5979. The program is also accredited by the Psychological Clinical Science Accreditation System (PCSAS), who can be contacted with questions at (301) 455-8046. In addition, the program one of a few select members of the Academy of Psychological Clinical Science (http://acadpsychclinicalscience.org/), a coalition of doctoral and internship training programs that share a common goal of producing and applying scientific knowledge to the assessment, understanding, and amelioration of human problems. The Clinical Ph.D. program is based on the premise that clinical psychology is a specialty area within the discipline of psychology, and that research, scholarship, and clinical application should be firmly grounded in core knowledge of psychological science. The majority of the faculty members have a cognitive-behavioral, evidence-based approach to assessment and treatment, and the program is geared to students who wish to receive this type of training. There also are more limited opportunities for students whose interests are more eclectic and who may supplement training in cognitive behavior therapy (CBT) with courses and supervised experiences in other approaches (e.g., Jungian, Gestalt, family systems).

Clinical faculty members who serve as Faculty Advisors and offer instruction or supervision are drawn from the Department of Psychology, the Graduate School of Applied and Professional Psychology (GSAPP), Rutgers University Behavioral Healthcare (UBHC), the Center of Alcohol Studies (CAS), and the Rutgers Robert Wood Johnson Medical School (RWJMS). The breadth of faculty interests and expertise in research permits students to create a program of study tailored to their particular scholarly interests.

Given the wide range of options and resources at Rutgers University, while students should focus on one primary research area related to the work of the student's advisor, they are encouraged to explore a broad spectrum of research fields. In like fashion, the philosophy behind our clinical training is to provide students with wide exposure to different problems and populations to develop broad competencies. A diversity of research, practicum, and internship settings is encouraged, going beyond the university clinic to community mental health centers, general hospitals, specialized medical clinics, and schools.

B.   Training Environment

The clinical training program is committed to creating a training environment that is respectful of all individuals, regardless of individual background or circumstances, and is committed to training students to be knowledgeable and respectful of all aspects of human diversity. It is the policy of the University to make the benefits and services of its educational programs available to students without discrimination on the basis of race, religion, color, national origin, ancestry, age, sex, gender identity, sexual orientation, disability or handicap, marital status, or veteran status. Rutgers University complies with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Older Americans Act of 1975, and the Americans with Disabilities Act of 1990. The Rutgers University policy on nondiscrimination can be found on the Graduate School – New Brunswick website via the following link: http://catalogs.rutgers.edu/generated/nb-grad_current/pg91.html.

All students, faculty, and staff are expected to contribute to an environment characterized by mutual respect. Intolerance and bigotry are antithetical to the values of the University and unacceptable within the Rutgers community. Verbal assault, defamation, harassment, and sexual harassment interfere with the mission of the University, the department and the clinical training program, and are not tolerated. A description of university policies against verbal assault, defamation, harassment, and sexual harassment can be found on the Graduate School – New Brunswick website via the following link: http://catalogs.rutgers.edu/generated/nb-grad_current/pg92.html.

We have attempted to create a supportive and stimulating learning environment. Our expectation is that every admitted student will complete the program successfully, and we make every effort to facilitate student success. We also encourage students to make deliberate efforts to ensure their own psychological and physical health during their graduate training through appropriate health-enhancing and stress-reducing activities. At the same time, we are aware that graduate school can be a difficult and stressful time in a student's life, and that conflicts with other students, faculty, or a student's research mentor can occur. The stresses of graduate school also may contribute to physical or psychological difficulties. There are a number of avenues of support should a student experience difficulties. Students should turn first to their primary mentor or to the DCT for advice and direction. Some students feel the need for additional psychological support, and may seek personal therapy during their graduate training. Graduate students may seek evaluation, brief individual or group psychotherapy, and community-treatment referrals from Rutgers Counseling, Alcohol and Other Drug Assistance Program, and Psychiatry Services (CAPS, 848-932-7884).

C.   Academic Integrity, Student Code of Conduct, and Ethical Principles

Academic integrity and honesty are necessary preconditions to the academic freedom fundamental to any university. "Ethical conduct is the obligation of every member of the university community and breaches of academic integrity constitute serious offenses. The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them" (catalogue of the Graduate School - New Brunswick). These are responsibilities of every student and faculty member. The full university policies on academic integrity and the university code of student conduct are summarized in the catalogue of the Graduate School – New Brunswick, and can be found online via the following link: http://catalogs.rutgers.edu/generated/nb-grad_current/pg79.html.

In addition, students enrolled in the Doctoral Program in Clinical Psychology at Rutgers are expected to adhere to the highest personal ethical and moral standards, and to conduct themselves according to the Ethical Principles of the American Psychological Association (APA) in all aspects of their professional behavior. It is your responsibility to be familiar with the Ethical Principles of APA and violation may be grounds for dismissal from the program. A statement about Clinical Ph.D. area ethical procedures and the Ethical Principles of APA are distributed to students at the beginning of each academic year and can be found in Appendix A. The APA Ethical Principles can be found on the APA website via the following link: http://www.apa.org/ethics/code/index.aspx.

III.   Program Goals and Objectives

The clinical training program is organized to help students accomplish three major goals with specific objectives and competencies within each goal. These include:

Goal 1: To produce graduates who contribute to the scientific knowledge base of clinical psychology.

Objective 1a: Acquisition of knowledge in the breadth of scientific psychology

Competency 1a1: Knowledge of biological bases of behavior
Competency 1a2: Knowledge of social bases of behavior
Competency 1a3: Knowledge of cognitive bases of behavior
Competency 1a4: Knowledge of history and systems of thought in psychology

Objective 1b: Acquisition of a core set of research knowledge and skills

Competency 1b1: Knowledge of statistics and research design and skills in application of this knowledge to research
Competency 1b2: Knowledge of psychological measurement and skills in application of this knowledge to research
Competency 1b3: Knowledge of research ethics and skill in the application of this knowledge to specific research dilemmas
Competency 1b4: Skills in the design of research, execution of research, analysis of data, and interpretation of results
Competency 1b5: Skills in the dissemination of knowledge in clinical psychology

Objective 1c: Acquisition of knowledge of the scientific, methodological, and theoretical foundations of practice

Competency 1c1: Knowledge of individual differences in behavior, including developmental aspects
Competency 1c2: Knowledge of psychopathology
Competency 1c3: Knowledge of professional standards and ethics
Competency 1c4: Knowledge of psychological assessment and measurement approaches of relevance to evidence-based treatment
Competency 1c5: Knowledge of evidence-based approaches to treatment
Competency 1c6: Skills to evaluate the efficacy of specific interventions

Objective 1d: Acquisition of knowledge of issues of cultural and individual diversity

Competency 1d1: Knowledge of research concerning the impact of gender, ethnicity, race, culture, sexual preference, and physical disability on risk of various forms of psychopathology
Competency 1d2: Knowledge of the impact of cultural identity on access to and utilization of service delivery systems
Competency 1d3: Knowledge of research on the influence of cultural factors on response to interventions

Competency 1d4: Awareness of self and personal values in interacting with culturally different clients

Goal 2: To produce graduates with entry-level competence for clinical practice.

Objective 2a: Acquisition of basic clinical and professional skills and attitudes related to diagnosis, assessment, intervention, supervision, and consultation

Competency 2a1: Skills to establish and maintain a working alliance with clients
Competency 2a2: Skills in the development of treatment plans based on assessment data and knowledge of evidence-based treatments
Competency 2a3: Skills in the application of clinical ethics to clinical practice
Competency 2a4: Skills in supervision and consultation

Objective 2b: Development of skills to apply scientific knowledge and evidence-based interventions to the assessment, diagnosis, and treatment of health and mental health problems

Competency 2b1: Skills in the use of evidence-based approaches to assessment
Competency 2b2: Knowledge of DSM diagnoses and skill in the diagnosis of clients
Competency 2b3: Knowledge of evidence-based clinical practices, techniques, and treatments
Competency 2b4: Skills in the delivery of evidence-based treatment for at least one psychological disorder

Objective 2c: Acquisition of knowledge and sensitivity to cultural and individual diversity, and skill in the application of this knowledge to service delivery

Competency 2c1: An attitude of respect for others' standards, practices and beliefs related to health and psychological functioning
Competency 2c2: Skill in utilizing cultural context in the diagnosis of psychopathology
Competency 2c3: Skill in the application of knowledge of individual and cultural diversity to enhance client retention and response to treatment in clinical practice
Competency 2c4: An attitude of willingness to consult outside professionals on relevant cultural issues to inform clinical practice

Goal 3: To produce graduates who integrate the science and practice of clinical psychology.

Objective 3a: Development of awareness of the importance of, and gaining experience in, integrating scientific knowledge into clinical practice

Competency 3a1: Skill in translation of research findings into practice
Competency 3a2: A demonstrable attitude of interest in scholarly inquiry
Competency 3a3: Knowledge of major journals and publication outlets, and experience in submitting manuscripts for publication

Objective 3b: Acquisition of knowledge about different research methodologies for conducting process and outcome research in clinical psychology

Competency 3b1: Knowledge of methodologies used in major outcome studies
Competency 3b2: Demonstrated ability to design new research and critically evaluate it prior to execution and after completion
Competency 3b3: Demonstrated ability to derive research from theory

Objective 3c: Skills in critical thinking related to clinical research and practice

> *Competency 3c1:* Knowledge of how and under what conditions the findings of randomized clinical trials generalize to clinical service settings
>
> *Competency 3c2:* Demonstrated ability to critique existing research and theory

We anticipate that our graduates will use these areas of skill and knowledge in a range of career paths, including academic/clinical positions in departments of psychology or psychiatry in universities or medical schools, and clinical or clinical/administrative jobs in medical schools or mental health centers. A minority of our graduates focuses exclusively on science-based clinical practice.

Upon completion of training, program graduates are expected to: (1) possess critical analytic skills; (2) be able to identify new knowledge and bring that knowledge to bear upon research and clinical problems; and (3) be competent to use core knowledge in the design of research studies, in teaching, and clinical service delivery. You should be competent to select and apply assessment approaches and treatments with empirical support for their effectiveness and should pass the state licensing examination without major difficulty. Program graduates should be able to read the scientific literature critically; select and formulate research questions; and be skilled in research design, data collection, data management, and data analysis. You should be actively involved in research and program evaluation, and dissemination of that research through presentations at professional meetings and publications in the scientific literature. In the conduct of your clinical work and the design of research, you should be knowledgeable about issues of clinical and research ethics, and function within the ethical guidelines of the American Psychological Association and the laws of your state. You should be competent in the treatment of diverse client populations, in the recruitment of diverse participant populations in your research, and competent to formulate research questions and select research methods appropriate to populations under study.

IV. Core Faculty and Research Interests

The clinical training program draws from a large group of psychologists at five major units: the Department of Psychology, GSAPP, CAS, UBHC, and the Department of Psychiatry at RWJMS. Core faculty membership is defined by a contribution of 50% or more to the clinical psychology program and meeting one of three criteria: (a) an active program of research of direct relevance to issues in clinical psychology, (b) responsibility for teaching a required clinical course, (c) extensive student involvement, through a combination of mentoring an individual student, clinical supervision, and/or involvement on numerous student committees.

The core faculty group is committed to empirical science and disciplined scholarly inquiry. The Other Program Faculty members are contributing faculty who meet one of the three criteria above while not providing 50% of their time to the clinical program. It is noteworthy that these individuals take on these responsibilities despite their accountability structures being largely outside of our program area. This reflects the quality of our students, the appeal of our strong clinical scientist model, and the overall standing of our program in the larger environment of APA accredited programs.

