

**Clinical Psychology**  
**Graduate Course/Credit Requirements**

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

**A. Required Course work**

**1. Required Core Courses:**

- a. 16:830:521, 522 Research Design & Analysis I and II (6 credits, fall/spring 1<sup>st</sup> year)
- b. 16:830:537 Adult Descriptive and Experimental Psychopathology (3 credits; fall 1<sup>st</sup> year)
- c. 16:830:553 Strategies in Cognitive Behavior Therapy (3 credits, fall 1<sup>st</sup> year)
- d. 18:820:633 Cognitive Assessment (GSAPP, 3 credits, spring of 1<sup>st</sup> year)
- e. 18:821:558 Learning Disabilities in Children and Adults (GSAPP, 3 credits, summer of 1<sup>st</sup> or 2<sup>nd</sup> year)
- f. 16:830:623 Theory and Practice of CBT I (3 credits, spring 1<sup>st</sup> year)
- g. 16:830:624 Theory and Practice of CBT II-Dissemination/Implementation (3 credits, every fall)
- h. 16:830:528, 529 Clinical Ethics I & II (1.5 credits each; fall/spring 2<sup>nd</sup> year)
- i. 16:830: 572, 573 Proseminar I & II – Supervision & Consultation (6 credits, fall/spring 2<sup>nd</sup> year)

**2. Required Foundational Courses:**

- a. 16:830:560 Emotion and Motivation: Biological & Affective Bases of Behavior (3 credits)
- b. 16:830:538 Child Descr. & Experim. Psychopathology: Social/Developmental Processes (3 credits)
- c. 16:830:554 Development of Cognitive Processes (3 credits)
- d. 16:830:580 History & Systems of Psychology (3 credits)
- e. 16:830:558 Psychopharmacology: Theory & Practice [*or Equivalent with approval*] (3 credits)
- f. One course in diversity/individual differences (GSAPP, 3 credits):
  - 18:820:570 Psychological Intervention with Ethnic and Racial Minority Clients and Families
  - 18:820:575 Diversity and Racial Identity

**3. Required Advanced Elective Courses:**

- a. One course in Advanced Psychological Intervention (3 credits)
  - 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 Intervention for Adolescent Problems (3 credits)
  - 18:820:615 Family Therapy for Childhood Disorders (3 credits)
  - 18:821:567 Clinical Behavior Analysis with Childhood/Adolescent Disorders (3 credits)
  - 18:821:607 Interpersonal Psychotherapy (3 credits)
  - 18:821:608 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)
  - 18:821:555, 556 Cognitive Behavior Therapy: Essential Skills for the Treatment of Anxiety and Depression (2 semesters, 3 credits each)
- b. One course in Advanced Statistics or Research Methods (3 credits)
  - 16:830:503 Applied Latent Variable & Hierarchical Modeling
  - 16:830:533 Exp. Design & Methods: Deeper Data Analysis for Neuroscience & Psychology
  - 16:830:504 Grant Writing-Write an NRSA grant  
*[or Alternative Course Approved by DCT]*

- c. Two courses in at least two different topics areas in Advanced Science (6 credits; only one course per topic area can be applied towards meeting this requirement)

i. *Biological Basis of Behavior* (select one)

- 16:830:592 Current Topics in Psychology: Applied Psychophysiology
  - 16:830:577 Health Psychology
  - 16:830:647 Neurobiology of Mental Health Issues
  - 16:830:514 Perception
  - 16:830:567,568 Nervous System & Behavior I or II
  - 16:830:585 Psychoneuroimmunology
- [or Alternative Course Approved by DCT]

AND/OR

ii. *Social Basis of Behavior* (select one)

- 16:830:612 Current Topics in Psychology: The Psychology of Gender
  - 16:830:618 Self Regulation and Self Control
  - 16:830:619 Self & Intergroup Relations
  - 16:830:506 Attitudes & Social Cognition
- [or Alternative Course Approved by DCT]

AND/OR

iii. *Cognitive Basis of Behavior* (select one)

- 16:830:543 Conditioning & Learning
  - 16:830:534 Decision Making
  - 16:830:602 Psycholinguistics
  - 16:830:637 Seminar in Cognition: Digital Biomarkers for Brain Sciences
- [or Alternative Course Approved by DCT]

**4. Open Electives**

- a. Students are encouraged to consider other open electives - courses in any area of psychology or other disciplines (e.g., statistics, philosophy, additional research credits). These electives should be determined in consultation with advisor and DCT.

