

Clinical Psychology Ph.D. 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 1st year)
- b. 16:830:537 Adult Descriptive and Experimental Psychopathology (3 credits; fall 1st year)
- c. 16:830:553 Strategies in Cognitive Behavior Therapy (3 credits, fall 1st year)
- d. 18:820:633 Cognitive Assessment (GSAPP, 3 credits, spring of 1st year)
- e. 18:821:558 Learning Disabilities in Children and Adults (GSAPP, 3 credits, summer of 1st or 2nd year)
- f. 16:830:623 Theory and Practice of CBT (3 credits, spring 1st year)
- g. 16:830:528, 529 Clinical Ethics I & II (1.5 credits each; fall/spring 2nd year)
- h. 16:830: 572, 573 Proseminar I & II – Supervision & Consultation (6 credits, fall/spring 2nd 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)
OR
18:820:505 Cognitive and Affective Psychology (3 credits)
- d. 16:830:580 History & Systems of Psychology (3 credits)
- e. One course in advanced neuroscience/psychopharmacology
16:830:558 Psychopharmacology: Theory & Practice [*or Equivalent with approval*] (3 credits)
16:830:585 Psychoneuroimmunology
Other neuroscience course with DCT Approval
- 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
19:910:506 Diversity and Oppression (School of Social Work)

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)
18:820:514 Applications of Behavioral Analytic Principles: Changing Behavior (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)
18:844:618 Sport Psychology: Theory, Research, Practice
- 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
75:832:502 Principles and Methods of Epidemiology (School of Public Health)
BIST 0625 Fundamentals of Biostatistics (Public Health)
BIST 0714 Intermediate Biostatistics (Public Health)
16:300:509 Qualitative Research Methods in Education: Introduction
16:300:513 Qualitative Research Methods in Education: Design & Analysis
[for 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
[for 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
18:844:525 Social Psychology & Health Behavior (GSAPP)
[for 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
[for 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). Monthly Grand Rounds are scheduled for one Friday/month from 12:15pm to 1:45pm and may be live or virtual. Students are expected to be present for Grand Rounds or receive advance permission for absence from the DCT. Topics vary widely but can include additional clinical training, diversity training, statistical training and/or guest speakers. Missing Grand Rounds to fulfill other duties (e.g., TA requirements, clinical work, practicum, coursework, etc.) is not acceptable and extensive absences can result in program disciplinary action.
- b. Required attendance to Clinical Forums (once/semester). Forums can include full trainings or professional development workshops that can last from 90 min to multiple hours. Forums are often scheduled for the same time as Grand Rounds, but can occur at other times when students would be expected to attend with advance notice (e.g., an afternoon or evening time). Attendance at Forums is required and advance notice and approval from the DCT is required for an absence.

1. 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).

2. 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	
Fall	
<u>Research Design & 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) ^A 15.5 credits	
Spring	
<u>Research Design & Analysis II</u>	3 credits
<u>Cognitive Assessment (GSAPP)</u>	3 credits
<u>Theory and Practice of CBT</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) ^A 15.5 credits	
Summer	
Research in Psychology ^B	3 credits
Learning Disorders	3 credits
Yearly Total Course (not including E) Credits^C	25 credits

YEAR 2	
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Fall	
<u>Proseminar I (Supervision/Consultation)</u>	3 credits
<u>Ethics I</u>	1.5 credits
<u>GSAPP Clinic Practicum</u>	0.5 credits
Elective	3 credits

TA/GA Support	E6 credits
<i>(If Fellowship support, register for Graduate Fellowship)</i>	0 credits
Semester Total Credits (including E) ^A	
14 credits	
Spring	
<u>Proseminar II (Supervision/Consultation)</u>	3 credits
<u>Ethics II</u>	1.5 credits
GSAPP Clinic Practicum	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) ^A	
14 credits	
Summer^D	
Research in Psychology ^B	6 credits
Yearly Total Course (not including E) Credits^C	22 credits

YEAR 3

Fall	
<u>Practicum in Clinical Psych I^E</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) ^A	
15 credits	
Spring	
<u>Practicum in Clinical Psych II^E</u>	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) ^A	
15 credits	
Summer^D	
Research in Psychology ^B	6 credits
Yearly Total Course (not including E) Credits^C	24 credits

YEAR 4

Fall	
<u>Practicum in Clinical Psych III^E</u>	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) ^A	
15 credits	
Spring	
<u>Practicum in Clinical Psych IV^E</u>	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) ^A	15 credits
Summer^D		
Research in Psychology ^B		6 credits
	Yearly Total Course (not including E) Credits^C	24 credits
YEAR 5		
Fall		
Practicum in Clinical Psych IV ^E (<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) ^A	15 credits
Spring		
Practicum in Clinical Psych IV ^E (<i>Optional</i>)		3 credits
Research in Psychology ^B		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) ^A	15 credits
	Yearly Total Course Credits (not including E)^C	18 credits
	Cumulative Total Course Credits (not including E)	113 credits

^A 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.

^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.

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

^D 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.