Of these 24 faculty members, 14 are currently or have recently served as research mentors and 4 are planning to directly mentor students in the near future. This large group of contributing faculty members assures that no single faculty member carries responsibility for the mentoring of an unduly large number of students, and provides several faculty members working in related areas of scholarship (e.g., behavioral medicine/health psychology, childhood disorders, prevention) with whom a student may work.

*Bolded names denote faculty who serve as primary mentors to students:

*Richard Contrada, Ph.D., (Professor of Psychology and Member, Institute for Health, Health Care Policy and Aging Research) is a social psychologist whose work addresses behavioral and pathophysiological processes linking psychosocial factors to physical health and illness. He has conducted programs of research addressing these issues in laboratory, field, and medical settings. He has a longstanding interest in the role of personality in physical health. Current projects also include an investigation of the role of religious involvement in adaptation to cardiac surgery, and an examination of pro-inflammatory cytokines as a basis for associations between depressive symptoms and coronary disease. Among his other research interests are theories of self-regulation, health effects of ethnicity and ethnicity-related stress, and the psychophysiology of stress and emotion. He contributes to the clinical training

program as a primary research mentor, and teaches courses in health psychology and social psychology methods.

Maurice Elias, Ph.D., (Professor of Psychology) is Academic Director of The Collaborative Center for Community-Based Research and Service. He is a community-clinical psychologist whose research focuses in the area of social-emotional and character development, emotional intelligence, prevention and social competence promotion, resiliency, risk and protective factors, and promoting safe and civil schools. A current focus is on the social-emotional competencies of children that mediate mental health and behavioral and academic functioning, and the mechanisms through which primary socializing institutions foster or inhibit growth of social competencies. His research on evidence-based practice in school-community interventions focuses on sociocultural factors in urban contexts, such as ethnicity and neighborhood environments. He teaches an elective course in community psychology, and serves as a primary research mentor and field-based practicum supervisor for clinical students.

Samantha Farris, Ph.D. (Assistant Professor)*, is a new faculty hire who started in the fall of 2018, and an extremely productive and promising young researcher. Her area of expertise involves anxiety pathology and its interplay with physical health. Her work explores the risks factors for, causes of, and consequences of clinical anxiety symptoms and disorders in their own right, and also in how they can influence physical health concerns or manifest as a function of physical health concerns. In particular, she is currently examining anxiety symptoms experienced during cardiac rehab, and how this can influence physical recovery and how psychological medicine can address these symptoms. Dr. Farris also collaborates on research exploring the link between anxiety and substance use.

Robert Karlin, Ph.D., (Associate Professor of Psychology) is an experienced clinician who works from a cognitive-behavioral perspective. He has specific expertise in clinical and forensic hypnosis and divorce mediation. Some years, he teaches the first semester Research Design and Analysis I course that students are required to take. He serves on numerous masters and dissertation committees. He also provides clinical supervision to students during the second-year practicum, and serves as a clinical supervisor and mentor to students.

Evan Kleiman, Ph.D. (Assistant Professor – starting in January 2019) is a prolific early career investigator who will be joining the clinical psychology faculty as an assistant professor in January of 2019. Dr. Klieman has extensive expertise in the suicide risk assessment and intervention, treatment of inpatient populations, and use of mobile technologies to assess patient cognitive and emotional risk states. He has received multiple grants to support his work. Prior to joining the faculty at Rutgers, he has been a research associate at Harvard University. He also has clinical interests in psychological assessment and CBT supervision.

Teresa M. Leyro, Ph.D., (Assistant Professor of Psychology and Member, Institute for Health, Health Care Policy and Aging Research) has research interests that lie in identifying the roles of cognitive-affective and biological vulnerability in the etiology and maintenance of substance use, with a focus on tobacco dependence, anxiety, and their comorbidity. Her translational research program employs stress provocation paradigms to explore the complex relations between these vulnerabilities and associated psychological impairment, in order to inform the development and subsequent testing of novel treatment interventions and adjuncts. She teaches Abnormal Psychology at the undergraduate level and will teach a graduate course in Psychophysiology. She serves as a research and clinical mentor to clinical graduate students.

Edward Selby, Ph.D. (Associate Professor of Psychology and Director of Clinical Training) serves as the DCT and Coordinator of Clinical Ph.D. Student Practica for the program. He is an associate professor and has research interests at the intersection of emotion regulation and severe psychopathology, such as suicidal and self-injurious behavior, personality disorders and eating disorders. He is known for the Emotional Cascade Model, a novel theoretical model about major mechanisms of psychopathology in borderline personality disorder and other forms of psychopathology. He has received funding from federal and private agencies, and currently serves on the editorial boards for multiple research journals. Dr. Selby regularly teaches our graduate program Adult Psychopathology course, which is a requirement for new students to the program, every fall. He is also well versed in advanced statistical modeling techniques such as hierarchical linear modeling, structural equation modeling, generalized linear modeling, mixture modeling, and latent growth curve analysis make him a key resource for student and faculty research in the program.

G. Terence Wilson, Ph.D., (Oscar Krisen Buros Distinguished Professor of Psychology, GSAPP) has served as Clinical Area Coordinator/Director of Clinical Training and continues to provide essential program leadership. He is a leader in the field of cognitive behavioral therapy. His internationally recognized expertise in the development, evaluation, dissemination, and implementation of evidence-based treatments for adult disorders is consistent with the program goal of training clinical psychologists according to the clinical scientist model. He directs the Eating Disorders Clinic that integrates teaching, clinical practice, and research in the education of graduate student trainees. He teaches core clinical courses in empirically-supported treatments including required courses Cognitive Behavior Therapy I and II and an elective in Dissemination and Implementation. He serves as a primary research and clinical mentor to students.

Robert Woolfolk, Ph.D., (Professor of Psychology) conducts research on psychotherapy, stress, depression, and social cognition. An additional area of scholarship is in the philosophical foundations of psychology. He teaches undergraduate courses, including Systems of Psychotherapy, and serves on student committees.

Affiliated Faculty from Other Departments

Vanessa Bal, Ph.D. (Associate Professor, GSAPP) is a new faculty member in GSAPP who conducts research on the measurement, prediction, and outcomes of developmental delays, including autism spectrum disorders. This includes studies evaluating both biological and behavioral approaches that may be useful in screening and diagnosis, tracking of symptoms across development, and evaluating response to treatment. By emphasizing a mulidimesional, lifespan perspective, her research aims to delineate relationships between dimensions of social-communication, language, cognition and emotion in the context of neurodevelopmental disorders in order to inform the development of targeted interventions that capitalize on individual strengths in order to promote well-being for individuals with ASD across the lifespan.

Marsha Bates, Ph.D., (Research Professor, Department of Kinesiology) conducts research in cognitive neuropsychology and neurocognitive sequelae of alcohol and drug use and abuse and applications of biofeedback to the treatment of addictive disorders. She serves as a primary research mentor for students.

Nancy Boyd-Franklin, Ph.D. (Distinguished Professor, GSAPP) teaches a diversity course that students may take to fulfill their diversity training requirements and supervises practicum students at the Somerset Counseling Program. Her specialty areas are family therapy and multicultural issues in clinical work.

Brian Chu, Ph.D. (Associate Professor of Clinical Psychology and Director of Clinical Training for the Clinical Psychology Psy.D. program, GSAPP), is interested in the assessment and treatment of anxiety and depressive disorders in youth, with a special emphasis on the dissemination of evidence-based practice, effectiveness research, and the evaluation of mediators and moderators of change. He directs the Youth Anxiety and Depression Clinic that serves as a practicum site and teaches GSAPP courses on CBT for youth. He serves as a primary research and clinical mentor to students.

Denise Hien, Ph.D., ABPP (Director, Center of Alcohol Studies) leads a program of research including longitudinal studies and prevention studies of posttraumatic stress disorder and alcohol and drug use. She is an internally recognized leader in this area and has a substantial publication and external funding record. She serves on students' Master's, dissertation, and qualifying exam committees.

Anna Konova, Ph.D. (Assistant Professor, UBHC) is a new faculty member in the department of psychiatry. She focuses on understanding the cognitive neuroscience of substance use and addictive behaviors. Of particular interest are risk and resilience factors in addiction recovery, such as high risk and impulsive behavior, craving, stress and anxiety, and psychosocial function such as social network and financial stability. We combine functional brain imaging methods, computational modeling, and experience sampling to examine how individual decision making including real-life drug-related, economic, and social decision making is influenced by fluctuations in these subjective states and environmental contexts.

Robert H. LaRue, *Ph.D., BCBA-D* (Clinical Associate Professor, GSAPP), serves as the Director of Behavioral and Research Services at the Douglass Developmental Disabilities Center and conducts research on the assessment

and treatment of maladaptive behavior, staff and teacher training, and behavioral pharmacology. He serves as a practicum supervisor, serves on student committees, and presents in Grand Rounds.

Shireen Rizvi, Ph.D., (Associate Professor of Clinical Psychology, GSAPP) leads a research program in borderline personality disorder, Dialectical Behavior Therapy, treatment of serious mental health problems, suicidal behavior, trauma, and developing mobile technology applications for skills generalization. She provides training for students in DBT and cognitive behavioral assessment. She serves as a primary research mentor and clinical supervisor.

Steven Silverstein, Ph.D. (Director of Research, Rutgers UBHC, and Professor of Psychiatry) is the director of research at Rutgers UBHC and a professor of psychiatry at RWJ medical school. He is a distinguished researcher in the area of severe mental illness, particularly deficits in schizophrenia. His work examines both chronic and fist episode patients, and aims to identify perceptual and cognitive changes that occur during psychosis. He also works on improving the prediction of treatment response and relapse. He has received numerous awards including the American Psychological Foundation Alexander Gralnick Research Investigator Prize in 2010. Dr. Silverstein serves as a regular mentor to students, and currently mentors two PhD students.

Kenneth Schneider, Ph.D., (Professor Emeritus of School Psychology, GSAPP) teaches sections of the required course in cognitive assessment course and provides training and supervision in assessment through a cognitive assessment practicum.

Marc Steinberg, Ph.D. – RWJ Psychiatry – is an associate professor and associate director of addiction psychiatry in the Rutgers RWJ medical school. He conducts research in the area of tobacco use and dependence, especially amongst vulnerable populations with mental illness and low socioeconomic status. He has published extensively and currently serves as the Deputy Editor for the journal Nicotine & Tobacco Research. He regularly provides clinical mentorship to students working in substance use practica at Rutgers, and he is a frequent mentor within the PhD program, serving as mentor for two students at this time.

Other Contributors

Other contributors provide specific areas of non-research expertise to the program. They are not considered program faculty, but are important to the functioning of the training program. Most often, their expertise is in work with specific populations, assessment, clinical service delivery, program planning, or coordination of a significant aspect of students' clinical training. At the May faculty meeting each year, we review the Other Contributors to determine whether any individuals should be added or removed. These currently include:

Lynn Clemow, Ph.D., (Clinical Associate Professor, RWJMS), supervises the behavioral medicine practicum within the Department of Family Medicine and gives guest lectures in Ph.D. classes, Forum, and Grand Rounds.

Lindsay Anderson, Psy.D., (Project Director, Foster Care Counseling Project) directs a practicum for clinical students. She provides training and supervision in clinic- and home-based services for children and families in foster care.

Lara Delmolino, Ph.D., (Clinical Associate Professor, GSAPP), serves as the Director of the Douglass Developmental Disabilities Center where clinical students conduct research and clinical practica.

