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History & Introduction

Welcome to the Department of Clinical and Social Sciences in Psychology! The first Ph.D. in Psychology at the University of Rochester was awarded in 1937 though Psychology as a discipline had been taught in the Department of Belles Lettres and Moral and Intellectual Philosophy since the founding of the University in 1850. Psychology became a separate department in 1936 and entered a period of growth. A diversified department evolved as clinical psychology, social psychology, and human engineering were added to the curriculum, augmenting the existing programs in physiological and experimental psychology. In 1995, the Department of Psychology divided into the Department of Clinical and Social Sciences in Psychology and the Department of Brain and Cognitive Sciences. The Department of Clinical and Social Sciences in Psychology focuses on social psychology, clinical psychology, personality, motivation, and developmental psychology.

The Psychology Department offers M.A./Ph.D. training in three areas of psychology: Clinical, Developmental, and Social-Personality. A program in Human Motivation melds the clinical and social areas. From our program students will earn a sequential M.A. and a Ph.D., currently we do not offer either a terminal Masters or admission directly into a Ph.D. program.

There are additional research opportunities within the department and with affiliated organizations such as the Mt. Hope Family Center. Research conducted at Mt. Hope Family Center is dedicated to elucidating developmental processes in normal and abnormal development, with special interest in understanding pathways contributing to maladaptation, psychopathology, and resilience.

Entering students choose an area of concentration, but we recognize that individual students may have broad interests that span several areas or even cut across departments. Such diversity is encouraged. We maintain strong ties with other biological and social disciplines across the University, including academic units in the Medical School, College of Arts and Sciences, and the Graduate School of Education and Human Development.

Graduate training emphasizes research skills. We make no distinction between basic and applied research, recognizing that training in basic research is a prerequisite for applied work, and that applied research often illuminates fundamental psychological processes. To excel in any discipline, students need outstanding facilities, distinguished faculty, and an environment promoting their full integration in the research endeavor. We believe that our Department combines all these characteristics.

This Handbook contains current regulations; students admitted under earlier and different degree requirements may choose either the earlier or the new requirements.
Mentors/Advisors

In most cases, the faculty member with whom the graduate student applied during the admission process will be the graduate’s research mentor—an individual who guides students in research and provides advice about career issues, assists students with planning their program of study, and assists with Department and University regulations as well as other academic matters. In some cases, students may work with a non-core faculty* member as their research mentor. In such cases, a core faculty member in the student’s area of study will serve as an academic advisor, to provide assistance with academic issues and regulations specific to that program (and to the department, in cases where the research mentor is in another department). Whenever necessary, the faculty mentor and/or academic advisor relay the advisee’s concerns to the faculty and serves as a conduit for communication from the faculty to the student. Also, it may be appropriate for two faculty members to serve as co-mentors for a particular student. Students may change their faculty mentor as their needs develop or change.

*Core faculty consist of members who are primary faculty in the department in the student’s specific graduate program (Clinical, Developmental, Social-Personality). Non-core faculty include department faculty from other areas as well as faculty from other departments.

Points of Contact

<table>
<thead>
<tr>
<th>Department Contacts</th>
<th>Clinical Area Head (Director of Clinical Training, DCT)</th>
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<tbody>
<tr>
<td>Department Chair</td>
<td>Loisa Bennetto</td>
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<td><a href="mailto:loisa.bennetto@rochester.edu">loisa.bennetto@rochester.edu</a></td>
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<td>Francine Summermatter</td>
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<td>Department Secretary</td>
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<tr>
<td>585.273.3264</td>
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<tr>
<th>Intercessor/Ombudsperson</th>
<th>University Intercessor</th>
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<tr>
<td>Department Ombudsperson</td>
<td>Miron Zuckerman</td>
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</tr>
</tbody>
</table>
In addition to the research mentor (and academic advisor, if relevant), designated individuals are available to assist with questions and concerns. For specific regulations, such as those concerning registration, academic loads, and dissertation requirements, students should consult the Academic Coordinator. However, it is the student’s responsibility to make sure that he or she is following the correct path toward the M.A./Ph.D. degrees. For questions of a financial nature students should see the department Accountant. On general and/or specific departmental procedures and for questions on University regulations, check the current Graduate Studies Bulletin, www.rochester.edu/GradBulletin, or ask the Academic Coordinator in the department.

Though the Department has appointed various faculty members and staff to fulfill designated roles to assist students, students may also discuss any concerns with the Department Chair or their Area Head. However, sometimes interpersonal or sensitive issues may arise that may not be easily resolved through these established channels. For these instances, the Department has appointed an Ombudsperson is available to provide confidential assistance for students’ concerns. If this mechanism is impractical or unsatisfactory, students may also make use of the University Intercessors, www.rochester.edu/intercessor.

Program Requirements

Departmental Academic Requirements

In addition to the requirements of his/her area, a student must also adhere to the general requirements and regulations of the Department, the College, and the University. All graduate students in the Department of Clinical and Social Sciences in Psychology must fulfill the following Departmental requirements:

1. **Quantitative and Research Methods**: All students must take the following graduate level courses in statistics:

   - CSP 504: General Linear Approaches to Data Analysis I
   - CSP 519: General Linear Approaches to Data Analysis II

   Additionally, all students must take one of the following research methods courses, based on their area of study:

   Social-personality students must also take:
   - CSP 510: Research Methods in Social-Personality Psychology

   Clinical students must also take:
   - CSP 572: Introduction to Clinical Research Methods

   Developmental students must also take:
   - CSP 562: Developmental Research Methods

2. **Distribution Requirement**: Students must take one course in each of two different areas outside their area of specialization from the following list. Clinical students should take notice of the note below.
Clinical CSP 574: History and Systems of Psychology and Psychotherapy  
(beginning January 2018, this course will be replaced by CSP 5XX:  
Theoretical and Empirical Foundations of Psychotherapy)  
CSP 575: Psychopathology I  
CSP 576: Psychopathology II  

Developmental CSP 562: Developmental Research Methods  
CSP 569: Developmental Theory and Research  

Social CSP 553: Seminar in Social Psychology  

Motivation CSP 552: Human Motivation and Emotion  

| Note: In order to meet Department, New York State, and APA distribution, Clinical graduate students must take the following for their distribution requirement: |
|---|---|---|---|---|
| 1. Seminar in Social Psychology; and  |
| 2. Developmental Theory and Research (beginning with the class entering in 2010)  |

3. **Teaching:** Every student must be a teaching assistant for at least one semester. Course assignments are made by the Department Office. (See also the section on Graduate Student Support.)

**Note:** Students receive credit for teaching (six credits maximum) by registering under CSP 598: Seminar in Teaching in the name of the course instructor.

The TA requirement has two purposes:

1. As graduate students may go on to teaching positions within universities, and because the communication of knowledge is a necessary part of scholarship, supervised teaching experience within the Department is an essential component of its training mission.

2. As a scholarly community, the Department is responsible for providing the necessary support systems for conducting its courses. The TA requirement is intended to provide some of these support activities (e.g., recitation sections, individual assistance, grading), so as to maximize the quality of the Department’s instructional activity. Additionally, the requirement helps integrate graduate students into the Department’s overall mission, and its place as a scholarly community within the University.

As a result of these considerations, it is expected that graduate students will typically fulfill the TA requirement through service at the University during the academic year’s instructional program. TAing or teaching summer school courses, or TAing at a previous university does not ordinarily fulfill the TA requirement. Exceptions to this policy must be considered by the Committee on Graduate Studies (CGS).

4. **Credit Requirements:** A minimum of 30 semester hours of study is required for the Master’s degree. For the Ph.D., a total of 90 hours of study—60 hours beyond the Master’s degree—are required.

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1 Human Motivation and Emotion was also required for Clinical students up to and including the class entering in 2011.
Timetable

First Year
Students should complete the statistics requirement and take core courses as required by each area. Research is initiated under the guidance of faculty.

Second Year
Students continue to take courses necessary to satisfy area and distribution requirements. It may not be possible to complete the distribution requirement by the end of the second year. In addition, completion of a formal research project is required.

Third Year
By the end of the third year, students will have typically satisfied coursework requirements completed the major area exam. At this point, the student will have fulfilled the requirement for the Master of Arts degree. Upon completion of distribution requirements, the student is advanced to Ph.D. Candidacy. Research should be oriented toward working out and planning the dissertation. The oral defense of the dissertation proposal should be held in the fourth year, or earlier. The dissertation itself should be completed by the end of the the fifth year.

Evaluation of Students
In the Spring of each year, student and their faculty mentors/academic advisors complete an annual evaluation. These are reviewed by area faculty to ensure students are making progress toward their degree, and feedback is provided to the student. If students are not making satisfactory progress in area requirements, this will be brought to the Committee on Graduate Studies and later discussed at a meeting of the full faculty (see Probation, Remediation, and Due Process below).

There are two grading schemes for courses and research credits. One is as follows: A = Superior; A- = Excellent; B+ = Very good; B = Good; B- = Satisfactory; C = Poor; E = Failure. The alternate grading scheme is: S = Satisfactory; E = Failure; I = Incomplete; N = No grade reported.

The minimum acceptable grade in core courses is B-.

Note: For those instructors using the alternate grading scheme for core courses or statistics, S must be equivalent to B- or better.

Minimum passing grades for other courses and research carrying credit are C or S, although C is considered a failure for any student on probation. Any student who receives a grade of C in two courses (or one course with eight hours of credit) is considered to have an unsatisfactory record, which must be reviewed by the Dean for Graduate Studies in consultation with the student and the department. This may result in the student being placed on academic probation by The College, Arts and Sciences. Students should consult the "Regulations Concerning Graduate Study” available in the Academic Coordinator’s office or online (http://www.rochester.edu/GradBulletin) for further explanation of this policy and its procedures.
Probation, Remediation, and Due Process

The faculty may also recommend that a student be placed on departmental probation instead of, or in addition to, college academic probation. Departmental probation may be recommended if a student is not making satisfactory research progress or is not in the judgment of the faculty otherwise meeting the departmental standards for potentially being awarded the Ph.D. degree. Additional criteria for placement on probation include, but are not limited to, a persistent and substantial pattern of:

a. inconsistent attendance of classes
b. insufficient participation in classes designated by instructors as requiring such participation
c. discourteous or inconsiderate behavior toward faculty, staff, peers, research participants, or clients
d. behavior that interferes with effective functioning as a student, research scientist, or professional in training, including: unreceptiveness to supervisory feedback, difficulties in working collaboratively with supervisors, supervisees, or colleagues, and chronic tardiness in meeting academic and professional responsibilities
e. performance in professional activities that is below expectation for the student’s level of training.