^E 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 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 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 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 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. 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 [online](#). 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 via [Rutgers Library System](#). 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](#) and the Masters Thesis Checklist can be found [here](#).
 - e. A Diploma Application must be filled out. This online diploma application is available [here](#).
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. See [here](#) for more information.

D. Qualifying Examination

1. The formal Clinical Qualifying Exam (QE) process begins after completion of Masters Thesis but before admission to Doctoral Candidacy. However, students can begin working toward completion of QE components as soon as they enter the Rutgers clinical Ph.D. program. Students can take as much time as is needed to prepare for QE, although all components of the QE must be officially completed by 7th semester in program, according to Rutgers Graduate School rules. Failure to complete the QE in an appropriately timely manner can lead to a student losing good standing in the program, program funding, and further corrective action up to and include dismissal from the program.
2. **Committee Composition:** The candidate selects his or her Qualifying Committee Chairperson. The Chairperson of this **four-person committee** must be a full member of the Graduate School Faculty in Psychology. Co-Chairpersons are also acceptable in cases where at least one is a member of the Graduate School Faculty. It is the responsibility of the student, in collaboration with the Committee Chairperson, to select the **three (3)** additional members of this Committee. 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. To include an outside member on the committee, DCT and Department Vice Chair for Graduate Studies approval is required. Final committee membership will need to be approved by Clinical Area Coordinator (DCT) and Department Vice Chair for Graduate Studies.

Overlap in Committee Members: It is possible for the same person to chair both the

student's Dissertation Committee and Qualifying Examination Committee, but the Committee members should not overlap substantially with either the Masters Thesis or anticipated Dissertation Committee.

3. Submission: The QE Portfolio can be officially submitted to the committee in a variety of manners, so long as all committee members acknowledge having access to the portfolio in a timely manner. Submissions of the QE Portfolio can include student provision of physical binders containing traditionally printed materials to committee members, provision of access to a cloud-based document storage folder with all materials clearly labeled, or as a combined PDF document emailed to committee members. QE submission should only occur only after DCT and Departmental verification of an appropriate QE committee.
4. Evaluation: Upon submission of the QE Portfolio to the committee, committee members will review the QE Portfolio contents and rate each content component as either (0) Does not meet expectations, (1) Partially meets expectations, or (2) Fully meets expectations. Faculty will have two weeks to complete and submit electronic evaluation ratings (via Qualtrics). Faculty will then meet with student to complete Oral Defense, final committee meeting, and final chance to change ratings and determine student outcome for QE. 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 they are 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 (see Appendix B)** 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.
5. QE Portfolio Outcomes: Pass/Remediate/Fail
Pass: To pass QE, a student must achieve a rating of “2” on all components and subgrade subcomponents of the QE portfolio AND the oral defense.
Remediation Procedures: In the case that a QE component or subcomponent has not been sufficiently addressed, the student is given corrective feedback by the committee and has the opportunity to address feedback. Feedback can be addressed in remediation via either the written materials or the oral defense. If a student fails to remediate any section of the QE, the committee may allow one more attempt at remediation, at which point failure to remediate will result in a failed QE.
Fail: In cases where the QE is failed, if the program faculty allows the student to retake the QE, a full QE portfolio must be completely resubmitted to a new committee (no more than the committee chair plus one other may be on second attempt committee).
6. The QE portfolio shall be composed of the following components:

Portfolio Components

** page counts refer to single spaced, Times New Roman or Arial font with size 12 and 1 inch margins with no space between new paragraphs; pages guidelines do not include references cited.

Written QE Section Components

- A. **Cover Letter** (*no more than 1 page*)
1. The student is to write the cover letter as if this were a submission to a research journal.
 2. In the letter, the student should include committee chair and committee member names.
- B. **Research Program Statement** – 4-page write up. Demonstrate knowledge of area of clinical science expertise.
1. **Program Overview** – *Student should provide an overview of the significance and innovation of their research program. Students should consider the following questions but are not limited to these questions: What populations are involved? What biopsychosocial mechanisms are relevant? Are any diagnostic or assessment considerations with this research? What are the clinical implications of this research?*
 2. **Developmental Conceptualization Subgrade** – When students discuss their research program, they should also pay careful attention to developmental considerations and should either integrate developmental considerations into their response or have a separate section addressing development. Key developmental questions include: What is the developmental course of a diagnosis or problem? Are there differences in this topic among youth or senior
 3. **Clinical Intervention and Dissemination Subgrade** – In their research write up, students should demonstrate knowledge of evidence-based approaches to treatment, evaluation of the efficacy of specific interventions, knowledge of how and under what conditions the findings of randomized clinical trials generalize to clinical service, field specific dissemination & implementation practices.

C. **Independent Data-Driven Research Project or Grant Proposal** – Student must complete a full, data-driven manuscript publication for submission to a peer-reviewed scientific journal. The project must be data-based (as opposed to conceptual) to judge statistical and psychometric skills. The project be scientifically distinct from the Masters degree, and analyses from this project may not be solely utilized for completion of the subsequent dissertation requirement. Project will be assessed on overall quality, as well as sub-evaluations for Psychometrics and Statistical components. No minimum length is specified for the independent project; the length should be consistent with the publication policies of the targeted journal. Journal article must also be submitted to a peer-reviewed journal, with email or submission proof verification provided in the QE Portfolio. Grant submission deadlines must be approved by the student's QE committee. In cases where a student is unsure if all sub-grade specific below are covered by one research product, as second appropriate product may be submitted to fulfill the requirements (e.g., both a research publication and a grant submission, or more than one publication). The student's prior Masters thesis document may not be submitted in fulfillment of this criterion, but a substantially different product on the topic or using Master's thesis data may be used.