Shawn Ewbank, Psy.D., (Clinical Director, Tourette Syndrome Program, GSAPP Center for Applied Psychology) directs a practicum in assessment and treatment of Tourette syndrome and associate issues. He provides clinical training and supervision.

Daniel Fishman, Ph.D., (Professor, GSAPP), provides behavioral therapy supervision and conducts research on organizational behavior management and the impact of managed care on service delivery.

Paul Lehrer, Ph.D., (Professor, Department of Psychiatry, RWJMS), conducts basic and applied research on psychophysiology, biofeedback interventions, anxiety-related disorders, and stress management. He provides lectures on these topics and biofeedback in required courses, and clinical supervision in behavioral medicine.

Andrea Quinn, *Psy.D*. (GSAPP). Director of the Anxiety Disorders Clinic.

Daniela Colognori, Psy.D. – GSAPP – directs practica at the Rutgers Tourette's Syndrome Clinic.

V.   Student Admissions, Outcomes, and Other Data

A.   Admission Data

	2011	2012	2013	2014	2015	2016	2017	2018
Number of Applicants	239	321	375	352	340	322	371	330
Number Offered Admission	7	11	9	6	5	8	5	6
Size of Incoming Class	6	4	7	4	4	5	4	4
Number of Incoming Students Receiving Full Support Including Tuition	6	4	7	4	4	5	4	4

GRE Scores for Admitted Students

Average Scores	2011	2012	2013	2014	2015	2016	2017	2018
Verbal	660	162	162	162	164	163	160	162
Quantitative	700	159	159	160	159	157	158	165

Additional Information Required by CUDCP Guidelines

		2011	2012	2013	2014	2015	2016	2017	2018
Undergraduate GPA		3.67	3.84	3.74	3.81	3.64	3.65	3.62	3.78
Verbal GRE	Median	625	690	162	162	164	160	159	162
	Percentile	91	97	88	89	91	85	84	91
Quantitative GRE	Median	720	725	159	160	159	157	156	163
	Percentile	88	73	77	79	78	67	60	83
Writing GRE	Mean	492	463	460	438	475	446	450	458
	Median	500	475	45	450	500	450	450	458
	Percentile	80	73	72	71	79	73	79	82

B.   Time to Completion for All Students Entering the Program

Outcome	Year in which Degrees were Conferred							
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Total number of students with doctoral degrees conferred on transcript	5	4	6	5	4	6	2	32
Mean number of years to complete the program	5.2	5.5	5.2	6.2	5.5	5.5	6.5	5.7
Median number of years to complete the program	5	7	5	7	6	6	6.5	6

Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

than 5 years																
Students in 5 years	4	78	2	50	5	43	2	80	2	50	5	83	0	0	20	63
Students in 6 years	1	22	1	50	1	43	0	20	1	25	1	17	1	50	6	19
Students in 7 years	0	0	0	0	0	14	3	0	1	25	0	0	1	50	5	16
Students in more than 7 years	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	2

Students who have graduate course credit from another institution prior to enrollment (e.g., from a master's program), may be able to apply some credits for previously completed courses to the requirements for the doctoral degree if the student earned a B or better in the course and Rutgers program faculty consider the course equivalent to one taught at Rutgers after reviewing the syllabus for the external course. This does not typically reduce time to completion, as generally only electives or quantitative courses are considered equivalent to those offered in the program.

C. Program Costs

Description	2018-2019 1st-year Cohort Cost
Tuition for full-time students (in-state)	$17,232
Tuition for full-time students (out-of-state)	$29,304
Tuition per credit hour for part-time students	NA
University/institution fees or costs	$2,184
Additional estimated fees or costs to students (e.g., books travel, etc.)	$500
Estimated Total	$19,916 (in-state) and $31,988 (out-of-state)

Note: International Students are charged the following fees: International Student Fee $250.00, Major Medical Coverage Plan $2,155.00, and a $180.00-$200.00 SEVIS Administration Fee, per semester, for F1 and JI visa holders.

All students receive full financial support (a Fellowship, Teaching Assistantship, or Graduate Assistantship) that covers all tuition and provides an annual stipend. At the present time, Fellows receive a stipend of $25,000 and TA/GAs receive a salary of $25,969. All students are guaranteed support for five years provided they are in good standing in the program. Students are also eligible for summer support through TA and GA positions. These summer appointments usually carry a stipend of $1,700-$3,300, depending on responsibilities. Students are strongly encouraged to apply for residency in New Jersey (see http://nbregistrar.rutgers.edu/forms/ResidencyAppl.pdf) as soon as they are eligible to reduce tuition costs and enable the department to support more students. Students in their 6th year and beyond are given low priority for departmental funding.

D.   Internship Data

Internship Placement – Table 1

Outcome	Year Applied for Internship													
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	6	75	3	60	4	100	6	100	2	100	6	100	5	100
Students who obtained APPIC internships that were not APA/CPA-accredited *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g., CAPIC) that were not APA/CPA-accredited *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited *(if applicable)*	0	0	1	20	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	6	75	4	80	4	100	6	100	2	100	6	100	5	100
Students who sought or applied for internships including those who withdrew from the application process	8	-	5	-	4	-	6	-	2	-	6	-	5	-

Internship Placement – Table 2

Outcome	Year Applied for Internship													
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	%			N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	8	-	5	-	4	-	6	-	2	-	6	-	5	-
Students who obtained paid internships	6	75	3	60	4	100	6	100	2	100	6	100	5	100
Students who obtained half-time internships *(if applicable)*	0	0	0	0	0	0	0	0	0	0	0	0	0	0

E. Attrition

Variable	Year of First Enrollment													
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e., new students)	6	-	4	-	7	-	4	-	4	-	5	-	4	-
Students whose doctoral degrees were conferred on their transcripts	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students still enrolled in program	6	100	4	100	6	86	4	100	4	100	5	100	4	100
Students no longer enrolled for any reason other than	0	0	0	0	1	14	0	0	0	0	0	0	0	0

conferral of doctoral degree													

F. Licensure

Outcome	2010 to 2018
Total number of students with doctoral degrees conferred on transcript in time period	38
Number of students with doctoral degrees conferred on transcripts who became licensed doctoral psychologists in time period	32
Licensure percentage	84%

VI.   Facilities/Laboratories Available for Training

A.   Research Facilities

Your mentor's research laboratory will likely serve as your primary research site. Program faculty lead active research programs, some in laboratory studies and others in healthcare or community settings. Faculty research ranges from experimental psychopathology research through intervention development and evaluation to dissemination and implementation. Program faculty affiliations with GSAPP, CAS, the Institute for Health, Health Care Policy and Aging Research, and RWJMS offer opportunities for research training in these settings. For more information about faculty research programs, please see the faculty profiles (https://psych.rutgers.edu/people/faculty/faculty-by-area-of-study) and research laboratory descriptions (https://psych.rutgers.edu/people/faculty/lab-names).

B.   Practicum Sites

A range of sites is available for clinical training. The Psychological Clinic provides services to the community as a whole and is intended to serve as the primary practicum site for second-year students. Every student is required to carry at least one case in the Clinic, preferably in the second year. A variety of clinical problems are addressed through the Psychological Clinic, and the Clinic maintains a list of community supervisors with expertise in various areas of psychological service. The Clinic Director (incoming to be determined) and DCT (Dr. Edward Selby) consult on a routine basis about supervisor assignments, student progress, and student problems. During the first year, a multi-part clinic orientation and registration in the clinic record system is required. The Director of Clinical Training will work with the Clinic Director to ensure that this happens for each new class.

The Psychological Clinic houses several faculty-led specialty clinics, including: the Dialectical Behavior Therapy Clinic, Group Psychotherapy Services, the Tourettes Clinic, Women Helping Women, and the Youth Anxiety and Depression Clinic (YAD-C). Additional sites at Rutgers (e.g., the Douglass Developmental Disabilities Center, RWJMS Family Medicine at Monument Square, the Rutgers-Somerset Counseling Project, the Institute for Research on Youth Depression and Prevention, the Social-Emotional Learning Lab) offer students varied diverse training opportunities. Your mentor and the DCT can also facilitate matching to external practicum and externship sites in the region, including community mental health centers, schools, medical centers, and other specialized clinics. We match students to sites in which empirically supported approaches to assessment, treatment, and/or prevention will be used. You should work closely with your mentor and Drs. Selby to select and secure external practica and externships. New practicum sites can and have been developed in response to changing circumstances in the field and student interests (e.g., neuropsychology, treatment of veterans and their families, behavior assessment and intervention in schools, youth leadership and empowerment, collaborative practica with medical settings), but this must be done in consultation with Dr. Selby. A list of recent external practicum sites is available through the Graduate School of Applied and Professional Psychology. An updated list is provided each winter. Login to http://portal.gsapp.rutgers.edu/cstudents/login.php to view this list.

VII.   Program Description, Requirements and Timetable for Completion of Program Requirements

A.   Required Course work

1.   Required Courses:
  a.   16:830:521, 522 Research Design & Analysis I and II (2 semesters, 3 credits each)

  b.   16:830:537 Adult Descriptive and Experimental Psychopathology (3 credits; offered each fall)

  c.   16:830:532 Clinical Research Design, Assessment, and Ethics (3 credits; alternate years; take by fall of 3rd year)

  d.   16:830:580 History & Systems of Psychology (3 credits; alternate years)

  e.   16:830:623, 624 Theory and Practice of Cognitive Behavior Therapy I and II (Adult Clinical Disorders; 3 credits)

  f.   18:820:633 Cognitive Assessment (3 credits, completed by end of 1st year)

  g.   18:821:558 Learning Disabilities in Children and Adults (GSAPP course, 3 credits, completed by year 1 end)

  h.   16:830:541 Personality Theory (3 credits)

  i.   Two courses (6 credits) on psychological treatment
  18:821:630 Assessment and Treatment of Alcohol Abuse and Alcoholism (3 credits)
  18:821:562 Behavioral Couples Therapy (3 credits)
  18:821:566 Cognitive Behavioral Family Therapy for Adolescent Problems (3 credits)
  18:820:615 Family Therapy for Childhood Disorders (3 credits)
  18:821:555/556 Cognitive Behavior Therapy: Essential Skills for the Treatment of Anxiety, Depression, and Personality Disorder (2 semesters, 3 credits each)
  18:821:567 Cognitive Behavior Therapy for Childhood Disorders (3 credits)
  18:821:607 Interpersonal Psychotherapy (3 credits)
  18:821:608/609 Clinical Research and Treatment for Youth Anxiety and Depression (3 credits)
  18:821:612 Fundamentals of Dialectical Behavior Therapy (3 credits)
  18:821:613 Dialectical Behavior Therapy in Practice (3 credits)

  j.   One course in Behavioral and Systems Neurosciences (3 credits)
  16:830:558 Psychopharmacology: Theory & Practice
  16:830:591 Current Topics in Psychology: Autism

  k.   One course in Social Psychology (3 credits)
  16:830:506 Social Psychology Seminar: Self and Intergroup Relations
  16:830:612 Seminar in Social Psychology: Attitudes and Social Cognition

  l.   One course in Cognitive Psychology (3 credits)
  16:830:534 Decision Making
  16:830:546 Memory
  16:830:637 Seminar in Cognition: Autobiographical Memory and Mental Time Travel

       m.   One course in racial and ethnic diversity (3 credits)
                   18:820:570 Psychological Intervention with Ethnic and Racial Minority Clients
                       and Families
                   18:820:575 Diversity and Racial Identity

       n.   Developmental Seminar (1.5 credits)
                   16:830:591 Current Topics in Psychology: Lifespan Developmental Foundations
                       of Human Behavior

       o.   Participation in monthly Clinical Grand Rounds and tri-annual Clinical Forums

2.   Students are encouraged to consider other open electives - courses in any area of psychology or other disciplines (e.g., statistics, philosophy). We particularly recommend the following courses, most of which are taught every-other year.