Unethical conduct of any kind, including academic dishonesty or misconduct involving scientific or professional behavior, will be grounds for disciplinary action. The Graduate Bulletin reviews University rules and regulations in the section titled “Standards of Conduct for Graduate Students”—including those for academic honesty, as well due process in reviews considering disciplinary action.

In placing a student on probation the faculty will also provide the student with a statement of the reasons for probation and the steps to be taken to have the probation status removed, including the dates by which such steps must be completed.

If progress continues to be unsatisfactory, it may be recommended that the student be terminated from graduate study or receive a terminal Master’s degree (once the Graduate School requirements for the Master’s degree are met). Students placed on probation or for whom dismissal is recommended will receive a written report from the Departmental Chair or his/her representative. This report will include a statement of the reasons for the action, any applicable deadlines and, for students being placed on probation, the conditions that must be met to be removed from that status. By written request to the Chair of the Department, students may request a review of a decision for departmental probation or for dismissal, or students may submit a written statement for inclusion in their file. Although it is the usual practice to place students on probation at least one semester prior to dismissal, the department faculty may move for immediate dismissal if the circumstances so warrant.

If students are deemed to have met the conditions of their probation, the faculty will vote to reinstate them. A majority vote of the faculty is required for reinstatement.

Students whose performance is judged satisfactory according to the above standards will receive an oral or written report of the evaluation from the Area Head or his/her designee.

In addition to this formal evaluation procedure, problems or difficulties concerning graduate students are generally considered by the appropriate group of faculty as they arise. The Department wishes its students to succeed in terms of academic performance, research ability, and placement in the profession: Any student having academic difficulty or problems of any nature (financial, personal or professional) that impede his/her progress toward the degree is strongly encouraged to discuss them with his/her mentor/academic advisor, or with area faculty, and to seek out resource people in the Department or in the University who are able to provide help for those problems.
Joint-Area Students

Students enrolled in a joint program must complete both areas’ core courses. In addition their requirements vary as follows: (a) for the Master's Degree, completion of 30 credit hours and completion of the comprehensive exam in one area of study (b) for elevation to Ph.D. Candidacy, completion of two distribution requirement courses and the comprehensive exam in the second area of study. All other department requirements remain the same. Consult page 8 of Regulations & University Policies Concerning Graduate Studies, [www.rochester.edu/GradBulletin](http://www.rochester.edu/GradBulletin), and the Graduate Coordinator’s Office regarding proper procedure.

Elevation to M.A. and Ph.D.

Programs of Study

Graduate students must obtain approval for the courses they will take and officially register their planned Program of Study (POS), a University form which can be obtained from the Academic Coordinator, for their degrees. The POS for the Master's Degree and Ph.D. are filed with their mentor. The Master’s form is typically completed by the second semester of study and must reflect ONLY 30 credits of coursework (no more than 6 credit hours can be Ph.D. Research). The Ph.D. form is filed after two years of study and must reflect ONLY 90 credits of coursework. The courses listed on the Master's Program need to be relisted on the Ph.D. Program. The student should list all courses which they have taken, or plans to take before completion of the Ph.D.

These forms must first be approved and signed by their mentor then submitted to Academic Coordinator for review; the form is then sent to the Graduate Studies Office for approval by the Graduate Dean. If it is necessary to make any changes in the Programs of Study, students must complete a program change form and submit it for approval to the Dean.

**Note About Credit Hours:** Students should note that the cumulative number of credits that may be charged to tuition scholarships must not exceed 90. Tuition charges will accrue to students who have earned 90 credits yet must still fulfill course requirements.

**Note About Forms:** There are numerous Department, College, and University forms that must be completed during a student’s career at the UR. The Academic Coordinator keeps track of upcoming deadlines and will assist you in filling out the forms.

Master's Degree (Comprehensive Exam)

**PLEASE NOTIFY THE ACADEMIC COORDINATOR FOUR WEEKS IN ADVANCE OF TAKING COMPREHENSIVE EXAM**

All graduate students in the Department of Clinical and Social Sciences in Psychology are enrolled in the program that normally leads to a Ph.D. Part of that program entails earning a Master of Arts degree. There are two ways by which the Master's degree can be earned, Plan A and Plan B. The requirements of the graduate school are spelled out in detail in the Official Bulletin [rochester.edu/GradBulletin](http://rochester.edu/GradBulletin). Both plans to the M.A. require a minimum of 30 semester credit hours. At least 18 of these hours must be
from Clinical and Social Sciences in Psychology graduate courses with the remainder being additional courses and no more than 6 credit hours of research without the approval of the Dean of Graduate Studies. Most students in the department earn the Master's degree through Plan B, though both paths are available.

**Plan A**
The student must write a Master's thesis that represents independent work based at least in part on original research and pass an oral exam defending this thesis. Most students in the Department normally perform the research on which the thesis would be based in the course of meeting the requirements of the Ph.D. program for research during the first two years (described under "Area Program Opportunities and Requirements"). However, to qualify as a Master's thesis the written report must be registered with the office of the Dean of Graduate Studies, and then, not sooner than one week later, the student must take the oral examination on the thesis. The examining committee must be comprised of three faculty members, one of whom is from outside the Department. Details for the preparation of the thesis are specified in a booklet available from the Academic Coordinator's Office.

**Plan B**
The student must pass a Comprehensive Examination within the major area. This exam must be taken before starting the fourth year of study. In order to sit for this examination, the student must have fulfilled a set of requirements, including satisfaction of the quantitative methods requirements, completion of the major area core course(s), and any major area research project requirements.

**Elevation to Ph.D. Candidacy (Ph.D. Qualifying Procedure)**
Once the comprehensive exam has been completed and all department requirements have been met, including completion of the distribution requirement, the student will be recommended for elevation to Ph.D. Candidacy. **Students should note that at least seven months must elapse between this point and the final oral defense of the dissertation.**

**Oral Defense of Dissertation Proposal**

**Note:** Elevation to Ph.D. Candidacy is not a requirement for the Dissertation Proposal.

Students must submit a written proposal for their dissertation including a thorough literature review, experimental design and techniques, a description of the types of analyses to be performed, and a justification of the significance of the research.

**Steps Prior to Scheduling Your Proposal**

1. Discuss and work on the content of your proposal with your mentor as soon as you begin thinking of the research you desire to conduct.
2. Discuss possible committee members.
3. Before collecting dissertation proposal data (and additional info):
   a. Present and defend a written dissertation proposal in a meeting with the dissertation committee.
   b. Data collection can proceed only once the committee gives its approval of the proposal, including any changes.
c. In cases where the dissertation entails analyses of already collected data (e.g., secondary data analyses or analyses of data collected as part of the larger project), the proposal meeting should also occur before the analyses are conducted.

4. Schedule the dissertation proposal at least two weeks in advance.
   a. At this time the proposal is to be distributed to the members of the committee.

5. Notify the Academic Coordinator’s Office and reserve a room.

Details About the Committee
Each student will defend his or her dissertation proposal orally before an advisory committee of at least three full-time faculty members of the rank of assistant professor or higher:

- Two full-time members from the Department
- One full-time member from another department of the University

Other faculty may participate in the proposal defense but not vote.

Note: For students in the Clinical program, at least one member of the Dissertation Committee must be a member of the Clinical faculty.

Details About Formatting
In the Department of Clinical and Social Sciences in Psychology, the Ph.D. dissertation proposal is to be written as a journal article or series of articles but with figures, tables, and footnotes incorporated in the body of the text. The student should refer to the University manual on "The Preparation of Theses" (www.rochester.edu/Theses) for regulations on necessary elements, margin size, etc. As this document is often updated refer to the website for the most current edition.

Steps After Your Proposal
1. Provide the Academic Coordinator a copy of the proposal, along with a signed statement of the committee’s approval, for inclusion in the student’s file.

Writing the Final Thesis
The University Dean of Graduate Studies has written on the significance of the thesis as follows:

"The presentation and defense of a significant thesis is the capstone of the work for the Ph.D. degree. Everything else is a preliminary for this presentation. Courses are intended to prepare the student for work on the dissertation and the qualifying examination is intended to ascertain whether or not the preparation is adequate."

In the Department of Clinical and Social Sciences in Psychology, the Ph.D. dissertation is to be written as a journal article or series of articles but with figures, tables, and footnotes incorporated in the body of the text. The student should refer to the University manual on "The Preparation of Theses" (www.rochester.edu/Theses) for regulations on necessary elements, margin size, etc. The dissertation will also include the literature review done for the proposal, any hypotheses formulated at the time of the proposal, modifications of the plan of research or special problems of execution, and anything else needed to give a full account of the research.
Please note that the Department does not pay for any costs involved in the actual preparation of the dissertation (e.g., typing, copying, illustrations, etc.). This is true even if the student’s research budget has not been fully consumed. If these expenses are considered allowable on a research grant or contract, they may be charged to those sources.

Registration of Thesis and Final Oral Exam
Information on dissertation committees:
www.rochester.edu/college/gradstudies/current/dissertation.html

Information on preparing a PhD defense:
www.rochester.edu/college/gradstudies/phd-defense/index.html

Note: A substantial amount of lead time is required to complete all of the paperwork and steps necessary for students to register their dissertation. Notify the Academic Coordinator at least 4 weeks in advance.

Steps Prior to Registering Your Thesis
1. Assemble your committee: Your committee must include 2 inside members, 1 outside member and 1 chair for a total of at least 4 people. Of the members from the Department your mentor can “double” as the 1st “inside” person. Once your committee is finalized, secure a date and time for the oral exam.