**5. Professional Development**

- a. Required attendance to monthly Clinical Grand Rounds (one Friday/month)  
b. Required attendance to Clinical Forums (once/semester)

2. Students are encouraged to consider other open electives - courses in any area of psychology or other disciplines (e.g., statistics, philosophy, additional research credits).

*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 some GSAPP courses (check with Silvia Krieger - [kriegs@gsapp.rutgers.edu](mailto:kriegs@gsapp.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**

Notes: All of the listed courses are required, unless noted as “*Optional*”. When a course title is underlined, it indicates that the course must be taken when listed as part of pre-set course sequence.

YEAR 1	
<b>Fall</b>	
<u>Research Design &amp; Analysis I</u>	3 credits
<u>Adult Descriptive and Experimental Psychopathology</u>	3 credits
<u>Strategies in Cognitive Behavior Therapy</u>	3 credits
<u>GSAPP Clinic Practicum</u>	0.5 credits
TA/GA Support	E6 credits
<i>(Note: if Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	15.5 credits
<b>Spring</b>	
<u>Research Design &amp; Analysis II</u>	3 credits
<u>Cognitive Assessment (GSAPP)</u>	3 credits
<u>Theory and Practice of CBT I</u>	3 credits
<u>GSAPP Clinic Practicum</u>	0.5 credits

TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
	15.5 credits
<b>Summer</b>	
Research in Psychology <sup>B</sup>	3 credits
Learning Disorders	3 credits
<b>Yearly Total Course (not including E) Credits<sup>C</sup></b>	
	<b>25 credits</b>
<b>YEAR 2</b>	
<b>Fall</b>	
<u>Proseminar I (Supervision/Consultation)</u>	3 credits
<u>Ethics I</u>	1.5 credits
<u>GSAPP Clinic Practicum</u>	0.5 credits
Theory and Practice of CBT II	3 credits
TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
	14 credits
<b>Spring</b>	
<u>Proseminar II (Supervision/Consultation)</u>	3 credits
<u>Ethics II</u>	1.5 credits
<u>GSAPP Clinic Practicum</u>	0.5 credits
Diversity <i>OR</i> Child Psychopathology	3 credits
TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
	14 credits
<b>Summer<sup>D</sup></b>	
Research in Psychology <sup>B</sup>	6 credits
<b>Yearly Total Course (not including E) Credits<sup>C</sup></b>	
	<b>22 credits</b>
<b>YEAR 3</b>	
<b>Fall</b>	
<u>Practicum in Clinical Psych I<sup>E</sup></u>	3 credits
Motivation & Emotion <i>OR</i> Cognitive Processes	3 credits

Advanced Interventions Elective	3 credits
TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
15 credits	
<b>Spring</b>	
Practicum in Clinical Psych II <sup>E</sup>	3 credits
Diversity <i>OR</i> Child Psychopathology	3 credits
Advanced Science Elective #1 (Bio-Social-Cog)	3 credits
TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
15 credits	
<b>Summer<sup>D</sup></b>	
Research in Psychology <sup>B</sup>	6 credits
<b>Yearly Total Course (not including E) Credits<sup>C</sup></b>	
<b>24 credits</b>	

#### YEAR 4

<b>Fall</b>	
Practicum in Clinical Psych III <sup>E</sup>	3 credits
Motivation & Emotion <i>OR</i> Cognitive Processes	3 credits
Advanced Stats/Methods Elective	3 credits
TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
15 credits	
<b>Spring</b>	
Practicum in Clinical Psych IV <sup>E</sup>	3 credits
Psychopharmacology	3 credits
Advanced Science Elective #2 (Bio-Social-Cog)	3 credits
TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) <sup>A</sup>	
15 credits	
<b>Summer<sup>D</sup></b>	
Research in Psychology <sup>B</sup>	6 credits
<b>Yearly Total Course (not including E) Credits<sup>C</sup></b>	
<b>24 credits</b>	

#### YEAR 5

<b>Fall</b>	
Practicum in Clinical Psych IV <sup>E</sup> ( <i>Optional</i> )	3 credits
History and Systems	3 credits
Open Elective ( <i>Optional</i> )	3 credits

TA/GA Support	E6 credits
<i>(Note: if Fellowship support, register for Graduate Fellowship and 3 Research credits)</i>	3 credits
Semester Total Credits (including E) <sup>A</sup>	
15 credits	
<b>Spring</b>	
Practicum in Clinical Psych IV <sup>E</sup> ( <i>Optional</i> )	3 credits
Research in Psychology <sup>B</sup>	3 credits
Open Elective ( <i>Optional</i> )	3 credits
TA/GA Support	E6 credits
<i>(Note: if Fellowship support, register for Graduate Fellowship and 3 Research credits)</i>	3 credits
Semester Total Credits (including E) <sup>A</sup>	
15 credits	
<b>Yearly Total Course Credits (not including E)<sup>C</sup></b>	<b>18 credits</b>
<b>Cumulative Total Course Credits (not including E)</b>	<b>113 credits</b>

<sup>A</sup> Total credits for a given semester, including TA/GA-related E credits, cannot exceed 15.5. Taking more than 15.5 credits requires special permission from the graduate school. Such permission is not granted routinely.