16:830:503	Advanced Studies: Applied Latent Variable & Hierarchical Models
16:830:504	Advanced Studies: Write an NRSA grant
18:830:591	Current Topics in Psychology: Clinical Research Design, Assessment, and Ethics (*Note*: This course will be required of future cohorts, once it is approved by the university curriculum committee and given a new course number)
16:830:591	Current Topics in Psychology: Psychophysiology of Emotion
16:830:591	Current Topics in Psychology: The Psychology of Gender
16:830:619	Seminar in Social Psychology: Health Psychology
16:830:637	Psychology of Decision Making
16:830:647	Neurobiology of Mental Illness

Note: The DCT circulates a tentative schedule of course offerings each term for long-term planning, but this is subject to change. You can examine course offerings each semester using the on-line schedule of classes (look for courses under the following subjects: Psychology (830), Professional Psychology (820), and Clinical Psychology (821). Courses offered by GSAPP are open to clinical Ph.D. students, but GSAPP students are given preference. A special permission number is required for registration for GSAPP courses. This number is obtained from Sylvia Krieger kriegs@rci.rutgers.edu.

3.   Sample Course sequencing (5 Years)
The following distribution of courses is for students with a Teaching Assistantship or Graduate Assistantship. Note that students supported by a TA cannot pursue more than 24 credits in an academic year (including the summer), excluding TA/GA E-credits. A total of 6 Research in Psychology credits are needed by the time students defend their master's thesis. A total of 24 Research in Psychology credits are needed by the time students plan to leave for internship. A minimum of 9 credits (including e-credits) are needed to maintain full-time student status each semester. Students on internship must remain continuously enrolled (typically for one credit per semester) until all degree requirements, including internship, have been completed.

Although students may be able to complete the program in a shorter timeframe, we faculty recommend a 5-year course of study in most cases, as this affords more time to develop a program of research and develop the clinical skills needed to match well to internship and post-doctoral fellowship positions.

5-Year Model Course Sequence (Sample course options in blue)

YEAR 1
Fall

Research Design & Analysis I	3 credits
Adult Descriptive and Experimental Psychopathology	3 credits
GSAPP Clinic Practicum Experience	.5 credits
Research in Psychology	2 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits
Semester Total Including TA Credits [a]	14.5 credits

Spring	
Research Design & Analysis II	3 credits
Theory and Practice of Cognitive Behavior Therapy I	3 credits
Cognitive Assessment	3 credits
GSAPP Clinic Practicum Experience	.5 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits
Semester Total Including TA Credits [a]	15.5 credits

Summer	
Research in Psychology [b]	3 credits
Learning Disorders	3 credits
Yearly Total Course (non-TA) Credits [c]	**24 credits**

YEAR 2

Fall	
GSAPP Clinic Practicum in Clinical Psych I [d]	3 credit
Research in Psychology	3 credits
Theory and Practice of Cognitive Behavior Therapy II	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits
Semester Total Including TA Credits[a]	15 credits

Spring	
GSAPP Clinic Practicum in Clinical Psych II [d]	3 credits
Research in Psychology [b]	
Clinical Ethics (offered every other year)	1.5 credits
Lifespan Development Foundations of Human Behavior (offered every other year)	1.5 credits
Core Requirement or Elective (e.g., Treatment Course)	3 credits
Core Requirement or Elective (e.g., Personality)	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits
Semester Total Including TA Credits[a]	15 credits

Summer	
Diversity Course	3 credits
Yearly Total Course (non-TA) Credits [c]	**21 credits**

YEAR 3

Fall		
Practicum in Clinical Psych III [d]		3 credits
Research in Psychology [b]	3 credits	
Core Requirement or Elective (e.g., Cognitive Science Requirement or Write an NRSA Grant)	3 credits	
TA/GA Support	E6 credits	
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits	
Semester Total Including TA Credits [a]	15 credits	

Spring	
Practicum in Clinical Psych IV [d]	3 credits
Core Requirement or Elective (e.g., Clinical Research Design, Assessment, and Ethics)	3 credits
Core Requirement or Elective (e.g., History and Systems)	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits

Semester Total Including TA Credits[a]	15 credits
Summer	
Research in Psychology [b]	3 credits
Yearly Total Course (non-TA) Credits [c]	**21 credits**

YEAR 4	
Fall	
Practicum in Clinical Psych IV [d]	3 credits
Core Requirement or Elective (e.g., Applied Latent Variable & Hierarchical Models)	3 credits
Core Requirement or Elective (e.g., Behavioral Neuroscience Requirement)	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits
Semester Total Including TA Credits [a]	15 credits
Spring	
Practicum in Clinical Psych IV [d]	3 credits
Core Requirement or Elective (e.g., Treatment Course)	3 credits
Research in Psychology [b]	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship)	0 credits
Semester Total Including TA Credits[a]	15 credits
Summer	
Research in Psychology [b]	3 credits
Yearly Total Course (non-TA) Credits [c]	**21 credits**

YEAR 5	
Fall	
Practicum in Clinical Psych IV [d]	
Research in Psychology [b]	3 credits
Core Requirement or Elective (e.g., Social Psychology Requirement)	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship and 3 additional Research credits)	0 credits
Semester Total Including TA Credits [a]	15 credits
Spring	
Practicum in Clinical Psych IV [d]	3 credits
Research in Psychology [b]	3 credits
Core Requirement or Elective (optional)	3 credits
TA/GA Support	E6 credits
(Note: if Fellowship support, register for Graduate Fellowship and 3 additional Research credits)	0 credits
Semester Total Including TA Credits [a]	15 credits
Yearly Total Course (non-TA) Credits [c]	**18 credits**
Cumulative Total Course (non-TA) Credits [c]	**102 credits**

[a] Total credits for a given semester, including TA-related E credits, cannot exceed 15.5. Taking more than 15.5 credits requires special permission from the graduate school. Such permissions is not granted routinely.

[b] You must earn 6 credits in Research in Psychology before your master's degree can be conferred, so you must earn these credits by the fall of your third year. You must earn 18 more Research in Psychology credits (for 24 total) before you leave for internship. It is possible to take 6 research credits in the summer, so long as you do not exceed the 24-course credit limit for each year. Submission of a tuition-remission form is required at the beginning of the summer term and academic year.

[c] You cannot enroll for more than 24 course credits (including Practicum and Research in Psychology, but excluding TA-related E credits) in a given academic year (September through August) unless you or your advisor are willing to pay tuition for additional credits.

[d] Although it is possible to register for 1-3 credits of Practicum, we recommend enrolling for 3 credits in most instances. You may choose to enroll for fewer than 3 credits of Practicum if your course schedule is too full to

permit registration for 3 Practicum credits while also staying within maximum credit loads recommended for each semester and each year. It is be possible to complete required courses without having to reduce Practicum credits in most semesters, and we discourage you from exceeding your course credit limits unless necessary. This determination should be made in consultation with your Advisor and the DCT.

    B.   **Master of Science Degree**

        1.   Requirements for the MS
            a.   30 graduate credits, 6 of which must be research credits
            b.   Completion of Master's thesis

        2.   Time Limits for the Master's Degree
            a.   Normal Minimum - 1 year
            b.   Normal Maximum - end of 5th semester, as noted in the Graduate School and Departmental Regulations; permission for additional time must be requested from the Graduate School via the Vice Chair for Graduate Studies.
            c.   The policy regarding extensions beyond the five-semester time limit for the Master's Thesis: A six month extension will be granted if the rationale stated on the written request is acceptable. No meeting is required with the student. This six-month extension will be given only once. If the Master's Thesis is not completed at the end of this period, the student will be recommended for termination.

    C.   **The Master's Thesis**

The purpose of the master's thesis is to help develop students' research and scholarship skills. The Clinical Area wants students to use the writing of the thesis to build skills needed for publication. These skills include concise, focused conceptualization and writing. Accordingly, with the thesis committee, the student will determine a potential target peer reviewed journal for the thesis, determine the potential length of an appropriate article (between 25-35 double spaced pages), and write up the thesis in the appropriate format. Additional material, which can include a more detailed introduction/conceptual/ literature review section, results tables, and discussion considerations, as well as specific instruments and detailed psychometric information about them, would be placed in Appendices. In general, either the master's thesis or the dissertation, but not both, may involve secondary analyses of existing data without collection of new data (as an independent project or as part of a collaborative project, such as one led by   your advisor).

        1.   A formal proposal for the thesis research must be presented to and approved by the student's committee. We require both a formal proposal meeting prior to the master's thesis, and a meeting to defend the thesis. All members of the committee must approve both the proposal and the final defense. The main purpose of the proposal meeting is to provide clarity and common understanding among committee members and the student regarding the scope, focus, and journal audience for the thesis. When circumstances preclude a full committee meeting to approve the proposal, an alternative can be acceptable with the approval of the DCT. The deadline for successfully defending this proposal is the end of the 3rd semester.

        2.   All research that involves human subjects must be submitted to and approved by the Rutgers Institutional Review Board (IRB) prior to the collection or analysis of any data. Even projects that use existing data must be submitted to the IRB for prior approval. Requirements, deadlines, and all forms are available at the website, https://orra.rutgers.edu/formsandtemplatesirb. All students must complete the Human Subjects Certification Program (HSCP) and successfully pass the HSCP exam before

their research proposal will be approved by the IRB. Students are encouraged to take the on-line course during their first semester. Instructions to access the on-line course and exam can be found at the web site of the Office of Research and Sponsored Programs/IRB https://orra.rutgers.edu/citi. A copy of the letter of confirmation upon successful completion should be shared with your research advisor.

3. Timing of the thesis:
    a. Students should begin planning for their thesis research during the first year of graduate study. An ideal time to complete the proposal is during the summer between the first and second year. The Graduate School and Departmental Regulations state that the deadline for defending the proposal is the end of the 3rd semester.
    b. Students are strongly encouraged to complete their thesis research during the second year of graduate study and the deadline for completing the thesis is the end of the 5th semester.