Details About the Chair
Collaborate with your mentor to nominate a person to serve as Chair. The Chair must not have any direct involvement in your or mentor’s research and no direct influence over another member’s tenure or status. The Chair’s role is to monitor and promote fairness over the defense. The Chair will receive an electronic copy of your dissertation, you do not have to provide them with a copy.

Petition for a Non-Standard Committee Member Form
There are two instances in which students will require this form:
a) If a nominated committee member does not hold the title of associate professor or professor within the University of Rochester,
b) If a nominated committee member does not hold a position within the University of Rochester

BEFORE securing a date and time for your final defense you must seek approval from the dean’s office for the nominee to join your committee. Inquire with the Academic Coordinator about the Petition for a Non-Standard Committee Member form and the approval process.

Petition for a Committee Member to Skype in Defense
If one of your approved committee members cannot physically join your final defense presentation, approval must be requested from Dean Kearney’s office. Contact the Academic Coordinator for details.

2. Securing a room: Reserve MEL 352 for private defense/closed exam or MEL 366 for a public presentation* via Department secretaries. *At the option of the student, the closed exam may be preceded by a public presentation. The choice of presenting the public address is viewed as a very positive precedent to the formal defense.
3. **Disseminate your dissertation:** Give each committee member (except the chair*) a copy of your final thesis, printed or electronic, well in advance. *Your chair will receive a copy of your dissertation from the University Dean’s office.*

4. **Check credits/grades:** You must have 90 credits and no missing or incomplete grades BEFORE registering your thesis. The Academic Coordinator will check your advising record to make sure there are no inconsistencies.

5. **Dissertation preparation:** Be sure your thesis is in its FINAL FORM, not a draft, and adheres to the University’s The Preparation of Doctoral Theses. You can find the latest version of the manual at: [www.rochester.edu/Theses](http://www.rochester.edu/Theses) (do not save the PDF onto your computer, always recheck the link as the manual is periodically updated).

6. **Registering you thesis:** The University states you must submit your dissertation 20 working days prior to your defense date via the online PhD Process website ([phdprocess.ur.rochester.edu](http://phdprocess.ur.rochester.edu)). Working days exclude holidays or University blackout dates. We suggest **submitting one month** prior to your defense date to allow time for anomalies that may arise and could delay the registration process (holidays, individuals out of the office, etc.).

**Steps After Your Defense**

1. **Submit the final copy:** Visit ProQuest online to complete this step: [http://www.etdadmin.com/rochester](http://www.etdadmin.com/rochester). It is suggested that you familiarize yourself with the website beforehand.

2. **Exit survey:** Complete the University’s online exit survey at: [https://universityrochester.co1.qualtrics.com/SE/?SID=SV_1yP8ARTM51xVSo](https://universityrochester.co1.qualtrics.com/SE/?SID=SV_1yP8ARTM51xVSo)

*Note: You are considered a full-time Graduate student until your final copy is approved and submitted. Therefore, you need to register for Doctoral Dissertation every semester until the process is complete.*

Also, if you want a printed, bound copy of your completed thesis, you can purchase one here: [http://www.proquest.com/products-services/dissertations](http://www.proquest.com/products-services/dissertations)

Students should note that final examinations may not be scheduled between approximately the third week of August and mid-September. The Academic Coordinator can provide the deadlines for conferral of degrees and inclusion in Commencement.

**Clinical students** may defend the thesis before completing the internship requirement. However, the final copy of the thesis may not be registered with the University Council on Graduate Studies until the clinical internship is completed.

**CSP Certificate in Quantitative Methods in Psychology Program**

Students enrolled in one of the graduate programs in the Department of Clinical and Social Sciences in Psychology may establish a Certificate in Quantitative Psychology. The intent of the certificate is to provide training and documentation of expertise in the application of advanced methodological and statistical methods. The certificate will enable students to engage in high quality methodological
practices within their substantive areas. Upon completion of the requirements, the certificate will be recorded on the student’s official records and may be listed on the student’s curriculum vitae.

Enrollment
Graduate students who are enrolled currently in the Department of Clinical and Social Sciences in Psychology may pursue the Certificate in Quantitative Psychology. Students declare their intention to pursue this certificate by informing the Chair of the Quantitative Psychology Committee in writing and filling the appropriate form.

Program Requirements
The certificate in Quantitative Psychology requires students to take three quantitative/methodological courses beyond what is required of all psychology doctoral students. In addition to coursework, the certificate in Quantitative Psychology requires graduate students to prepare and present a scholarly project at the HSDg (Having Statistical Discussions group) colloquium and participate in colloquia meetings of the HSDg group for two semesters. More details are provided below:

Coursework
The quantitative certificate requires a total of 18 credit hours in quantitative coursework. Students are required to take Data Analysis I and Data Analysis II which will count towards 6 credit hours. In addition, students are required to take a 3-credit research methods course within their substantive area of interest (510, 562, or 572). Students may then take three additional 3-credit quantitative courses. The approved courses in the Quantitative curriculum are appended. Students may also choose to complete courses from other departments (e.g., Biostatistics) pending approval of the Quantitative Administrative Committee. Students must receive no more than one grade of B or less across all six courses; all other grades in the required courses must be at least B+ or S.

Quantitative Methods Presentation
Students are required to present a talk at an HSDg colloquium meeting that is instructional in nature and is of scholarly interest to the quantitative/methodology field. This presentation is equivalent to what might be presented in a statistics/methods course. Possible topics include an overview of a recent methodological technique, an application of a technique in a novel way to answer a substantive research question of interest, an introduction to statistical software/programming, etc. Students can meet with a member of the Quantitative Administrative Committee to help determine what topic is acceptable for the requirement. In addition, the Quantitative Administration Committee will determine if the presentation to the HSDg colloquium is acceptable for fulfilling the requirement through verbal feedback and a P/F rating.

Quantitative Psychology Colloquium Series (HSDg Colloquia)
Students are required to attend scheduled HSDg colloquia for two semesters (one excused absence is allowed). The HSDg meets once a month during the academic year on a Friday at 4 pm. The schedule for the year will be determined in August. Students must document dates of attendance.

Approval
When all requirements have been completed, students will submit a letter to the chair of the Quantitative Administrative Committee outlining which courses were taken and when, the course grades, dates of attendance at HSDg, the Quantitative Psychology colloquium series and the date and
title of the HSDg presentation. A letter verifying the completion of the certificate in Quantitative Psychology will be sent to the student, with copies to the Department.

Oversight
The Certificate in Quantitative Psychology is administered by a committee of faculty members. The committee has discretion to approve course substitutions or other minor requirements (as appropriate).

Courses

Data Analysis I – CSP 510
Issues of data analysis in experimental research. The course focuses on parametric techniques, specifically analysis of variance. Topics covered include simple and complex designs for between and within subjects factors, including mixed designs; analysis of covariance and trend and contrasts. The course includes a lab in which students are taught to use a popular statistical package for data analysis.

Data Analysis II – CSP 519
Topics include multiple regression, factor analysis, and an introduction to structural equation models. The emphasis is on conceptual insight into the General Linear Model, and well as flexible, practical application of regression models to the analysis of actual psychological data.

Hierarchical Linear Modeling – CSP 515
This course covers the basic theory and equations underlying multilevel modeling techniques for analyzing hierarchical data. Lectures on the underlying statistics are paired with detailed in-class data-analysis examples and hands-on homework sets to ensure that students will leave the class fully competent to run and thoroughly interpret their own HLM analyses.

Structural Equation Modeling I – CSP 516
This course covers a range of statistical techniques that comprise Structural Equation Modeling: Confirmatory factor analysis, path analysis, and hybrid models (which include latent factors and the structural paths among them). The class will cover introductory material (e.g., identification, estimation) as well as some intermediate and advanced topics (e.g., measurement invariance and interactions between latent variables). Previous knowledge of regression is highly recommended.

Structural Equation Modeling II – CSP 517
This course will build upon methods covered in SEM I by covering advanced topics in SEM including advanced applications for growth modeling, categorical latent variable modeling in cross-sectional and longitudinal modeling settings, and growth mixture-modeling.

Research Methods in Social-Personality Psychology – CSP 510
Discussion of research design, reliability, and related topics in the first part. Consideration of data analysis with particular emphasis on analysis of variance, contrast analysis, and meta-analysis in the second part.

Developmental Research Methods – CSP 562
The goal of this course is to address the nature of different developmental methods and designs and their application to different programs of research, especially as they pertain to central disciplinary issues of stability and change in development. Course curriculum covers characteristics of measurement and methodology (e.g., questionnaires, interviews, observations, developmental assessments), research
design (e.g., experiments, quasi-experiments, naturalistic and field research), and analytic models (e.g., multivariate, developmental).

**Introduction to Clinical Research Methods – CSP 572**
This course explores an array of methodological issues facing Clinical Psychology researchers—measure development and validation, sampling effects, power and type II error, efficacy vs. effectiveness, clinical vs. statistical significance, effects of method variance and non-specific treatment effects—providing a solid foundation in experimental design.

**Quantitative Courses Outside of CSP**

**Measurement and Evaluation of Research – PM 472**
The purpose of this course is to provide the student with a comprehensive background in the development and testing of self-report instruments for research purposes. A review of the principles of survey development will begin the course, however, it will rapidly move to a more hands-on approach as students will learn how to run and interpret classical test theory analyses, factor analyses, responsiveness to change analyses and Item Response Theory (IRT) analyses of item pool data. The students will learn how to use and integrate these statistical approaches to develop self-report instruments with high levels of validity and low levels of measurement error.

**Area Program Opportunities and Requirements**

**Clinical Psychology Program**
The University of Rochester Clinical Psychology Program subscribes to a Clinical Scientist model, which emphasizes the integration of science and practice to facilitate human development and functioning. Our program is designed to develop knowledge, skills, and competencies that allow our graduates to contribute to and advance the evidence base of the field and competently apply evidence-based assessments and interventions to the diverse individuals they serve. We strive to develop clinical scientists who can function in a wide range of scientific and practice settings including research, academic, medical, and community settings. We also emphasize the importance of disseminating knowledge through professional outlets as well as through teaching and other scholarly roles. In sum, we expect our graduates to have productive careers in which theoretical knowledge, sound empirical science, and evidence-based practices are well integrated.