1. **Psychometrics Sub-Grade:** Student demonstrates understanding of psychological measurement, scale & inventory construction, issues of reliability, validity and measurement quality. Student understands classical and contemporary measurement theory & standardization. **Note:** Students do not have to cover every aspect of psychometrics in this product but should demonstrate clear contemplation and knowledge of any aspect of psychometrics necessary for the project's success.
2. **Statistics & Research Design Sub-Grade:** Student must demonstrate understanding of quantitative analysis of data, mathematical modeling, statistical description and inference. Student understands how to utilize and interpret univariate and multivariate analyses, conduct null hypothesis test, and

understands related issues such as power, sources of error, and research design limitations. **Note:** Students do not have to cover every aspect of statistics or research design in this product but should demonstrate clear contemplation and knowledge of any aspect of statistics or research design necessary for the project's success.

D. **Clinical Case Study** – Minimum of 3 pages outlining a de-identified clinical case the student has led. Key issues addressed should include: case diagnostic and conceptual formulation, clinical orientation/approach, treatment targets, progress/outcomes. Regarding evaluation of this section, in the QE Portfolio the Clinical Case Study is considered a measure of *clinical science communication* skills and is meant to build on prior work establishing core clinical competencies (e.g., Proseminar 1 & Proseminar 2). This Case Study is NOT considered a test of clinical competency. Students should also plan to use the case study write up to assist with future internship applications and clinical and academic job applications. **Note:** Students are highly encouraged to consult with clinical program faculty about cases that may serve as a strong candidate for the QE portfolio and advice on how to complete the case study.

E. **Individual Differences and Racial/Cultural Diversity Statement** – 3 page minimum, 5-page maximum write up addressing the following topics:

1. **Personal Identity Orientation Subgrade:** Student must describe their personal identity orientation in relation to issues of justice, equity, diversity, and inclusion. Student must demonstrate awareness of self and personal values in interacting with patients from a wide variety of intersecting backgrounds. **Note:** Students do not have to cover every aspect of the topic in this response but should demonstrate clear contemplation and knowledge of the topic necessary to demonstrate multicultural and individual difference competency.
2. **Research Impact Subgrade:** Student must briefly describe knowledge of research concerning the impact of gender, ethnicity, race, culture, sexual preference, and physical disability on clinical outcomes in their primary area of interest or another closely related area. If little is known or research is underdeveloped, areas for further investigation may be noted. **Note:** Students do not have to cover every aspect of the topic in this response but should demonstrate clear contemplation and knowledge of the topic necessary to demonstrate multicultural and individual difference competency.
3. **Clinical Applications Subgrade:** Knowledge of research on impact of gender, ethnicity, race, culture, sexual preference, and physical disability on response to interventions and the impact of cultural identity on access to and utilization of service delivery systems. Students can focus on research in their primary area or another key topic area in which they are training. **Note:** Students do not have to cover every aspect of the topic in this response but should demonstrate clear contemplation and knowledge of the topic necessary to demonstrate multicultural and individual difference competency.
4. **Ongoing Professional Development Plan Subgrade:** Multicultural and individual difference competency is an ongoing and lifelong learning effort. This section is a place for students to consider areas for further growth in the area of diversity, inclusion, equity, and justice.

F. **Bibliography** (with references organized by above sections, Section C excluded)

Oral QE Section Components

G. **Oral Examination** - Student will meet with QE committee for approximately 60 minutes to present on and discuss broad research topic and any components of QE portfolio requiring

further exploration or explanation. Students should view this as a practice professional scientific presentation that would be presented when seeking a job, program financial support, or support for public policy decisions. The Oral Examination should take place between roughly two and six weeks after providing the QE Portfolio to the committee. To pass the oral examination, students must demonstrate appropriate knowledge pertaining to questions on any of the areas covered by the Qualifying Exams Portfolio (Sections A-F).

7. 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 <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.
8. 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.
9. 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 this [website](#). 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](#). 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://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 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 is 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 .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
Year 3	Required .5 credit enrollment in GSAPP Clinic OR 3 credit enrollment in DCT approved external practicum (8-16 hrs)
Year 4	Optional: .5 credit enrollment in GSAPP Clinic OR DCT approved external practicum (16 hrs)
Year 5	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

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	180
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
<hr/>			
Totals: Service Delivery=754, Supervision=593, Support=592; Grand Total=2,039 (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 accredited 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.

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, with DCT approval students have the option of changing mentors as they progress through the program. Departmental collaboration is encouraged, and students may work with more than one faculty member concurrently so long as their primary faculty member approves of the collaboration. 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 aligned 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 Canvas (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 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.