4. Procedures and Regulations governing the Master's Thesis
    a. Application for Admission to Candidacy
        Be sure that the original <u>final</u> transcript from your undergraduate school is on file in the Psychology Department, Room 207, Busch Campus by the end of your first semester.
    b. Master's Committee:
        i. The Committee normally consists of a Chairperson and two members. They must all be either members or associate members of the Graduate Faculty, according to the most current list of members maintained by the Psychology Department (accessible to faculty via the SAS Psychology Dept Sakai site and maintained by Donna Tomaselli, Senior Department Administrator). Students may nominate one additional member of the thesis committee who is not a member of the Graduate Faculty of Psychology. In this case, however, there must still be three members of the Graduate Faculty on the Committee, bringing the total number of members to four. The student must submit a current curriculum vita of that person and a brief statement on the reason this person would be useful on the Committee. All outside Committee members must satisfy the criteria for associate membership on our Graduate Faculty. If fewer than two members of the Committee are Psychology Department faculty, the chairperson must write a memo explaining why departmental faculty are not appropriate, and why selected committee members are appropriate and this must be approved by the DCT and Vice Chair for Graduate Studies.
        ii. Complete the Master's Thesis Committee form prior to beginning your research. This form can be obtained from the Graduate Psychology Office, Psychology Building, Busch Campus, or on line (https://gsnb.rutgers.edu/resources/graduate-student-forms). The completion of the form includes obtaining the concurrence and signature (to indicate that concurrence) of the Clinical Area Coordinator. The Graduate Director (Department Chair) will notify you of the approval of your Committee. The form is then filed in the office of the Vice Chair for Graduate Studies.
    c. Final Examination for M.S. Degree
        i. The clinical area requires an oral defense of the thesis. Prior to the defense, all members of the thesis committee must be given a written or electronic copy of the thesis for review and approval. In addition, title of the thesis and date and time of the defense must be announced at least two weeks prior to the defense. This information must be

submitted to Anne to allow for posting at least two weeks prior to the scheduled defense. Committee members must be given sufficient time to review the thesis (usually two weeks), and the student should anticipate feedback and recommendations for revisions from committee members at the defense.   All Committee members must approve the thesis before the thesis is considered completed.

ii. The thesis defense affords the faculty an opportunity to focus on the students' in depth understanding of the theories, mechanisms, methodology, research design, statistics, and/or research, theory, and practice implications of the research conducted. Thesis presentations should be limited to the typical 20 minute period of time given to research presentations at conferences, allowing more time for extended conversations about students' understanding of what they have done and an assessment of their ability to articulate that understanding.

iii. Obtain an Application for Admission to Candidacy form and submit it to the Chairperson of your Committee. (Be sure that you have completed at least 24 course credits and 6 research credits required for the Master's Degree.)

iv. The Chairperson will record the results of the final examination on this form signing Part II - A and C, or B. The "final examination" is the final decision of the Master's Committee to accept or reject the thesis. Final acceptance or rejection of the thesis may be based solely on an evaluation of the written thesis, or an evaluation of both the written thesis and an oral defense of the thesis. It is then your responsibility to have it signed by the other members of your Committee.

v. The Thesis title, Part II-C, must also be completed. Return to the Senior Graduate Administrator, Anne Sokolowski, for processing prior to obtaining the Graduate Director's signature. Completed forms must be filed with the Graduate School no later than three weeks before Commencement (no later than announced deadlines for October and January).

d. Submission of the thesis to the Graduate School is done electronically. Your thesis must be converted to a PDF file and then submitted online https://etd.libraries.rutgers.edu/login.php. Additionally, submission of one hard copy of the Master's thesis is required by the Department. A booklet entitled "Style Guide for Thesis and Dissertation Preparation" may be obtained from Room 203, Psychology Building, Busch Campus. You are required to submit an abstract not exceeding 350 words. The style guide for the School of Graduate Studies can be found here: https://gsnb.rutgers.edu/academics/master%E2%80%99s-degree-thesis-checklist

e. A Diploma Application must be filled out. This online diploma application is available at: http://www.ugadmissions.rutgers.edu/Diploma/Apply.aspx.

5. Deadline Dates (Listed in Bulletin of the Graduate School):
The exact deadline date changes by a day or so each semester so students should double check with the Senior Graduate Administrator, Anne Sokolowski, for exact dates. Also see http://gsnb.rutgers.edu/academics/how-apply-degrees.

D.   Qualifying Examination

1. The candidate selects his or her Qualifying Committee Chairperson. The Chairperson of this four-person committee must be a full member of the Graduate Faculty in Psychology. The remaining three persons may be either members or associate members of the Graduate Faculty (the current list is maintained by Senior Administrator Donna Tomaselli). There are provisions for appointing members to this Committee from outside of the Psychology

Graduate Faculty, where this would reflect the interdisciplinary character of the student's program. It is the responsibility of the student, in collaboration with the Committee Chairperson, to select the three additional members of this Committee. It is possible for the same person to chair both the student's Dissertation Committee and Qualifying Examination Committee, but the Committee should not overlap substantially with either the Master's Thesis or anticipated Dissertation Committee.

2. The student then meets with the Chairperson of this Committee to generate five topic areas. The Chairperson will consult with the other three Committee members as indicated. Together, the student and Committee Chairperson will select five topics for further thinking and formalize exact questions. The student should then distribute questions to the other Qualifying Examination Committee members for their suggestions and approval. Suggested changes, if any, will be referred back to the Committee Chairperson.

3. By vote of the Clinical Faculty, beginning in Fall 2011, all students are required to integrate diversity, cultural, and individual difference considerations into their qualifying examination questions, as appropriate. For example, when examining the efficacy of a treatment approach, literature reviewed should specify the cultural and ethnic groups for which a treatment has demonstrated effectiveness, as well as efficacy in the context of other relevant factors (e.g., gender, SES, family composition, religion, sexual orientation).

4. Conceptual formulations are primary to the qualifying examinations topics, although clinical applications of these formulations are usually germane. Some overlap between thesis and dissertation topics and the qualifying examination topics is acceptable, but exact duplication is to be avoided. It is advisable to avoid topics that are either too broad, on the one hand, or so under-investigated that no literature is available, on the other. These topics may require modification as preparation for Qualifying Examination proceeds. In this event, the student will check and confirm with the Committee Chairperson.

5. After obtaining approval of the five questions from all members of the Committee, the student is expected to prepare a Reference List for all five topics. The primary purpose of this list is to demonstrate broad mastery of the essential elements involved in a scholarly review of each topic. The student is not expected to produce an exhaustive, all-encompassing bibliography. In fact, the choices are, in themselves, a reflection of the student's knowledge and professional acumen. In preparing the list the student may and should consult with the Committee Chairperson and other Committee members. This list should be distributed to all Committee members at least five weeks prior to the date of the examination. This will give the Committee members time to suggest additions or other changes and the student time to react accordingly. The student should contact each Committee member for approval of the reading lists.

6. It is the student's responsibility to arrange a mutually convenient date and time for the Qualifying Examination, indicating to the Committee members the nature of the five topics. Committee members should explicitly be advised that at least two hours of their time will be required.

7. Exactly two weeks prior to the date of the oral qualifying examination, the student contacts the Qualifying Committee Chairperson to determine which two of the five topics are to be prepared in essay form. It is the responsibility of the Chairperson to give considerable thought to this choice beforehand, discussing the matter with his or her colleagues in the process.

8. Exactly one week prior to the date of the oral examination, the student presents copies of his or her two essays to all Committee members. These essays, double-spaced and referenced in APA style, should be highly readable, scholarly productions that reflect mastery of the subject, awareness of lacunae and unresolved issues, and organizational ability. While the optimum length is a matter for the student to decide, it is expected that papers will range between 20 and 30 pages in length, exclusive of references. It is essential that the essays properly credit sources used. Students may cite sources beyond their approved reference list if they are relevant (e.g., references to methodological or conceptual approaches). The essays should also be polished and complete drafts of a scholarly analysis of the topic at hand.

9.	The student may consult with the Committee, and particularly the Committee Chairperson, extensively about the formulation of the five topics and the reading lists (typically 15-20 articles per topic). Students may also consult with the Committee Chairperson about strategies to analyze and present material in essays (i.e., students can discuss issues they are experiencing in developing outlines addressing each topic with their advisors). This consultation should be limited to foster student independence and the final decisions about how to organize and present the material must be the student's. The essays must be prepared independently by the student without consultation with others during the one-week writing period.

10.	At the oral Qualifying Examination, the student should be prepared to discuss and expand upon either or both of these papers, any of the other three subject areas or anything within the domain of clinical psychology that is broadly relevant to the five topics. The student is expected to be knowledgeable about most questions that he or she is asked. The student should bring to the Qualifying Examination venue a copy of all necessary forms for signing by the Committee members. The Qualifying Committee makes a pass/fail decision at the end of the examination. If there is an unsatisfactory performance, the Committee can either recommend termination or re-examination. In either case, the entire Clinical faculty reviews the recommendation and makes the final decision.

11.	Procedural aspects of the qualifying examination:
	a.	Complete the Qualifying Examination Committee form. A copy of this form is attached or may be obtained in Room 203, Psychology Department, Busch Campus. Completion of the form includes obtaining the concurrence and signature (to indicate the concurrence) of the Clinical Area Coordinator. You will be notified of the approval of your Committee by the Graduate Director. The form is then filed in the Office of the Vice Chair for Graduate Studies.
	b.	Time limits for passing the Qualifying Examination are no later than the end of the 7th semester after a student registers in Graduate School and at least two semesters before the final oral examination for the Ph.D. degree, in accordance with Graduate School and Departmental Regulations.
	c.	Application for Admission to Candidacy for the Ph.D. Degree:
		i.	Obtain the Admission to Candidacy form in Room 203, Psychology Department, Busch Campus or http://gsnb.rutgers.edu/resources/graduate-students-forms.
		ii.	Complete the face page and submit to the Chairperson of your Committee after taking the Qualifying Examination. The Chairperson of your Committee will record the results by signing A or B on page 2. It is then your responsibility to have it signed by the other members of your Committee.
		iii.	Return to Senior Graduate Administrator Anne Sokolowski for processing prior to obtaining the Graduate Director's signature. The signed form must be hand-delivered to the Graduate School Office or you will not be admitted to Candidacy for the Ph.D. degree.
		iv.	You must remain in registration until you receive your Ph.D. If you do not, you will be withdrawn from the Program.

12.	The Qualifying Examination must be completed and passed before any Ph.D. dissertation credits are taken. This means that no student may formally commence work on his or her doctoral dissertation until this portion of the Qualifying Examination has been completed successfully. This includes holding a dissertation proposal defense. A dissertation proposal cannot be approved by a Committee until a student has passed the qualifying examination and been admitted to Ph.D. candidacy.

13.	The Qualifying Examination must be completed at least 2 terms before completing the doctoral degree. The Ph.D. may be obtained a minimum of two and a maximum of 4 years after the Master's degree. The student must remain in continuous registration with the University, although the student may register for Matriculation Continued in any semester that the student is not working on the dissertation.

E.   **The Doctor of Philosophy**

1.   Requirements for the Ph.D.
        a.   72 graduate credits, 24 of which must be research credits
        b.   Completion of the Master's degree
        c.   Completion of all course requirements
        d.   Successful completion of the Qualifying Examination
        e.   Completion of a one-year, full-time, approved clinical internship
        f.   Completion of the doctoral dissertation

2.   Time Limits for the Ph.D.
        a.   Normal Minimum - 3 year
        b.   Normal Maximum - 7 years; permission for additional time must be requested from the Graduate School via the Vice Chair for Graduate Studies. Extensions will be granted only for exceptional circumstances.
        c.   The procedure for obtaining an extension on the time limits imposed upon the Qualifying Examination (7th semester), and the Ph.D. (seven years) has been revised. All such requests will receive an intensive review at a formal meeting attended by the student, the Committee Chair, the DCT, the Vice-Chair for Graduate Studies, and the Graduate Director. Only one extension per student will be approved by the Graduate Director.