Rochester’s Clinical Psychology Program has been continuously accredited by the American Psychological Association since 1948 (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; Phone: (202) 336-5979; Website: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)). This program was last reviewed in 2011 and accredited for 7 years, and our next site visit will occur in 2018. Consistent with this training model and the accreditation guidelines of the American Psychological Association, the Clinical Psychology Program organizes its training around the following aims and objectives:

**A. To prepare professionals capable of conducting and evaluating clinically relevant research.**
1. Developing mastery of modern approaches to research design and data analysis
2. Building knowledge base and skillset to critically evaluate the scientific literature, and to formulate, conduct, analyze, interpret, and disseminate results of clinical psychology research
3. Acquiring knowledge of and acting in accordance with the ethical and legal standards of research
B. To prepare graduates to have the requisite knowledge and skills for the scientifically informed professional practice of clinical psychology.
   1. Developing a sound understanding of the history and methods of psychology and theories relevant to the understanding of behavior and the practice of clinical psychology
   2. Learning about and acting in accordance with the ethical and legal standards of professional practice
   3. Cultivating skills in scientifically based assessment to evaluate cognitive, developmental, psychopathological, and personality functioning
   4. Acquiring knowledge of and skills in scientifically based approaches to psychological treatment
   5. Develop the capacity to integrate current research and theory to evaluate and select evidence-based measurement and intervention approaches
   6. Gaining competencies in supervision and consultation

C. To prepare graduates with the foundational knowledge and skills to function as competent professionals and display the values and attitudes of psychology in their chosen career path.
   1. Broadening foundational knowledge of affective, biological, cognitive, developmental and social bases of behavior and the ability to integrate knowledge in these areas to advance knowledge of clinical phenomena
   2. Understanding research and theory relevant to cultural and individual diversity as well as developing sensitivity to these issues as they apply to research and professional practice of psychology
   3. Behaving in ways that reflect the values and attitudes of psychology and engage in active self-reflection
   4. Acquiring the skills to effectively communicate with a wide range of individuals and contexts
   5. Demonstrating knowledge and respect for the roles and perspectives of other professions

These new goals and objectives are aimed to instill a series of relevant competencies and are implemented by means of the courses and experiences outlined in this section.

Following the accreditation guidelines of the American Psychological Association, the Clinical program has instituted the following residency requirement. The program requires a minimum of 3 full-time academic years of graduate study (or the equivalent thereof). At least two of the three academic training years (or the equivalent thereof) must be at the University of Rochester, and at least one year of academic training (or the equivalent thereof) must be in full-time residence at the University of Rochester.

The curriculum of the Clinical Psychology program is a combination of American Psychological Association, New York State, Department, and program requirements. These requirements overlap partially and are described below.

A. Department Requirements
The Department’s academic requirements (Quantitative Methods, Distribution requirement, and teaching) are described above.
B. Clinical Area Requirements

Core Courses
The Clinical area requirements include satisfactory completion of core courses. All these courses are three credits unless otherwise noted. The following courses are typically offered in the first year of residence:
- CSP 570: Clinical Assessment I
- CSP 571: Clinical Assessment II
- CSP 575: Psychopathology I
- CSP 576: Psychopathology II

The following practicum is taken in the second year of residence:
- CSP 584: Psychotherapy Practicum I
- CSP 585: Psychotherapy Practicum II

The following courses are typically taken in the second year of residence:
- CSP 572: Introduction to Clinical Research Methods
- CSP 501: Ethical Issues in Clinical Psychology

The following courses are offered at intervals of approximately two years and should be taken after the first year of residence:
- CSP 574: History and Systems of Psychology and Psychotherapy
  (beginning January 2018, this course will be replaced by CSP 5XX: Theoretical and Empirical Foundations of Psychotherapy)
- CSP 567: History and Systems of Psychology
  (beginning Summer 2017)
- CSP 586: Evidence-Based Child Psychotherapy
  (beginning with the class entering in 2017)
- CSP 566: Neurobiological Foundations
- CSP 573: Culture and Diversity
- CSP 502: Cognitive Foundations (1 credit)
- CSP 557: Affective Foundations (beginning with class entering in 2012)
- CSP 569: Developmental Theory and Research (beginning with the class entering in 2010)

Outline of Approximate Sequence of Courses Taken by Clinical Students

Year 1
Quantitative Methods I and II (CSP 504, CSP 519)
Psychopathology I and II (CSP 575, CSP 576)
Clinical Assessment I and II (CSP 570, CSP 571)

Year 2
Psychotherapy Practicum I and II (CSP 584, CSP 585)
Ethical Issues in Clinical Psychology (CSP 501)
Introduction to Clinical Research Methods (CSP 572)
History and Systems of Psychology and Psychotherapy (CSP 574)*
  (beginning January 2018, this course will be replaced by CSP 5XX: Theoretical and Empirical Foundations of Psychotherapy)
History and Systems of Psychology (CSP 567)
  (beginning Summer 2017)
(Clinical externship)
Year 3
Cognitive Foundations (CSP 502 / 1 credit)**
Issues in Cultural Diversity (CSP 573)**
Neurobiological Foundations (CSP 566)*
Affective Foundations (CSP 557)
Developmental Theory and Research (CSP 569)* [this course meeting departmental distribution requirements]
Seminar in Social Psychology (CSP 553) [this course meeting departmental distribution requirements]
Evidence-Based Child Psychotherapy (CSP 586)
Electives
(Clinical externship)
(Comprehensive Examination)

Year 4
Departmental distribution requirements (CSP 553, CSP 569)
Electives
(Clinical externship)
Dissertation

Year 5
Dissertation or Internship

Year 6
Internship (if not done in Year 5)

* This course is offered in alternate years so that timing in a student’s program may vary.
** This course is offered at intervals of 2-3 years so that timing in a student’s program may vary.

Elective Courses
Students may also enroll for additional credit in graduate courses offered by Clinical and Social Sciences in Psychology or other departments. In addition, students may register for research credits:

CSP 595: Research at the Ph.D. Level
CSP 591: Reading course at the Ph.D. level- see the Academic Coordinator for correct forms

Supervision and Consultation Requirements
Starting with the entering class of 2010-2011, students must fulfill a requirement on theory and methods of supervision and theories and methods of consultation. This requirement is fulfilled by:

1. CSP 574: History and Systems of Psychology and Psychotherapy (one dedicated unit in this class).
   Beginning January 2018, this course will be replaced by CSP 5XX: Theoretical and Empirical Foundations of Psychotherapy, but will continue coverage as noted.

2. Completion of reading lists on theory and methods of supervision and theories and methods of consultation. The readings are found in separate sections on Blackboard (my.rochester.edu). On the Main menu tab, go to “My Organizations,” the readings lists will be found there.

3. Workshops on supervision and consultation, respectively, which will be offered on alternate years. Clinical students will be required to attend at least one of each type of workshop before graduating.
Attendance of the workshops will be documented by workshop leaders, placed in student files, and noted on students’ transcripts. Competence is assessed for both supervision and consultation via a written final exam given at the conclusion of the workshop.

Child Abuse Course
Effective January 1991, New York State requires that Clinical Psychology graduate students, among those in other training programs, take a state-approved two-hour course in child abuse. Several state-approved agencies offer this course, and a list is kept by the Academic Coordinator. A fee of approximately $35 is required, and the Department will reimburse Clinical students for it. This course may be taken at any time before the Ph.D. defense.

Research Requirements
In addition to coursework, the Clinical area requires:

1. A two-year research project completed in the first two years of residence and involving a research report by the end of the second year. The proposal and research findings are presented at a meeting, usually held at the end of classes in the Spring Semester, attended by the entire Clinical faculty and student body. The final paper is approved by the mentor and a second reader. If the project is supervised by a research mentor who is not a member of the Clinical faculty, both the student’s research mentor and his/her academic advisor in the Clinical program must approve the final written manuscript of the project.


Major Comprehensive Examination
Revised September 22, 2015
Update: July 18, 2016

- Initially consult with mentor/academic advisor and then submit prospectus (3-5 pages with references) to mentor by July 15 following 2nd year
- Relevant to students’ research and/or clinical interests & ultimately could contribute to literature review for Dissertation
- Scholarly review of theoretical & empirical lit or a meta-analysis in an area of clinical psychology. In style of MS for major review outlet such as Psych Bull, Clinical Psych Review, or Clinical Psych: Science & Practice, Annual Review of Psych, or Psych Review
- Length should be approximately 35-50 double-spaced pages including single-spaced references
- Mentor should assist with topic identification, conceptualization and meta-analytic techniques, but should not otherwise assist with writing or editing prior to submission to other committee members.
- Once the proposal is submitted, modifications in scope/topic etc. can be made with mentor’s approval but other readers should be informed of any substantive changes
- Student/mentor choose 2 additional readers (at least 1 in clinical). The 3rd member can be a UR faculty member in another department or a CSP adjunct faculty member (e.g., MHFC). Please
identify other readers and provide the prospectus to other committee members via email for any input/comments they may have by 10/1 of Year 3

- Inform Clinical Director of who the additional readers will be
- Paper is due to all Committee members by 11/1 of Year 3
- Each committee member (including mentor) reviews and evaluates the paper consistent with a journal review
- Each writes a formal review and also rates the paper according to scoring guidelines
- Reviews are to be completed within 15 academic days of paper receipt and are submitted to DCT, who forwards to student’s mentor, along with scores
- Comments will be shared by the mentor with the student, but scores will not be shared
- Student revises based on feedback and re-submits for final review by all members; include a cover letter with point-by-point discussion of each comment
- Revision due 30 days after receiving feedback from Committee
- DCT will determine pass/fail based on a compilation of scores submitted. If any significant discrepancies are identified in scores, then all Committee members will convene to determine whether the student has passed/failed
- If not passed, then student can start over with the same topic or choose another. Two opportunities to pass.
- Goal is publication but not required to pass
- Following completion of this process, student and mentor will work to ready for publication and determine authorship