<sup>B</sup> 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.

<sup>C</sup> 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. *The exception is in Year 1.* Submission of a tuition-remission form is required at the beginning of each academic year and summer term.

<sup>D</sup> It is possible to take up to 6 credits in the summer, as long as you do not exceed the 24-credit course limit that year.

<sup>E</sup> 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 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. Practicum is optional in year 5 of the program. All decisions 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 5<sup>th</sup> 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 focused conceptualization and concise 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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 5<sup>th</sup> semester.
4. Procedures and Regulations governing the Master's Thesis
  - a. Application for Admission to Candidacy

Be sure that the original final 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 Candace Green). 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. The following topic areas must be addressed across the proposed questions, written responses, and oral examination:
  - a) **psychopathology**, including knowledge of major criteria for psychiatric diagnoses, course and prognosis, associated features and specified relevant treatment approaches.
  - b) **assessment**, including knowledge of major assessment approaches and methods, broad knowledge of assessment methodology, & limitations to psychological assessment.
  - c) **intervention**, including knowledge of relevant evidence based therapeutic approaches, dissemination, & barriers to treatment access.
  - d) **psychometrics**, including knowledge of measure development, reliability, validity, utility, limitations and statistical approaches for determining psychometrics, reliability, & predictive validity.
  - e) **individual differences and racial/cultural diversity**, including knowledge of one's personal/cultural history attitudes & biases, knowledge of diversity evidence base in professional clinical activities, & integration of awareness and knowledge of cultural differences in the conduct of professional responsibilities.
3. 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 each of the 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 then uses the **Qualifying Exams – Written and Oral Defense Faculty Ratings Checklist** which involves faculty assessment across all required areas of knowledge. The committee then makes a pass/fail decision at the end of the examination. If there is an unsatisfactory performance, the Committee can either recommend termination or remediation followed by 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 7<sup>th</sup> 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 <https://gsnb.rutgers.edu/resources/graduate-student-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 .5 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.

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 electronically with the link sent out by the DCT each semester, or provided in hard copy form to Anne Sokolowski.

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://myspsychtrack.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](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 our online

evaluation system with a link provided by the DCT each semester, 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.

<b>General Model Clinical Training Sequence</b>	
<b>Clinical Training Activities</b>	
<b>Year 1</b>	Required .5 Credit/Semester Enrollment in GSAPP Clinic; Completion of Orientation, Procedural and Ethical Training; Completion of 1-2 intakes/month
<b>Year 2</b>	Required .5 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
<b>Year 3</b>	Required .5 credit enrollment in GSAPP Clinic OR 3 credit enrollment in DCT approved external practicum (8-16 hrs)
<b>Year 4</b>	Optional: .5 credit enrollment in GSAPP Clinic OR DCT approved external practicum (16 hrs)
<b>Year 5</b>	Optional: .5 credit enrollment in GSAPP Clinic OR DCT approved 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**

<b>Year</b>	<b>Activity</b>	<b>Hours</b>	<b>Total Hours</b>	
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	180	
4	Assessment team	2 assessments each with:		
		3 hrs testing	6	
		1 hr supervision	2	
	Practicum or GSAPP Clinic	4 hrs report writing	8	
		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	
	Practicum or GSAPP Clinic	4 hrs report writing	8	
		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		
<b>Totals: Service Delivery=754, Supervision=593, Support=592; Grand Total=2,039 (does not include didactics)</b>				

\* 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. Topics are primarily devoted to professional development and research. Frequent topics cover clinical and research training planning, internship preparation, and career planning and preparation. Forums includes separate tracks for some sessions so material can be geared to students' developmental levels (e.g., 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). The final forum in the spring of each year 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. On occasion a CBT Training Committee will be formed for routine program evaluation. 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 2022-2023 academic year.
3. Other committees are convened as needed, some regularly. These include Admissions and Faculty Search.