F.   **The Doctoral Dissertation**

1.   The doctoral dissertation is expected to be an original empirical study, representing an independent research effort on the part of the student.
2.   All research that involves human subjects must be submitted to and approved by the Rutgers IRB prior to the collection of any data. Even studies that use existing data must be submitted for prior approval. Requirements, deadlines, and all forms are available at the website, http://orsp.rutgers.edu/content/institutional-review-board-irb. All students must complete the Human Subjects Certification Program and successfully pass the HSCP exam before their research proposal will be approved by the IRB. Students are required to take the on-line course during their first semester. Instructions to access the on-line course and exam are at the ORSP web site https://orra.rutgers.edu/citi. A copy of the letter of confirmation upon successful completion should be shared with your research advisor.
3.   A formal proposal for the dissertation research must be presented to and approved by the student's Committee after the student is admitted to Ph.D. Candidacy. A formal meeting of the Dissertation Committee is required for approval of the proposal, and all members of the committee must review and approve a written proposal.
4.   The Clinical Area requires students to defend their dissertation proposal by October 15 in the year that students are applying for Internship. Students who do not defend their proposal (successfully) by this date will not be allowed to apply for internship unless they petition for and are granted a waiver to do so, in writing, approved by the clinical faculty, indicating the reason for the delay and a specific credible timeline that student, advisor, and committee have agreed upon. For those who received a waiver, proposals must be defended prior to the deadline for submitting internship rankings in order to be eligible to accept internships; those who remain for an extra year will have a low priority for departmental funding.
5.   Procedures and Regulations governing the Doctoral Dissertation:
        a.   Ph.D. Dissertation Committee
                i.   Complete the Dissertation Committee Form prior to beginning your research. This form may be obtained in Room 203, Psychology Department, Busch Campus or below. The completion of the form

includes the concurrence and signature (to indicate that concurrence) of the Clinical Area Coordinator. You will be notified of the approval of your Committee by the Graduate Director. The form is then filed in the Office of the Vice chair for Graduate Studies.

    ii.   The Committee consists of four members: A Chairperson who must be a member of the Graduate Faculty and two persons who may be either members or associate members of the Graduate Faculty. If fewer than two members of the Committee are Psychology Department faculty, the Committee Chairperson must write a memo explaining why departmental faculty are not appropriate, and why selected committee members are appropriate. The fourth member of the Committee must be an "outside" member, defined as: a member or associate member of the Graduate Faculty in a program other than Psychology, *or* a qualified person from outside Rutgers University. In this case, approval must be obtained from the Graduate Director. Your Chairperson must furnish a paragraph describing the qualification of the outside member, along with a curriculum vita and mailing address of the individual.

  b.   Final Examination

    i.   Complete area course requirements: It is your responsibility to make sure you have completed area course requirements and that you have 48 course credits and 24 research credits for the Ph.D. degree.

    ii.   Select a Defense Date: The date for the final defense must be cleared with your Area Coordinator. Since dissertation orals are public, the Graduate Psychology Office must be notified at least 2 weeks before the scheduled orals (date, time, place, and title of dissertation) so that notices can be sent to faculty and students.

    iii.   Submit Final Draft: Normally, the final draft of the doctoral dissertation is prepared by the student with the guidance of his/her advisor and then submitted to the remaining Dissertation Committee members at least three weeks prior to the date of the final defense. Students are allowed one retake of the doctoral defense. The Graduate School allows one dissenting vote on the doctoral defense. A booklet entitled "Thesis Form: Style Guide for Thesis Preparation" is available in Room 203, Psychology Department, Busch Campus. You are required to submit an abstract not exceeding 350 words.

    iv.   Prepare Candidacy Application: Obtain candidacy application from the Graduate School office (on which results of the Qualifying Examination were recorded). Submit to the Chairperson of your Committee. The Chairperson will record the results by signing Part II, A *or* B. It is then your responsibility to have it signed properly by your Committee.

    v.   Submit Candidacy Application: Return to Senior Graduate Administrator Anne Sokolowski for processing prior to obtaining the Graduate Director's signature. Completed forms must be filed with the Graduate School office no later than three weeks before commencement (no later than announced deadlines for October and January).

    vi.   Submit Final Dissertation: An electronic copy of the dissertation is submitted to the Graduate School, and one paper copy is given to the Psychology Department. Your dissertation must be converted to a PDF file and then submitted online at https://etd.libraries.rutgers.edu/login.php. Five copies of the title page (the original on 100% rag cotton paper) are requested, plus three copies of the Abstract. It is necessary to bring the dissertation (along with the candidacy form) to the Graduate Psychology Office for approval before submitting it to the Graduate School.

G.   Practicum Training/Clinical Training Sequence

Clinical training is scheduled to provide increasing levels of clinical responsibility and to train students in empirically supported approaches to assessment and treatment. In the first year, students receive formal coursework in adult psychopathology, cognitive behavior therapy, and clinic and crisis-management procedures to prepare them for later practicum experiences. Within their first three years of study, students complete an introductory course in clinical ethics. Clinical training in the program is provided in a standardized, incremental, and graded manner for the first 3 years of training. During the first year students are expected to register for 0.5 credits in the GSAPP clinic each semester. In the fall of the first year, students receive a multi-part orientation to the GSAPP Psychological Clinic, including an overview of ethical considerations, procedures for managing risk of self-harm, crisis management and other emergencies, HIPAA rules, and details on clinic operations. Students also attend weekly case conferences as a part of clinic activities. For the remainder of the first year, students receive training on structured and unstructured clinical interviewing, and enter the rotation to complete new case intakes for the GSAPP clinic. These intakes provide the students with experience taking psychological histories, assessing clinical symptoms, and determining desired treatment outcomes and goals for the client. On average, first year students will conduct 1-2 intakes per month. Initial clinical experiences may also be arranged through the student's research mentor, and are typically geared to the student's level of experience and the mentor's target populations.

In the second year, students are required to register for 3 credits per semester in the GSAPP clinic. This is to ensure that students are receiving a structured and graded introduction to clinical practice. The second year in the GSAPP clinic is more intensive than the first. Second year students are expected to see a minimum of one to two cases in the Psychological Clinic at any given time, though in practice it is almost always more than one, and to complete one comprehensive assessment per semester. Students are provided with intensive clinical supervision, one hour of supervision for each hour of therapy, from faculty or community-based supervisors. Students also attend weekly case conferences in the clinic.

During the third year, training for students becomes more intensive and/or specialized. In the third year, students are required to complete a one year practicum, but this practicum can be tailored to individual interests. Students can select from the following options: (1) To continue another year in the GSAPP Clinic with the same expectations outlined during Year 2 (though caseloads are typically higher), (2) by seeing cases in a specialty clinic operating within the Psychological Clinic (such as the Tourettes Clinic, the Youth, Anxiety, and Depression Clinic, Anxiety Disorders Clinic, Women Helping Women, or the Dialectical Behavior Therapy Clinic), or (3) with the permission of the DCT a student may enroll in an external practicum in the local or extended area to pursue further specialized training. The program specifies that it does not wish students to engage in internal or external practicums that require more than cumulative 16 hours per week, save DCT permission in rare circumstances.

In fourth and fifth years, students typically participate in additional internal Rutgers-based or off-campus clinical practicum. There is a broad range of practicum training available to clinical students. Practica are coordinated by the DCT. Each year, GSAPP hosts a Practicum Fair that provides an opportunity for students to meet with a variety of supervisors, to learn about the wide choice of settings, and to begin to narrow their choices for their next practicum experience. A list of available practica and contact information is made available at the time of the Fair and can also be obtained online through the GSAPP online student services portal (note: you need a password to login):
http://portal.gsapp.rutgers.edu/cstudents/login.php.

When students are in an on or off-campus practicum, they must develop a practicum contract with their supervisor and submit this for approval by the DCT. This contract lays out the goals the student sets for the year, describes the kind of work to be done, and serves as an agreement regarding supervision. This contract is used as the basis for the evaluation. These contracts and evaluations must be completed in an electronic system at http://gsappweb.rutgers.edu/cstudents/login.php. Or provided in hard copy form to Anne Sokolowski in cases where a practicum site does not have access to GSAPPweb

Students should carefully record all clinical hours from the beginning of their training. Direct client contact for assessment or treatment, telephone contacts, case conferences, individual and group supervision, scoring of test protocols, and time devoted to maintaining clinical records and writing reports should all be recorded to assist in the internship application and licensure process. All students in APPIC graduate programs like ours have access to MyPsychTrack (http://mypsychtrack.com/) to track hours for internship at no cost using a coupon code provided by the Director of Clinical Training. Alternatively, students may invest in the Time2Track program: http://time2track.com/ (the cost is $52.20 per year) which is compatible with the APPI internship application system. Students are encouraged to use one of these programs from the beginning of first year. For information about what clinical hours to track for internship applications, see here: https://portal.appicas.org/applicants2012/instruction/ins_exp_intervention.htm

Students are also required to submit a clinical evaluation form to their supervisors for both individual cases and for practica. The evaluation form asks for feedback on the key clinical competencies that the program seeks to impart to students. Typically, we request that supervisors share these forms with students and then submit them to the online evaluation system at http://gsappweb.rutgers.edu/, as well as to the students' advisors, in mid-December and mid-May so that this information can be part of the semi-annual evaluations of student progress that take place in January and June of each year. As noted, the new electronic system may assist with meeting these timelines.

Each semester, students are required to attend a monthly Grand Rounds in which faculty, invited speakers, and/or students present clinical cases or cover clinical issues, approaches, or techniques. The Grand Rounds are typically held Fridays from 12:15 to 1:45 PM. Grand Rounds are designed to supplement clinical training and bring all students together to discuss clinical practice and research-service integration.

Model training sequences are shown below. A general outline of a five-year model are provided, followed by a detailed sample of activities and hour accrual for a student in residence five years. These are examples. You and your advisors will devise a training plan tailored to your needs and goals.

General Model Clinical Training Sequence

	Clinical Training Activities
Year 1	Required .5 Credit/Semester Enrollment in GSAPP Clinic; Completion of Orientation, Procedural and Ethical Training; Completion of 1-2 intakes/month
Year 2	Required 3 credit enrollment in GSAPP Clinic; See 1-2 clients minimum through the GSAPP clinic and complete at least 1 assessment/semester as a part of the Assessment Team
Year 3	Required 3 credit enrollment in GSAPP Clinic OR 3 credit enrollment in DCT approved Rutgers-based practicum (8-16 hrs)
Year 4	Optional: 3 credit enrollment in DCT approved Rutgers-based OR external practicum (16 hrs)
Year 5	Optional: 3 credit enrollment in OR DCT approved Rutgers-based OR external practicum (16 hrs)

*We do not encourage students to spend more than 16 hours per week in clinical training. You must speak to your Advisor and the DCT before applying for or committing to clinical training that will require more than 16 hours per week. Students may also elect to enroll in an external practicum during Year 3 pending approval by their primary mentor AND the DCT.

Sample Activities and Hour Accrual for a 5 Year Model

Year	Activity	Hours	Total Hours
1*	GSAPP Psychology Clinic	1 hr clinical intake and reporting/week for 40 weeks	40
		1 hr training & supervision/week for 45 weeks	45
		1 hr documentation /week for 40 weeks	40
	Clinical research with mentor	2 hrs service delivery/week for 40 weeks	80
		1 hr training &supervision/week for 45 weeks	45
		1 hr preparation & documentation /week for 40 weeks	40
2	GSAPP Clinic	2 hrs service delivery/week for 40 weeks	80
		2 hrs training/supervision per week for 45 weeks	90
		2 hrs preparation & documentation /week for 45 weeks	90
	Assessment team	2 assessments each with:	
		3 hrs testing	6
		1 hr supervision	2
		4 hrs report writing	8
3	GSAPP Clinic	2 hr service delivery/week for 40 weeks	80
		2 hr training/supervision per week for 45 weeks	90
		1 hrs preparation & documentation /week for 40 weeks	40
	Assessment team	2 assessments each with:	
		3 hrs testing	6
		1 hr supervision	2
		4 hrs report writing	8
	Practicum	4 hrs service delivery/week for 45 weeks	180
		3 hrs training & supervision/week for 45 weeks	135
		4 hrs preparation & documentation/week for 45 weeks	130
4	Assessment team	2 assessments each with:	
		3 hrs testing	6
		1 hr supervision	2
		4 hrs report writing	8
	Practicum or GSAPP Clinic	4 hrs service delivery/week for 45 weeks	180
		3 hrs training & supervision/week for 45 weeks	135
		4 hrs preparation & documentation/week for 45 weeks	130
5	Assessment team	2 assessments each with:	
		3 hrs testing	6
		1 hr supervision	2
		4 hrs report writing	8
	Practicum or GSAPP Clinic	2 hrs service delivery/week for 45 weeks	90
		1 hr training & supervision/week for 45 weeks	45
		2 hrs preparation & documentation/week for 45 weeks	90
Totals: Service Delivery=754, Supervision=593, Support=592; Grand Total=1939 (does not include didactics)			

* Clinical work in the first year can also depend on your mentor's program of clinical research. You may be involved in conducting clinical interviews or administering assessments (including symptom measures or other scales). Students have the option of continuing to enroll in the GSAPP Clinic for further experience in Years 4 & 5.