Comprehensive Exam Grading Guide

Comprehensiveness of Review – finding exhaustive set of articles within the specific focus of the review

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>0-5</td>
<td>Not sufficiently comprehensive</td>
</tr>
<tr>
<td></td>
<td>Several key studies missing</td>
</tr>
<tr>
<td></td>
<td>The work of leading labs/researchers in the area not represented</td>
</tr>
<tr>
<td></td>
<td>Sufficiently incomplete to impede publication</td>
</tr>
<tr>
<td>6-8</td>
<td>Reasonably comprehensive (within the specific focus)</td>
</tr>
<tr>
<td></td>
<td>Most key studies included</td>
</tr>
<tr>
<td></td>
<td>Leading labs/researchers included</td>
</tr>
<tr>
<td></td>
<td>Sufficiently comprehensive for publication</td>
</tr>
<tr>
<td>9-10</td>
<td>Extremely comprehensive, broad array of journals represented</td>
</tr>
<tr>
<td></td>
<td>Outstanding narration of search strategies / methods</td>
</tr>
<tr>
<td></td>
<td>Clear that no key articles were missed</td>
</tr>
<tr>
<td></td>
<td>Comprehensiveness could serve as one of the article’s contributions to the literature</td>
</tr>
<tr>
<td></td>
<td>For meta-analyses: efforts were made to obtain file-drawer studies</td>
</tr>
</tbody>
</table>

Quality of Synthesis – synthesizing body of work into a coherent larger picture

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>Fairly shallow review, narrating findings without linking or synthesizing into a larger picture</td>
</tr>
<tr>
<td>6-8</td>
<td>Reasonably insightful organization and synthesis of relevant work</td>
</tr>
<tr>
<td>9-10</td>
<td>Outstanding synthesis of previous work</td>
</tr>
</tbody>
</table>
A theoretical/conceptual framework was imposed to help organize
Trends in the literature and areas for further work were clearly detailed and outlined
Reader left with a far clearer picture of the current state of work in a specific area in a manner that would advance work in that area

Quality of Thought – identifying useful next directions
0-5 Fairly shallow level of original thought – restricting narrative to issues already discussed
6-8 Reasonably novel thought integrated into review – identifying novel moderators or new insights
9-10 Outstanding integration of novel thought into review
   Novel moderators were identified that could markedly advance work in that area
   Trends previously unnoticed were effectively described in a thought provoking manner
   Excellent narrative of novel new steps in an area of work

Quality of Writing – developing an effective academic voice
0-5 Sub-optimal level of academic writing that could use additional mentoring
   Pervasive grammar problems
   Difficulties integrating specific studies into a larger narrative
   Poor organization or flow of the meta narrative
6-8 Reasonably high quality of academic writing
9-10 Exceptionally high level of academic writing
   Outstanding job taking the reader through the meta narrative
   High quality grammar
   Excellent organization
   Clear and thorough
   Journal-ready writing

Students will receive numeric as well as more detailed comments across all four domains from a committee of at least 3 faculty. They will then be asked to revise their reviews based on those comments, writing a separate letter detailing how each point was addressed (analogous to the review process for journals). The students’ mentor will then evaluate the revised manuscript (and the student’s narration of changes) on the same 4 dimensions. To pass the comprehensive exam, student’s revised manuscripts must score a 6 or above on all 4 domains.

Pre-Internship Clinical Experiences
As an integral part of their professional training, and in preparation for internship, clinical students are expected to complete an organized, sequential series of practicum experiences. Examples include practicum experiences at Mt. Hope Family Center, the University Counseling Center, and at other faculty-approved sites. Practicum experiences are defined as supervised training in the use of evidence-based assessments and therapies by clinical psychologists and other qualified professionals. Training requirements will vary but normatively students complete at least 450 face-to-face hours of assessment/intervention supported by at least 150 hours of supervision by a clinical psychologist. Formal evaluations are collected from practicum sites and reviewed at least two times per year by the core faculty, and each site is visited annually by the Associate DCT or DCT. The program’s
recommendation for formal internship training is contingent on positive reviews of performance and professional ethics and demeanor in these pre-internship experiences.

New Externships
We welcome students to identify clinical experiences commensurate with their interests and to discuss potential externship ideas with their mentor and/or Director of Clinical Training. If a student is interested in having the program consider approval of a new site, the student will need to prepare a summary of the proposed practicum in coordination with their potential supervisor. New practicum proposals are due to the DCT 30 days prior to proposed start date for faculty approval. The summary proposal should include the following information:

• Site name and brief description of site
• Name and proposed supervisor(s) and their positions/degrees and licensure
• Proposed clinical experiences during practicum, including populations and types of intervention/assessment
• Proposed format and frequency of supervision
• Number of hours expected

Clinical Internship
Before the Ph.D. is granted, students must complete a clinical internship, which may not begin before the third year of residency, and must consist of a minimum of 1,750 hours in an approved agency. The internship may have a block (one-year) or distributed (two-year) format. Only placements of at least 16 hours per week and lasting a minimum of 26 weeks may be counted toward this total. The choice of internship agency/agencies will be reviewed by the Clinical faculty to insure that the student's clinical training spans a variety of clinical approaches and populations. Students are strongly encouraged to complete their internship training in an APA-accredited agency.

Clinical students must have passed the Major Comprehensive Examination and successfully defended their dissertation proposal before being allowed to apply for a block (one-year) internship. Most internship agencies subscribe to the APPIC (Association of Psychology Postdoctoral and Internship Centers) requirement of program permission as part of an internship application, and the deadline for applying is usually November-December of the year preceding the start of the internship program. As a result, in order to receive program permission to apply for an internship, students applying for a block internship must have successfully defended their dissertation proposal before their first application deadline in late fall semester.

Readiness to Apply for Internship
Students must receive approval from the program prior to applying for internship. Faculty meets early in the fall semester to review the list of students intending to apply to internship.

The following criteria are considered in the approval process:

• Students are in good standing in the program
• Students are making good academic progress in the program, have completed comprehensive exams, and have or will have successfully defended their dissertation proposal by October 1st (for block internship only)
• Students will have completed at least two clinical practica prior to applying for internship
• Students have received satisfactory evaluations from all practicum and externship supervisors. If they have had any un-satisfactory ratings, they have satisfied the requirements of any remediation plans that were developed.
• The sum total of the student’s training experiences is deemed by faculty to have provided sufficient breadth of clinical training to satisfy the program’s and student’s pre-internship goals.
• Depending on students’ goals for the internship site, the completion of two integrative assessment reports is highly recommended.
• By November 1st students will have completed at least 450 face-to-face hours of assessment/intervention supported by at least 150 hours of supervision by a clinical psychologist (except for distributed internship).

Students need to submit the following materials to the DCT by September 1 of the year they wish to apply for internship for review by the faculty:
• Readiness for Internship Summary Form
• Transcript, CV and printout of clinical hours. Students should request an informal copy of their transcript to review 6 months prior to applying to ensure that it accurately reflects all completed courses and specializations.

Applying for Internship
Following approval, students can begin the online application process. Information about the APPIC Match process can be found at: http://www.appic.org. Information about the online application (APPI) can be found at: http://www.appic.org/AAPI-APPA.

Students are strongly encouraged to submit drafts of their essays and CV for feedback and discuss their site lists from their mentors/academic advisors and the DCT. Drafts should be submitted to the DCT 30 days prior to first deadline to ensure adequate time to give quality feedback.

Students should also be aware that the DCT needs to complete a portion of the APPI that acknowledges program approval of good standing and certification of hours. Students will need to complete that section of the APPI at least 2 weeks prior to the deadline of their first application to allow the DCT sufficient time to approve that section and provide feedback if needed.

APA-Accredited Internships
All APA-accredited internships are acceptable to the program, and non-accredited sites are acceptable if they meet the criteria below as determined by the Director of Clinical Training. The program strongly encourages students to go to accredited sites. APPIC’s database of sites indicates which are APA-accredited. A list can also be found at http://www.apa.org/ed/accreditation. An APA-accredited internship is not required for licensing in most jurisdictions, although it is in some. Those jurisdictions that do not require an accredited site may require the applicant for licensing to provide much more documentation than an applicant with an accredited internship. Further, some employers give preference to job candidates who have had an accredited internship.

Here are some useful websites for investigating the rules about internship in different jurisdictions:

http://www.asppb.net/ (general information on licensing requirements and specific licensing requirements of every jurisdiction in the US and Canada)
The clinical faculty has devised a set of guidelines for non-APA-accredited internships (see below). A student must demonstrate that such an internship meets these minimum standards for the internship to be an acceptable placement. Any student who wishes to undertake such an internship should submit all information necessary for the clinical faculty to evaluate the internship's acceptability, such as the description of the training and the list of faculty. This should be done at least 4 weeks prior to the date for submitting your rank-order list. (Don’t wait until the day before you must submit your list to ask the Director of Clinical Training if it is acceptable to take a non-accredited site.)

Specialty Internships
Some internships offer specialized training in a particular treatment modality (e.g., psychodynamic) or with a particular population (e.g., inpatients; children and adolescents; college students). Decisions about whether to do such an internship should be made in light of the student’s overall training experience (pre- and post-internship) and career goals.

Guidelines for Non-APA Accredited Internships
Students in the Clinical Psychology Training Program are encouraged to seek an APA-accredited clinical internship. However, a few students elect a non-accredited internship. In order to assure the quality of training, the following guidelines serve as minimum standards for non-APA-accredited internship programs. Any internship that fails to meet these guidelines will not qualify as an acceptable training experience for clinical psychology students. The guidelines are not meant to suggest what constitutes a good internship program, merely a minimally acceptable one. An attempt is made to specify certain features which we feel are essential, as well as other features which may be desirable but not absolutely necessary.

1. The student must be clearly designated as a trainee in a formally identified training program, in contrast to being hired as a junior staff member of the facility itself.