Note: The estimates above are conservative and assume a high number of no shows (e.g., estimates are based on only 40-45 weeks out of the year and assume only 4 hours per week of contact time in an external practicum. As many practica now require two days per week, this conservatively estimates that only 25% of time at practicum is spent in service delivery.

      H.   **Clinical Internship**

1. The clinical internship is one year of full-time clinical training designed to provide the student with intensive clinical experience under supervision.
2. Completion of the clinical internship is a requirement for completion of the doctoral degree. Degree requirements are not considered met without certification from the Director of the internship that the student has met all internship requirements satisfactorily.
3. Students are encouraged to consult closely with their research mentor or clinical mentor and the Clinical Area Coordinator in selecting sites to apply to for internship training. Students should select internship sites based on training needs, and the degree to which the internship fits into the student's long-term career path. Except under extraordinary circumstances, students should apply only to internships approved by the American Psychological Association.
4. Rules and regulations for the internship application, interview, and selection process are defined by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Students are expected to know and abide by these rules and regulations. Because the procedures governing the internship selection process change each year, they are not included in the student handbook. Students should access the APPIC website (http://www.appic.org) regularly to obtain current information.
5. Requirements for application to clinical internships:
    a. Completion of the Master of Science degree
    b. Completion of the Qualifying Examination
    c. Written certification to the Clinical Area Coordinator by the research mentor that the student is making acceptable progress on the doctoral dissertation and has successfully defended his/her dissertation proposal prior to applying for internship (by October 15), unless the student obtains a waiver of this requirement.
    d. Written certification from the Director of the GSAPP Psychological Clinic that all clinic paperwork is current and complete.
    e. Successful completion of second and third year clinical practica and affirmation by the Clinical Faculty in our semi-annual reviews that the student is clinically "ready" for internship.
6. Additional requirement for submitting the matching list for internship: Students who were granted a waiver of the requirement of successfully defending a dissertation proposal defense prior to October 15 must have successfully defended their dissertation proposal prior to submitting an internship matching list.

I. Graduation

1. Students must meet all program requirements and complete their clinical internship prior to graduation.
2. Although many students wish to receive their diploma at the annual University graduation ceremony, which is held only in May, the American Psychological Association requires that all degree requirements, including the clinical internship, must be completed prior to the awarding of the doctoral degree. Students may instead participate in the graduation ceremony the May following completion of internship.

VIII. Student Involvement

A. Clinical Forums and Grand Rounds

1. Clinical Forums and Grand Rounds provide an opportunity for all students in the program to meet on a regular basis, and are used to address several key areas of program content. The DCT chairs the Forums and Grand Rounds, which are a required program activity.
    a. The Clinical Forum is a professional development series that meets three times per year.
        i. One session is devoted to supervision and consultation and covers models

of, ethics in, and effective use of supervision and consultation. The material covered in the supervision and consultation Forum varies from year to year (so as to avoid duplication for students), but each session addresses specific facets of these themes. Readings will be assigned and guest speakers will be invited to present at these sessions.

      ii.   A second session is devoted to professional development. This covers clinical and research training planning, internship preparation, and career planning and preparation. This Forum includes separate tracks for some sessions so material can be geared to students' developmental levels (e.g., so first-year students participate in break-out sessions devoted to preparation for the start of clinical work and completing master's projects while fourth-year students participate in break-out sessions devoted to dissertation and internship preparation).

      iii.   A third session focuses on student research presentations with faculty discussants. This facilitates collaborations among students and faculty and increases student-faculty interaction.

    b.   Clinical Grand Rounds occur monthly during the academic year on Fridays from 12:15 to 1:45 PM, typically. Clinical Grand Rounds focus on clinical practice issues and involve both didactic presentations and interactive discussion of issues in the diagnosis and treatment of mental health problems and the promotion of mental and physical health in diverse populations. Other topics can include professional development, research discussions, ethical considerations, and working with diverse populations and in diverse service provision settings. Rounds are required for all students throughout the duration in the program, and students should schedule research activities and clinical practica such that they can attend.

B.   **Colloquia**

1. Departmental colloquia offer unique opportunities for students to learn from leading researchers in psychology as well as up-and-coming young psychologists being considered for positions in the department. Students are strongly encouraged to attend departmental colloquia and job talks. Announcements about colloquia are posted on the departmental website and bulletin boards.

C.   **Clinical Area Committees**

1. The clinical program maintains several standing student committees. Each student is expected to serve on at least one committee. These committees provide opportunities for students to contribute to the development and quality of their own training. Committees include: Student/Alumni Evaluation; Program Review/Student Handbook; Admissions/Welcoming; New Student /Housing; Diversity; Forum and Grand Rounds Planning/GSA; Clinic Advisory Committee; and Area Representatives.
2. A CBT Training Committee was jointly appointed with GSAPP in 2012. The charge of this committee is to review our courses, course sequences, clinic opportunities, mentor/lab training opportunities, practicum/externships and sequences, qualifying examination, and internships to determine how well they conform with the recommendations of The Inter-Organizational Task Force on Cognitive and Behavioral Psychology, Doctoral Education Sponsored by the Association for Behavioral and Cognitive Therapies, and to make recommendations for bringing the CBT training in both programs in greater compliance with these recommendations. Students serve on this committee. The next CBT Training committee evaluation is expected to occur during the 2018-2019 academic year.
3. Other committees are convened as needed, some regularly. These include Admissions and Faculty Search.

IX.   **Advisement and Evaluation Process**

A. **Advisement and Mentoring**

1. Prior to or upon arrival at Rutgers, incoming students are matched with a research mentor. Students typically have been admitted based on a close alignment of research interests with those of a core faculty member, so this assignment is based on mutual interest. Although most students work with the same mentor throughout, students have the option of changing mentors as they progress through the program, and some students either change mentors or work with more than one faculty member concurrently. In all cases, however, the student has a close, apprenticeship relationship with a faculty member who serves as the student's primary advisor to guide the student in decisions about courses, research, and clinical experiences, and who is aware of the student's progress and difficulties. Students whose primary research mentor is a nonclinical faculty member should also select a clinical faculty member to serve as a clinical mentor/advisor for purposes of career planning and mentoring around issues of professional behavior and development.

2. From the beginning of the first semester, the student works actively with the research mentor. The formal commitment to the research mentor is a minimum of eight hours per week, but most students spend more than this in research activities.

3. Students should engage in a variety of professional activities beyond research, clinical, and course requirements. Of foremost importance is publication of empirical research in peer-reviewed journals. Additional important activities include collaboration on scholarly chapters and presentation of research at meetings of professional societies. Students should also join professional societies most closely allied with their specific areas of scholarship. Development of a plan for publication, presentation, and involvement in professional societies should be accomplished in consultation with the student's primary mentor.

B. **Performance Evaluations and Feedback**

1. Our Clinical Ph.D. program is guided by a number of objectives, designed to prepare our students for success as future clinical scientist professionals in a wide range of settings. In our program structure, the Mentor/Advisor has the primary role of working with students to monitor progress in attaining these objectives, supported by the DCT as well as the rest of the faculty and staff. To facilitate that process, we provide a Faculty-Student Advising Tool available at the Resources/Forms section of the Clinical Psychology site on Sakai (requires login with Rutgers netid and password) and from the DCT. This is a table used to track student progress toward core competencies and our training objectives. This is a cumulative record of student accomplishment that is updated every semester. Students record accomplishments and training experiences under each training objective and the Advisor rates student progress toward each objective in the document.

2. Assessment of student progress is done formally twice a year, at the end of each semester, after course grades and written clinical supervisors' evaluations are available. Prior to these formal meetings, students meet with their advisors at least once during the semester to review progress in the program and to review and complete the Faculty/Student Advising Tool. Clinical evaluations are available to the Clinical Area Coordinator and all research mentors through http://gsappweb.rutgers.edu/ and are reviewed prior to bi-annual student evaluation faculty meetings. All Advisors attend these student evaluation meetings or provide input to the Clinical Area Coordinator prior to the meeting. After each meeting, students receive written feedback on the results of these evaluations, commending their accomplishments, and identifying any problems. A particular effort is made to identify students who may be having academic, clinical or personal difficulties in the program. Faculty discussions may result in a decision to meet with the student to provide feedback, to take a specific action such as requiring remedial action, or to continue to track the student's progress before acting. The faculty member designated to meet with the student may be the Advisor, the DCT, or another member of the faculty who is in an especially good position to share information or talk with the student. In addition to these formal evaluations, any faculty member may raise a concern

or question about a student at any faculty meeting.

C.   Remediation

1. It is the intention of the faculty that each student admitted to the program will progress through the program to the successful completion of their doctoral degree. To that end, if a student is having difficulties in some aspect of their program, the faculty will consider remedial efforts to enable the student to complete the program.
2. Among the special methods we use to help students remediate deficits are the development of contracts concerning timetables for completion of work, assignment to special practicum settings where we have an especially close oversight opportunity, requiring the carrying of additional cases through the Psychological Clinic to monitor clinical progress, the granting of a leave of absence, and/or recommending personal therapy.

D.   Retention/Termination

Given our high degree of admissions selectivity, it is rare that a student cannot meet our academic requirements, but at times students experience personal issues or changes in life circumstances that interfere with their ability to progress through the program. If our remedial efforts fail, the clinical faculty will review the possibility of termination from the program. Students may be recommended for termination based on inadequate academic performance, ethical violations, violations of the University Policy on Academic Integrity (see http://catalogs.rutgers.edu/generated/nb-grad_current/pg79.html) or violations of the University Code of Student Conduct (see http://catalogs.rutgers.edu/generated/nb-grad_current/pg82.html). A motion to recommend termination is voted upon by the Clinical Area Faculty. It is then voted upon by the entire Graduate Faculty in Psychology. The Graduate Director then makes a formal recommendation for termination to the Dean of the Graduate School. Note that only two students have been terminated from the clinical program in the past 20 years.

E   Complaints/Grievances

In accordance with the APA Standards of Accreditation for Health Service Psychology, our program maintains a record of all formal complaints and grievances filed against us. The file containing these grievances is maintained by the Senior Graduate Administrator, Anne Sokolowski, and is locked with access restricted only to her and to the Clinical Area Coordinator, although APA Accreditation Site Visitors reserve the right to examine these materials if they so choose. We also have a log that is anonymous and includes the date of the filing, the issue, the actions taken, and the level (area, department, administration) at which the complaint is adjudicated. No complaints/grievances have been filed since at least 2003.

The issues around which students may wish to file complaints or grievances include those related to the classroom, field placements, personal discrimination or harassment, sexual or physical misconduct, violation of APA ethical principles (discussed above), violations of scholarly ethics, and other potential violations of the Student Code of Conduct. Student academic appeals are, where possible, handled within the Psychology Department. Initially, the student should take the issue to the Clinical Area Coordinator. The Clinical Area Coordinator then consults with all parties and recommends a resolution. If this is unsuccessful, the matter is referred to the Student Appeals Committee within the Department. The Student Appeals Committee convenes, investigates, deliberates, and reports its recommendations for decision in closed session to the Department. Appeals may be reconsidered upon motion of the Department Chair or a petition of ten faculty members.

The procedure for ethical and other violations also should begin with the DCT or, if conflict of interest is a consideration, the Vice Chair for Graduate Studies. The University has specific procedures and remedies if the issues cannot be resolved to satisfaction at the Area or Departmental level or if confidentiality is a concern. These are detailed at the web links below. Ultimately, the Office of the School of Arts and Sciences Dean should be contacted if there are questions about how to proceed with a grievance or if there are concerns with handling the issue within the Department.

The following URL: **http://catalogs.rutgers.edu/generated/nb-grad_current/pg82.html**
links to the overall University policies: "The University Code of Student Conduct (pdf) governs the student disciplinary process at Rutgers. The Code describes prohibited behaviors, potential sanctions for violations of the Code, and the process for adjudicating alleged violations of the Code."

The following URL: http://compliance.rutgers.edu/title-ix/ links to university grievance procedures related to misconduct by students and others.

The following URL: http://uhr.rutgers.edu/policies-resources/policies-procedures/policy-and-compliance-guidelines/discrimination-and links to university policies specific to general discrimination and harassment and procedures students can use to file complaints

X. Funding and Support

A. Period of Support

The clinical training program is committed to providing full support (tuition plus stipend) to all students for five years. Support is provided through Fellowships, Teaching Assistantships, Research Assistantships, and NIH predoctoral Research Training grants. Specific details about these are described in the on-line catalogue of The Graduate School – New Brunswick (see http://catalogs.rutgers.edu/generated/nb-grad_current/) and the special office for graduate student funding (http://gradfund.rutgers.edu).

B. Restriction on Financial Aid and Employment

Students who hold fellowships, teaching assistantships, graduate assistantships, or Walter Russell Scholarships may not accept employment outside of their academic department without the permission of the Graduate Director and the Dean of the Graduate School.

C. Additional Sources of Support

1. There are numerous sources of outside support for students. Students are encouraged to explore external fellowships and individual predoctoral training grants.
2. Common sources of external support include the National Institutes of Health, the National Science Foundation, the Ford Foundation, and the American Psychological Association.
3. Complete information about external funding sources is available from the GradFund program in the Graduate School (http://gradfund.rutgers.edu/index.html). Additional information is available from the University Office of Research and Sponsored Programs (http://orsp.rutgers.edu/).

D. Student Services

A range of student services is available at the University, including libraries, computer facilities, housing, dining services, student health services and insurance, counseling services, services for international students, student assistance, day-care centers, the Rutgers University Police, intercampus transportation, the Paul Robeson Cultural Center, the Center for Latino Arts and Culture, the Asian-American Cultural Center, and the office of Diverse Community Affairs and Lesbian-Gay Concerns. All graduate students are automatically members of the Graduate Student Association. Each of these services is detailed in the on-line catalogue of The Graduate School - New Brunswick (see http://catalogs.rutgers.edu/generated/nb-grad_current/).

XI. Intradepartmental Transfers

Students enrolled in any Psychology Departmental Program who wish to transfer to another Program within the Department of Psychology may do so only if the transfer request is approved by the Graduate Director, the new

program's Area Coordinator and the new program's Admissions Committee. For the Clinical Area, decisions about transfers are made at the same time as decisions about new admissions to the program, and the core faculty operate as an admissions committee of the whole in making transfer decisions.

XII.   Key Contact Information

Clinical Area

Director of Clinical Training and Clinical Area Coordinator: Edward A. Selby, Ph.D., (848-932-1309), edward.selby@rutgers.edu
Senior Graduate Administrator: Anne Sokolowski, (848) 445-2555, annes@rci.rutgers.edu

Departmental Leadership:

Department Chair and Graduate Training Director: David Vicario, Ph.D., (848) 445-8883, psychair@rci.rutgers.edu
Vice-Chair for Graduate Studies: Tracey Shores, Ph.D., (848) 445-6968, gradvc@rci.rutgers.edu
Vice-Chair for Undergraduate Studies: Karin Stromswold, Ph.D., (848) 445-8884, ugradvc@rci.rutgers.edu

Departmental Staff:

Business Manager: Zachary Grien, (848) 445-2553, zgrien@psych.rutgers.edu
Departmental Administrator: Donna Tomaselli, (848) 445-2556, tomaseli@psych.rutgers.edu
Unit Computer Manager: Tamela Pringle, (848) 445-4239, tpringle@psych.rutgers.edu

Key GSAPP Administrative Personnel:

Dean: Francine Conway, Psy.D., (848) 2325, francine.conway@rutgers.edu
Associate Dean: Lara Delmolino-Gatley, Ph.D., (848) 445-3831, lara.delmolino@rutgers.edu
Administrative Assistant: Sylvia Krieger, (848) 445-3965, kriegs@rci.rutgers.edu
Director, Psychological Clinic: Incoming, To be determined

XIII.   Addition Information

Student Selection, Admission, and Degree Requirements:
Rutgers Psychology Dept: https://psych.rutgers.edu
Graduate Program overview; How to Apply: https://psych.rutgers.edu/academics/graduate/graduate-program-overview
Clinical Student Admissions Data and other statistics:
https://psych.rutgers.edu/cl/471-student-admissions-outcomes-and-other-data
Required Coursework:
https://psych.rutgers.edu/academics/graduate/cl/required-course-work
Degree Requirements for MS and Ph.D. are outlined in pages 18-29 of the student handbook.
Graduation Requirements:
https://psych.rutgers.edu/academics/graduate/cl/graduation

Graduate School–New Brunswick Catalog
http://catalogs.rutgers.edu/generated/nb-grad_current/

Academic Integrity, Code of Conduct, Employment Equity and Title IX:
Rutgers, The State University of New Jersey, Academic Integrity Policy:
http://catalogs.rutgers.edu/generated/nb-grad_current/pg79.html
University Code of Student Conduct Summary:
http://catalogs.rutgers.edu/generated/nb-grad_current/pg82.html
Title IX complaints:

http://compliance.rutgers.edu/title-ix/
Office of Employment Equity Investigations
http://uhr.rutgers.edu/policies-resources/policies-procedures/policy-and-compliance-guidelines/discrimination-and

Funding And Support:
Program Cost:
https://psych.rutgers.edu/academics/graduate/cl/student-admissions-outcomes-and-other-data
Graduate Program overview; Financial Aid: https://psych.rutgers.edu/academics/graduate/graduate-program-overview
Residency in New Jersey:
http://nbregistrar.rutgers.edu/forms/ResidencyAppl.pdf
Doctoral Fellowships, Assistantships, and Tuition
http://gsnb.rutgers.edu/doctoral-fellowships-assistantships-and-tuition
Funding and Support:
http://gradfund.rutgers.edu
University Office of Research and Sponsored Programs:
http://orsp.rutgers.edu/

XIV.   Important Departmental Forms (attached)

        A.   Master's Thesis Committee Form
        B.   Qualifying Examination Committee Form
        C.   Dissertation Committee Form

MASTERS THESIS COMMITTEE FORM

Student _____

Area _____   Admission Date_____

*Chairperson _____

Members _____

             _____

             _____

Thesis Title_____

             _____

Approved by Area Coordinator _____

Approved by Vice Chair _____

Approved by Chair _____

 Date _____

*May be a Member or Associate Member of the Graduate Faculty.

<u>NOTE</u>: This is a <u>three</u> member committee. It is permissible to include an outside member. In this case, however, there must still be three members of the graduate faculty on the committee, bringing the total number of members to <u>four</u>.

PH.D. QUALIFYING EXAMINATION COMMITTEE

Student_____

Area_____   Admission Date_____

**Chairperson_____

Members_____

                _____

                _____

Approved by Area Coordinator_____

Approved by Vice Chairman_____

Approved by Chairman_____

Date_____

This is a four member committee.
**Chairperson must be a full member of the Graduate Faculty.
  Members must be full or associate members of the Graduate Faculty.

PH.D. DISSERTATION COMMITTEE

Student _____

Area _____   Admission Date _____

**Chairperson_____

  Other Members_____

          _____

***Outside Member_____

Thesis Title _____

          _____

Approved by Area Coordinator _____

Approved by Vice Chair _____

Approved by Chairman _____   Date_____

===

 Chairperson must be a full member of the graduate faculty.

*** **Outside member should be someone outside the University whenever possible, but in all cases, outside means outside the Program. Please include person's vita (including person's full name, address, and affiliation). The chairperson of your committee should also write a note stating the member's area of expertise.**

Appendix A

Policy of the Rutgers Clinical Ph.D. Program on Ethics and Academic
Integrity in all Aspects of the Program, including Psychological/
Practicum/Externship and other Practice/Field Placements

All participants of the Rutgers Clinical Ph.D. Program- faculty, students, and staff- are partners in adhering to the highest standards of ethical conduct and moral behavior. Students and faculty Students are expected to conduct themselves according to the Ethical Principles of the American Psychological Association (APA) in all aspects of their professional behavior. Violations of the Ethical Principles of APA may be grounds for dismissal from the program. Students and faculty are responsible for knowing the latest information about the ethical principles and standards of the APA. The best source for the most updated information is http://www.apa.org/ethics/code/index.aspx

Relatedly, academic integrity and honesty are necessary preconditions to the academic freedom fundamental to any university. "Ethical conduct is the obligation of every member of the university community and breaches of academic integrity constitute serious offenses. The principles of academic integrity entail simple standards of honesty and truth. Each member of the university has a responsibility to uphold the standards of the community and to take action when others violate them" (Catalogue of the Graduate School - New Brunswick).

These are responsibilities of every student and faculty member. The full university policies on academic integrity (http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/) and the university code of student conduct (https://slwordpress.rutgers.edu/studentconduct/wp-content/uploads/sites/46/2017/05/UCSC2016.pdf) are summarized in the catalogue of the Graduate School - New Brunswick (see http://catalogs.rutgers.edu/generated/nb-grad_current/).

Our Policy on Ethical Practices

1. At the beginning of each school year, all first-year students are oriented to the Ethical Principles and Code of Conduct, including its implications for their actions with each other and with their clients, and complete the University procedure for certifying knowledge of ethical procedures in the conduct of research with human participants.
2. At the beginning of each school year, the Area Coordinator/Director of Clinical Training emails the Clinical Ph.D. faculty and students to highlight the importance of the Clinical Ph.D. Program's commitment to abiding by APA's Ethical Principles and Code of Conduct.
3. Within the first three years, all students take a course on Ethics in Clinical Psychology that includes a special focus on the Ethical Principles and Code of Conduct and related documents from the APA, and research ethics. Knowledge of general principles, specific conduct codes, and the general process of ethical decision-making are emphasized.
4. In the Fall of their first year, all students are oriented toward ethical and legal procedures used in the GSAPP Psychological Clinic, prior to their direct participation in the Clinic. This includes applicable regulations of the Health Insurance Portability and Accountability Act of 1996 (HIPAA).
5. Adherence to ethical principles is incorporated into all assessments of clinical work by students.
6. Faculty and students are alert to potential violations of the Ethical Principles and Code of Conduct and take responsibility to seek preventive or remedial action when they occur.

Overview of the APA Ethical Code
(from the APA website)

Preamble

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work. This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.
The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

General Principles

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence
Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility
Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are

concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity
Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice
Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity
Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.