2. The program must have a licensed/certified psychologist (Ph.D. or Psy.D.) who functions as training director and who is responsible for the following:

   a) establishing a contract with the trainee regarding the content of the training program. This contract should take into account the trainee’s specific skill deficits. It should specify a set of required training experiences (number of hours of direct client contact, seminars, conferences, etc.), and a set of elective training experiences.

   b) insuring that the trainee's program is evaluated periodically, so that the training program can be modified, if necessary.

   c) insuring that mid-year and end-of-year evaluations are made of the trainee's skills and deficits as a clinical psychologist and that these are sent to the Director of Clinical Training.

3. The trainee must receive broad exposure to a reasonable variety of significant clinical problems. It is difficult to specify in advance just what constitutes "broad exposure" or "significant problems." For example, exclusive contact with just one of the following problem groups would constitute too restricted a training experience: an incarcerated prison population, or a chemically dependent
sample (even if both in-patient and out-patient). The internship facility itself could provide direct
service only to a limited clientele, as in the case of a prison. However, the training director will be
responsible for providing supplementary training experiences at outside training agencies, in order to
insure broad exposure to diverse problems as well.

4. It is desirable that the trainee gain experience in a wide variety of treatment modalities, such as
individual, group, marital/family, long-term, short-term inpatient and outpatient treatment.
Moreover, it is desirable that the trainee receive exposure to a variety of theoretical approaches to
treatment (e.g., cognitive-behavioral, psychodynamic). However, exposure to a variety of treatment
modes and models does not substitute for experience with a broad client population.

5. The trainee’s internship experiences should represent a reasonable balance of activities undertaken
by a clinical psychologist, including direct treatment, consultation, assessment, and research. Formal
seminars and case conferences are also desirable components of the training year.

6. Adequate supervision time must be allocated for all training activities in which the intern is engaged.
This supervision must be provided by two or more licensed/certified psychologists (Ph.D. or Psy.D.)
on the training program staff. Total supervision time should amount to at least 5 or 6 hours per
week, at least 2 hours of which should constitute individual supervision by a licensed/certified staff
psychologist. In addition, it is desirable that the trainee receive some consultation with, and/or
supervision by, other mental health professionals, in order to foster a multidisciplinary perspective.

**Very important:** If you do an unaccredited internship, you may be asked by the jurisdiction in which
you seek licensing to provide voluminous documentation on the hours you spent on internship. Track
your hours just as you did earlier in the program in preparation for internship application, e.g., by how
many face-to-face hours with what type of client, and so on. It is important to know that some future
employers (like the VA system) may require an APA accredited internship experience, which may
influence your decision-making therein.

C. Developmental Psychopathology Emphasis in Clinical Psychology

The University of Rochester has extensive training resources in developmental psychopathology. These
include opportunities to conduct research alongside faculty investigating family issues, child
maltreatment, and interparental violence (Patrick Davies, Thomas O’Connor, Fred Rogosch, Melissa
Sturges-Apple, and Sheree Toth), and specific disorders such as Autism (Loisa Bennetto), Anxiety
Disorders (Lisa Starr), Depression (Cassie Glenn, Lisa Starr, and Sheree Toth), Fetal Alcohol Spectrum
Disorders (Christie Petrenko), Psychotic Spectrum Disorders (David Dodell-Feder), and Suicide and Self-
Injury (Cassie Glenn). The Mt. Hope Family Center is a central clinical training and research resource in
developmental psychopathology that is closely integrated in the Clinical Psychology program. The
Center is directed by a Clinical faculty member (Sheree Toth) and includes participation by several
faculty members.

Drawing on these intellectual assets, the Clinical Psychology program at the University of Rochester
offers a track in Developmental Psychopathology that provides interested students with the opportunity
to acquire additional research and clinical training in this area. The goal of this emphasis track is to
produce clinical psychologists with a unique background in developmental psychopathology.

Graduate students in Clinical Psychology who wish to participate in this emphasis are required to complete:
1. A comprehensive supervised one-year traineeship at an approved agency (e.g., Mt. Hope Family Center, Pediatric Behavioral Health and Wellness in the Department of Psychiatry at the University of Rochester Medical Center, Division of Developmental and Behavioral Pediatrics in the Department of Pediatrics), and

2. Three additional courses to those required for completion of the Ph.D. in Clinical Psychology, including:
   a. One approved course in Developmental Psychology
      CSP 569: Developmental Theory Research or CSP 562: Developmental Research Methods
      \textbf{Note: all students entering in 2010-2011 and later are required to take CSP 569}
   b. CSP 586: Evidence-Based Child Psychotherapy
   c. CSP 582: Practicum in Developmental Psychopathology or the equivalent

\textbf{Note:} This emphasis is open to all students enrolled in the Clinical Psychology Doctoral Program and no special application is required for this emphasis track. This emphasis is separate from the Developmental Psychopathology track offered by the Developmental Psychology Program.

\textbf{Social-Personality Psychology Program}

In addition to departmental requirements, the Social-Personality area requires:

1. \textbf{First-year Presentation:} During their first year, all students will make at least one presentation, which could be a 15-minute presentation of whatever research they have conducted or planned during their first year. This presentation will be given in an area-wide symposium, attended by all current faculty and students, held at a standard time in mid-May. The alternative is that first year students will present their two-year proposal sometime during the first year either at a special meeting or at the year-end symposium.

2. \textbf{Second-year Proposal:} A presentation in which the student presents and defends an original proposal for research to all Social-Personality faculty and graduate students. The length of the presentation will vary somewhat, depending on scheduling constraints. The presentation is based on a written proposal, and includes responses to questions from faculty or students at the end of the presentation. In some circumstances, the written document may be completed later than the presentation, but the two-year proposal requirement is not considered complete until after this document has been approved by the faculty. The proposal may include data from ongoing work or pilot projects, but it is expected that some portion of the proposed research will not have been conducted until after the proposal has been accepted. This proposal can be completed at any time during the student's first two years in the program but must be completed and approved by the end of May during the student's second year. It would be presented at the spring symposium if it has not been presented prior to that. If the two-year-proposal is presented during the student's first year, he or she will make some other presentation—for example, the completed two-year project or some other piece of research—at the spring symposium at the end of the second year.

3. \textbf{Master's (i.e., two-year) Presentation:} A 30-minute presentation based on a written document that describes a completed program of research satisfying the university requirement for the Master's degree must be presented by the end of the third year, although it would be optimal for it to be
presented by the end of the second year. These presentations may take place during the spring area-wide symposium or at some other time in a special meeting. This presentation will include responses to written critiques from other students, as well as whatever questions are asked during the presentation. The written paper must be submitted to all Social-Personality area faculty no later than September 1 following the student’s third year of study in the program. Faculty will have 2 weeks to approve the document or request revisions. If a student has completed his or her Master's research and presented it by the end of the second year, he or she would present some other piece of research to the Social-Personality program at the spring symposium at the end of his or her third year.

4. Comprehensive Exam: As of the Fall, 2016 semester, the comprehensive exam for students in the social-personality program has two parts.

Part A is intended to promote breadth across the many topics in contemporary social and personality psychology. Students will be asked to master the content of an advanced textbook in the field (e.g., Baumeister & Finkel, Advanced Social Psychology). There will be a written in-class examination, lasting 2-3 hours, based on this textbook. It is expected that in the standard circumstance, students will take this exam at the end of summer following their first year.

Part B is intended to promote depth in the student’s particular and specialized area(s) of study. Students will choose 3 faculty members from the social-personality area whose work is most directly relevant to their research interests. Students will propose a list of articles, which the 3 faculty will revise as they see appropriate. The reading list is intended to be tailored to the student’s research interests and goals. (This reading list is expected to be approximately the same length as the current comps reading list -- circa 200 articles in total -- and will consist largely of readings that were not included in prior seminar reading lists.) Students will then take a take-home examination lasting 3 days (consisting of approximately 7 pages of writing per day). It is expected that in the standard circumstance, students will take this exam at the end of the summer following their second year in the program.

5. Breadth of coursework. In addition to the above, to ensure that students are knowledgeable about the various areas of research that a Rochester Ph.D. represents, students will be required to take a content seminar with each program faculty member at any time during their Ph.D. studies. This requirement will be waived in the event that suitable courses are not available.

Students who do not complete these requirements by the expected dates will be placed on probation. Decisions about probation will be accompanied by a written description of the requirements and deadlines for removing probation, as well as the consequences of not removing probation.

Developmental Psychology Program
In addition to completing the departmental requirements, students in the Developmental Program take two core courses in developmental psychology (Theories and Research Methods) and three* or more advanced seminars in developmental psychology. Students are strongly encouraged to take additional advanced statistics courses offered in the department (*change implemented 8/14, applies to class 2014 and up).
Beginning in their first semester, students in the Developmental program are expected to participate in one or more faculty members’ research. Faculty research interests currently include emotion recognition, inter-parental processes and their effects on children, parent-child relationship disturbances, peer relationships and social competence, early moral judgments and development, adolescent-parent relationships in diverse cultural and ethnic contexts, children’s temperament, depressed families, resilience in high-risk children, and the development of social cognition and intergroup attitudes. As students progress in the program, they are expected to do more independent research; students typically begin their Master’s thesis (in the form of a Second Year Project) by the second year and complete it by the end of the third year. Students take a comprehensive exam in developmental psychology in their fourth year and then begin their dissertation research. While this is the suggested timeline, it is flexible to accommodate student progress.

Effective teaching skills are encouraged through feedback from faculty in course presentations and informal seminars and through experience as teaching assistants; more advanced students also have opportunities to teach classes.

Developmental Science Research Track
This is the general track offered in the development psychology program and culminates in a Ph.D. in developmental psychology. The program prepares students for careers in research and teaching in the developmental sciences.

The curriculum of the Developmental Program is as follows:

1. Departmental Requirements: Students must fulfill the departmental quantitative and research methods, departmental distribution and teaching requirements outlined in this Graduate Handbook.

2. Core Courses: Students also must take the developmental core courses
   - CSP 569: Developmental Theory and Research
   - CSP 562: Developmental Research Methods

3. Developmental Elective Courses: Students must take three* of the following elective courses:
   (*change implemented 8/14, applies to class 2014 and up)
   - CSP 523: Positive Development: Childhood & Adolescence
   - CSP 560: Family Processes in Childhood
   - CSP 563: Adolescent Development
   - CSP 565: Early Child Development
   - CSP 566: Neurobiological Foundations
   - CSP 583: Moral Development
   And other specialty seminars offered in developmental psychology

Developmental Psychopathology Research Track in Developmental Psychology
The Developmental Psychopathology specialization is a specific track offered within the developmental psychology program culminating in a Ph.D. in developmental psychology. The program prepares students for careers in research and teaching in the developmental sciences. Thus, it shares the same basic course and training requirements as the developmental psychology program, but also emphasizes understanding the origins, correlates, course, and sequelae of abnormal as well as normal development.
The curriculum of the Developmental Psychopathology Program is as follows:

1. **Departmental Requirements:** Students must fulfill the departmental quantitative and research methods, departmental distribution, and teaching requirements outlined in graduate handbook.

2. **Core Courses:** Students must also take both of the developmental core courses (courses denoted by asterisks) and at least one of the two remaining courses:
   - CSP 569: Developmental Theory and Research *
   - CSP 562: Developmental Research Methods *
   - CSP 575: Psychopathology I
   - CSP 576: Psychopathology II

3. **Developmental Psychopathology Elective Courses:** To further specialize in substantive areas of developmental psychopathology, students must also take two additional courses from the list below that are not being used to fulfill departmental distribution requirements, the three elective courses for the Developmental Psychology Ph.D., or the Core Courses (i.e., Item #2 above) for the Developmental Psychopathology training track:

   - BCS 542: Neuropsychology
   - CSP 560: Family Processes in Childhood
   - CSP 563: Adolescent Development
   - CSP 566: Neurobiological Foundations
   - CSP 570: Clinical Assessment I
   - CSP 571: Clinical Assessment II
   - CSP 572: Clinical Research Methods
   - CSP 575: Psychopathology I
   - CSP 576: Psychopathology II
   - CSP 583: Moral Development
   - CSP 586: Evidence-Based Child Psychotherapy

4. **Developmental Psychopathology Research Placement [optional]:** Although a placement is not required for students in this training track and is taken only in rare circumstances, students may opt to develop a plan to gain direct, applied experience in a semester long, developmental psychopathology research placement approved by the developmental psychology program faculty. Given the emphasis on research training in this program, faculty approval for the placement requires that the student develop a plan that is specifically designed to advance their understanding of how to translate knowledge to formulate programs designed to improve the welfare of individuals, implement the programs and the assessments, and statistically analyze their effectiveness.

**Additional Area of Study**

**Human Motivation**

Graduate students in the Department of Clinical and Social Sciences in Psychology may elect to enter the Human Motivation Research Program.

A strong interest in the motivational analysis of social behavior brings together faculty members from personality, clinical, social, and developmental psychology, who collaborate and consult on research
projects. Graduate students interested in motivation enter the department through and fulfill the requirements of the Social-Personality, the Developmental, or the Clinical Psychology areas, and they do their research while part of the Motivation Research Group. The two central themes of the research are concerned with self-determination theory and achievement goal theories. Work in the Motivation Research Group involves basic research in the laboratory or field and applied research in education, health care, organizations, virtual worlds, parenting, close relationships, and religion.

**Graduate Student Awards**

**Alfred Baldwin Award**

This award is given to a graduate student for important contributions in a program of research while enrolled as a graduate student in the Department of Clinical and Social Sciences in Psychology at the University of Rochester. Winners must have demonstrated significant promise and potential for future independent contributions to psychological research.

**Emory Cowen Award**

This award is given to a graduate student who has first-authored the best article in a Psychology journal in a given year. The article must be either published or accepted for publication (“in press”) at the time of consideration.

**Helen and Vincent Nowlis Award**

This award is given to a graduate student for having demonstrated commitment to, and excellence in teaching and mentoring. Consideration will be given to service as a teaching assistant, instructor and/or supervisor of research and clinical activities at either the undergraduate or graduate level.

**Procedure for Award Decisions**

1. Assuming a pool of promising candidates exists, each program will be responsible for informally nominating 1 or 2 students for each of the awards.

2. Members of the Committee on Graduate Studies will be responsible for collecting information about suitable candidates during October. Relevant information for the Baldwin Award includes evaluations of the quality of research and publications, demonstrated ability to secure research grants, and faculty and/or collaborator evaluations of the quality of an individual’s current research and research skills, i.e., theoretical, methodological and/or statistical skills. Relevant information for the Nowlis Award includes course evaluation ratings (for teaching assistants or instructors), verbal and written communications by students and faculty regarding performance as a supervisor of research, teaching and clinical activities, and the quality of teaching and mentoring experiences.

3. The Committee on Graduate Studies will evaluate this information and submit recommendations to the faculty for both awards.

4. The faculty will review the recommendations and make a final decision by early November. Because the goal of these awards is to recognize excellence and facilitate the winners’ future endeavors, the November deadline is designed to allow award winners to include this information with job applications.
Accommodations for a Disability

The University and the Department are committed to making special accommodations for persons with disabilities. If you believe that you have a disability and would like to be granted special accommodations, you should contact your area head and the University Disability Resources Office (Ext. 5-5550). Although it is possible for instructors and the program to make informal accommodations for students, it is preferable to work through the Disability Resources Office as soon as possible in a student’s graduate career. In this manner, accommodations can be considered from an overall programmatic perspective rather than on an ad hoc basis for individual courses or training experiences.
APPENDICES

Graduate Student Support

The department is committed, insofar as it is financially possible, to support graduate students through five years of study. The standard package of full support for a nine-month appointment includes a full tuition scholarship and a stipend, although there are some variations on the stipend level. Support for students beyond the fifth year of study is dependent on the needs and resources of the department and individual investigators. All students are expected to pursue possible outside support for their study, particularly federal research fellowships.

Receipt of support from most sources obligates the student to a commitment of time. The norm is approximately 20 hours per week. Support from a research grant usually means the student must function as a research assistant on that particular project. When the source of funds is the department budget or College Work Study Program, the student is usually assigned as a teaching assistant. When serving as a TA, students may register for 3 hours of credit for CSP 598, "Seminar in Teaching", under the Department Chair. They may register up to two times if they provide teaching assistance for more than one course during the four years of supported graduate study. Clinical Psychology graduate students in the second year of study or beyond may be assigned to a clinical agency that provides a stipend.

The Department's Administrator coordinates the assignment of teaching and research assistants after consultation with instructors, graduate students, and the Department Chair. Given all the various constraints, personal preferences are accommodated whenever possible. Once all course conflicts have been avoided, if choices exist, upper level students are given priority. Students and faculty will be given as much notice as possible but, in reality, this is a dynamic process and it is usually quite close to the start of the semester before assignments can be finalized.

Registration Categories and Procedures

There is a University regulation that students must complete the Ph.D. degree within seven years from the time of initial registration (or six years if the student is given full credit for a Master's degree or equivalent) and must maintain continuous registration during that time. With the support of the mentor/academic advisor and the department chairman, a student may petition the Dean of Graduate Studies for an extension of limited duration, but such petitions are not encouraged and must be supported by substantial justification.

A full-time graduate student is defined as a student who registers for at least 24 hours of credit for the academic year, or a graduate/teaching assistant (RA/TA) or students on internship who registers for at least 18 hours of credit for the academic year.

Students must register by the deadline specified in the registration packet to avoid a late fee. (Refer to the "Regulations Concerning Graduate Study" for further details on time limits and changes.)

<table>
<thead>
<tr>
<th>2017-2018 Support Figures</th>
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<tbody>
<tr>
<td>Nine-Month Stipend</td>
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<tr>
<td>$21,000</td>
</tr>
<tr>
<td>Mandatory Health Fee*</td>
</tr>
<tr>
<td>$600</td>
</tr>
<tr>
<td>Annual Health Insurance</td>
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<td>$2,292</td>
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* paid by the College of Arts and Sciences through the fifth year
Students are usually registered for courses or research (595) or some combination of both. Special registration categories are summarized below and more detail including necessary approvals can be found in the "Regulations Concerning Graduate Study." Students are advised to consult closely with the Department’s Academic Coordinator. Note that beyond the fifth year, the semesterly registration fee is the student’s responsibility unless support is available through a grant, scholarship, or waived during the year(s) of the clinical internship. Students should consult the Department’s Accountant regarding the latter possibility.

990: Summer in Residence
This course is for students who need to be registered full-time during the summer for purpose of loan deferments.

995: Continuation of Doctoral Enrollment
The student is not working full-time on the dissertation and/or not in residence. Student health coverage is not available and the student must pay the registration fee per semester.

999: Doctoral Dissertation
The student is working "with full time and energy" on the thesis and is in active contact with the department. Students should only register for this category once they have accumulated 90 credits.

985: Leave of Absence
The student who has not yet completed all of the credit requirements may be granted a leave of absence, which is ordinarily limited to one year. There is a registration fee per semester and It should be noted that registration of “985: leave of absence” does count toward the degree time limit.

**Dissertation Budget**

The department will provide each Ph.D. student with a small budget for expenses involved with the research leading to the dissertation. The student should submit an itemized budget detailing all anticipated expenses to the Department's Accountant. This should include a brief description of the project with a justification of the budget items and a timetable for the expenditures, and should be approved by the mentor prior to submission.

The student will be notified of his/her budget by the Department’s Accountant who will process all of the student’s expenditures.

**International Students**

After accepting the department’s offer of admission, international students are contacted by the International Services Office (ISO) and Psychology’s academic coordinator to begin the process of filling necessary visa forms. ISO is the point of contact for all matters related to being an international student and their helpful representatives will guide you through all of the essential steps you must take to process your visa and related forms.

Once on campus, all international students MUST go to ISO in person to sign important documentation which will officially inform the university that you have arrived in the

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**International Services**

[www.iso.rochester.edu](http://www.iso.rochester.edu)
213 Morey Hall
PO Box 270446
questions@iso.rochester.edu
Phone: (585) 275-2866
Fax: (585) 276-2943
country. Remember, you must assure you maintain a valid status on your visa in order to remain a student, receive a stipend and work for the University. Be sure to read the guidelines and events that affect your valid visa status: www.iso.rochester.edu/study/enrolled/status

Additionally, here is a PDF of these same guidelines for download www.iso.rochester.edu/assets/pdf/Study/StudentPledge.pdf

Here are some informative pages from ISO’s website:

Incoming Student Info
In addition to ISO contacting incoming students, this thoroughly informative page lays out the many steps and includes the forms international students must fill out, please start here! www.iso.rochester.edu/study/incoming

Here you will find a detailed list of the required steps to processing your visa: www.iso.rochester.edu/study/incoming/process

Newsletters
Throughout the year ISO emails bi-monthly newsletters informing students of important milestones and dates that may affect their visa. The most recent newsletter can always be found on ISO’s website: www.iso.rochester.edu/newsletter/student

To assure you do not miss an important notice, you can find their archived newsletters: www.iso.rochester.edu/newsletter/student/archive

Taxes
www.iso.rochester.edu/taxes/glacier

Travel
If you’ll be traveling out of the US, to Canada or inviting family to visit please read this page: www.iso.rochester.edu/travel

Events
ISO often holds special, fun events for international students! Be sure to check their events page for the latest events, trips and workshops: www.iso.rochester.edu/events

Note to International Students

From the International Services Office:
You are no longer authorized for on-campus employment at UR when you end your academic relationship or are no longer maintaining F-1 through the University of Rochester. This includes completion of all degree requirements, expiration of your current I-20, your SEVIS record is transferred to another school, or your F-1 student status is violated and/or the SEVIS record is terminated. It is important that you understand and plan ahead for the impact any of these actions may have on your ability to continue working at UR.
University Policies and Relevant Information

There are a number of resources describing University policies that students should consult when appropriate. Below is a list of selected URLs. Additional resources and policies can be found by searching the University’s website www.rochester.edu/.

University and College Policies
Graduate Studies (Note sections on academic and nonacademic misconduct)
www.rochester.edu/GradBulletin/

Policies regarding the following can be at the link below:
Family Friendly
Academic Probation
PhD Student Expectations & Responsibilities
Standards of Student Conduct
www.rochester.edu/college/gradstudies/policies/

Resources for Disabilities
www.rochester.edu/ada/

Equal Opportunity Policy
www.rochester.edu/eoc

Nondiscrimination Policy
www.rochester.edu/diversity/reports/policies-2/nondiscrimination-policy-statement

Harassment
www.rochester.edu/working/hr/policies/pdfpolicies/106.pdf

Alcohol and Other Drugs Policy
www.rochester.edu/college/odos/assets/pdf/services/ALCOHOLANDOTHERDRUGSPOLICY2012

Observance of Religious Holidays
www.rochester.edu/registrar/policies#holidays

Conflict Resolution
Several mechanisms and individuals are available for resolving conflicts that may arise between individuals. Students should feel free to consult their mentor/academic advisor, any faculty member, area head, and Department Chair. In general, a student facing a difficulty should approach whoever he/she is most comfortable with. Additional resources include the Graduate Student ombudspersons, their contact information can be found at
www.rochester.edu/college/gradstudies/current/ombuds.html. In addition, there are University intercessors, you can find their details at www.rochester.edu/intercessor/index.html

Students experiencing personal difficulties are strongly urged to seek assistance at the University Counseling Center. Special procedures are in place for maximizing confidentiality and discretion.
Department Academic Forms

Here are the most commonly used Departmental forms, University academic forms can be found at
https://www.rochester.edu/asei/docs.php
University of Rochester
Department of Clinical and Social Sciences in Psychology
Developmental Psychopathology Emphasis Form

__________________________  __________________________  __________
Name  UR ID#  Date

Requirements
1a. Traineeship
A required year of training at an approved site (check one):
☐ Mt. Hope Family Center  ☐ Neurodevelopmental & Behavioral Pediatrics
☐ Child/Adolescent Psychiatry  ☐ Other

1b. If other:
________________________________  __________________________  __________
Agency Name  DCT Approval Signature  Date

1c. What semester/year(s) was this requirement completed?
________________________________

2. Courses
Three additional courses to those required for completion of the Ph.D. in Clinical Psychology:

Required
CSP 569: Developmental Theory Research  __________________________
Semester/Year Completed

CSP 582: Practicum in Developmental
c Psychopathology  __________________________
Semester/Year Completed

CSP 586: Evidence-Based Child Psychotherapy  __________________________
Semester/Year Completed

Optional
CSP 562: Developmental Methods  __________________________
Semester/Year Completed

________________________________
Advisor Signature  Date

________________________________
DCT Signature  Date
Details on Developmental Psychopathology Emphasis

Graduate students in Clinical Psychology who wish to participate in this emphasis are required to complete:

1. A comprehensive supervised one-year traineeship at an approved agency (e.g., Mt. Hope Family Center, Division of Child and Adolescent Psychiatry in the Department of Psychiatry at the University of Rochester Medical Center, Division of Neurodevelopmental and Behavioral Pediatrics in the Department of Pediatrics), and

2. Three additional courses to those required for completion of the Ph.D. in Clinical Psychology, including:
   a. One approved course in Developmental Psychology
      CSP 569: Developmental Theory Research or CSP 562: Developmental Methods
      Note: all students entering in 2010-2011 and later are required to take CSP 569
   b. CSP 586: Evidence-Based Child Psychotherapy
   c. CSP 582: Practicum in Developmental Psychopathology or the equivalent

Note: This emphasis is open to all students enrolled in the Clinical Psychology Doctoral Program and no special application is required for this emphasis track. This emphasis is separate from the Developmental Psychopathology track offered by the Developmental Psychology Program.
1. Candidate Information:

Name ___________________________ UR ID# ___________________________ Area ____________

Requirements:

2a. Courses
The quantitative certificate requires a total of 18 credit hours in quantitative coursework, please read the graduate handbook for details on the required courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hrs</th>
<th>Grade</th>
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2b. HSDg Meetings
Students are required to attend scheduled HSDg colloquia for two semesters (one excused absence is allowed).

Semester Year Semester Year

2c. HSDG Presentation

Presentation Title ____________________________________________________________

Date of Presentation __________________

3. Certification Completion
Approval Signature: __________________________

I certify that the student has successfully completed all of the requirements and has achieved the certification.

Chair of HSDg __________________________ Date __________________________
1. Candidate Information:

______________________________________        _______________________
Name                                           UR ID#

Proposal Appointment

2a. The following faculty members will serve on the proposal committee for this Candidate *note: please provide your committee members a copy of your proposal two weeks prior to the Date of Proposal:

Committee Members:

__________________________________________
Proposal Advisor

__________________________________________
Member from inside PhD program

__________________________________________
Member from outside PhD program

2b. Dissertation Proposal Details:

__________________________________________
Proposal Title

_____________________
Date of Proposal

2c. I confirm that I have read the dissertation of the student named above and agree that it is ready to proceed:

__________________________________________
Advisor

_____________________
Student

_____________________
Date

Proposal Completion

3. Approval Signature:

The Committee has found the dissertation proposal to be acceptable, and the student has successfully completed the oral defense of this proposal. *(Note: please provide a final version of your dissertation proposal to the department for inclusion in your academic files.)*

__________________________________________     _______________________
Advisor                                             Date
Details on Oral Defense of Dissertation Proposal

Note: Elevation to Ph.D. Candidacy is not a requirement for the Dissertation Proposal.

Students must submit a written proposal for their dissertation including a thorough literature review, experimental design and techniques, a description of the types of analyses to be performed, and a justification of the significance of the research.

Steps Prior to Scheduling Your Proposal
6. Discuss and work on the content of your proposal with your advisor as soon as you begin thinking of the research you desire to conduct.
7. Discuss possible committee members.
8. Before collecting dissertation proposal data (and additional info):
   a. Present and defend a written dissertation proposal in a meeting with the dissertation committee.
   b. Data collection can proceed only once the committee gives its approval of the proposal, including any changes.
   c. In cases where the dissertation entails analyses of already collected data (e.g., secondary data analyses or analyses of data collected as part of the larger project), the proposal meeting should also occur before the analyses are conducted.
9. Schedule the dissertation proposal at least two weeks in advance.
   a. At this time the proposal is to be distributed to the members of the committee.
10. Notify the Academic Coordinator's Office and reserve a room.

Details About the Committee
Each student will defend his or her dissertation proposal orally before an advisory committee of at least three full-time faculty members of the rank of assistant professor or higher:

- Two full-time members from the Department
- One full-time member from another department of the University

Other faculty may participate in the proposal defense but not vote.

Note: For students in the Clinical program, at least one member of the Dissertation Committee must be a member of the Clinical faculty.

Details About Formatting
In the Department of Clinical and Social Sciences in Psychology, the Ph.D. dissertation proposal is to be written as a journal article or series of articles but with figures, tables, and footnotes incorporated in the body of the text. The student should refer to the University manual on "The Preparation of Theses" (www.rochester.edu/Theses) for regulations on necessary elements, margin size, etc. As this document is often updated refer to the website for the most current edition.

Steps After Your Proposal
   Provide the Academic Coordinator a copy of the proposal, along with a signed statement of the committee's approval, for inclusion in the student's file.
Department of Clinical and Social Sciences in Psychology
Readiness for Internship Summary Form
DUE AUGUST 25, 2017

Name: ___________________
Year of Study: ______
Research Advisor: __________________
Academic Advisor: __________________

Academic Progress
1. Date completed comprehensive exams: __________________
2. Date successfully defended dissertation proposal (or scheduled): __________________

Clinical Practica
1. Please list your current and previous practica/externship sites (and dates) while in the program:

2. Have you received satisfactory evaluations from all clinical supervisors and/or satisfied the requirements of any remediation plans that were developed? (circle) YES NO
   If not, please explain:

3. List the total number of hours you have accumulated to date in the following categories:
   - Direct Face-to-Face Intervention:
   - Direct Face-to-Face Assessment:
   - Supervision:
   - Support/Other:

   # of assessment reports written:

Internship Goals and Preliminary List of Sites
1. Describe the type of internship site you are seeking and the training goals you hope to achieve on internship.

2. Provide a list of the sites you are considering applying to.