



PSYCHOLOGY

Graduate Student Handbook
2023-2024 Edition

University of Rochester
Department of Psychology

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History & Introduction

Welcome to the Department of 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 clinical psychology, developmental psychology, and social and personality psychology. In 2019, the Department of Clinical and Social Sciences in Psychology changed its name to the Department of Psychology.

The Psychology Department offers M.A./Ph.D. training in three areas of psychology: Clinical, Developmental, and Social-Personality. From our program students will earn a sequential M.A. and a Ph.D.; we do not offer either a terminal Master's 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 School of Medicine and Dentistry, the School of Arts, Sciences & Engineering, and the Warner 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. Under some circumstances, students may change their faculty mentor (e.g., if their needs and/or interests develop or change), provided that there is an appropriate faculty member who is able to mentor the student. As part of the process, students who are considering a change in mentorship should reach out to discuss this with their area head or, if there is a conflict of interest, the department chair. In the rare circumstance of a student's mentor leaving the program, the department will work with the student to identify an alternative mentor.

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 they are following the correct path toward the M.A./Ph.D. degrees. For questions of a financial nature, students should see the department Manager of Finance & Research Administration. On general and/or specific departmental procedures and for questions on University regulations, check the current Graduate Studies Bulletin (www.rochester.edu/GradBulletin), the Arts, Sciences & Engineering Graduate Education and Postdoctoral Affairs website (<https://www.rochester.edu/college/gradstudies/about/index.html>), 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 Ombudspersons are available to provide confidential assistance for students' concerns. If this mechanism is impractical or unsatisfactory, students may also make use of the Arts, Sciences, and Engineering Graduate Student Ombudspersons (<https://www.rochester.edu/college/gradstudies/support-resources/ombuds.html>), or the University Intercessors (<http://www.rochester.edu/intercessor>).

**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

Department Contacts

Department Chair

Jeremy Jamieson
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Associate Department Chair

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Director of Clinical Training (DCT)

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Developmental Area Head

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Social-Personality Area Head

Harry Reis
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Academic Coordinator

To be determined
585.275.8704

Department Administrator

Whitney Thackray
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585.273.3245

Manager of Finance & Research Administration

To be determined
585.275.2451

Please see staff listing on Blackboard for additional staff contact information and their roles.

Ombuds

Department Ombuds

Marie-Joelle Estrada
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Judith Smetana
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University Ombuds (formerly Intercessor)

Lynnett Van Slyke
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Frederick Jefferson
fjefferson@admin.rochester.edu

AS&E Graduate Student Ombuds*

Marie-Joelle Estrada
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AS&E Graduate Student Ombuds*

Jennifer Brisson
brisson3@ur.rochester.edu

**Graduate students are welcome to reach out to either of the AS&E Graduate Student Ombuds.*

Program Requirements

Departmental Academic Requirements

In addition to the requirements of their 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 Psychology must fulfill the following Departmental requirements:

1. Quantitative and Research Methods

All students must take the following graduate level courses in statistics:

PSYC 504: Data Analysis I

PSYC 519: Data Analysis II-General Linear Approaches

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

Social-Personality students must also take:

PSYC 510: Research Methods in Social-Personality Psychology

Clinical students must also take:

PSYC 572: Introduction to Clinical Research Methods

Developmental students must also take:

PSYC 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	PSYC 574: Theoretical and Empirical Foundations of Psychotherapy PSYC 575: Psychopathology I PSYC 576: Psychopathology II PSYC 567: History and Systems of Psychology (no longer offered, acceptable for students entering 2021 or prior) PSYC 573: Culture and Diversity Awareness (strongly encouraged for Developmental and Social students)
Developmental	PSYC 559/BCSC 569: Cognitive Development PSYC 560: Family Processes in Childhood PSYC 561: Children's Thinking About Society PSYC 569: Developmental Theory and Research PSYC 562: Developmental Research Methods PSYC 563: Adolescent Development PSYC 565: Early Child Development PSYC 579: Seminar in Developmental Science (no longer offered, acceptable for students entering 2021 or prior) PSYC 583: Moral Development
Social	PSYC 551: Social Cognition PSYC 553: Seminar in Social Psychology PSYC 555: Close Relationships PSYC 568: Psychology of Well-Being PSYC 587: Social Psychophysiology

Note: In order to meet Department, New York State, and APA distribution, Clinical graduate students will meet their distribution requirement by taking the Seminar in Social Psychology (PSYC 553) and all required coursework containing distributed developmental content (see DSK checklist available from Director of Clinical Training).

3. Teaching

Every student must be a teaching assistant for at least one semester. Course assignments are made by the Academic Coordinator. (See also the section on Graduate Student Support.)

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. Serving as a TA or instructor in a different department or university or teaching summer courses does not ordinarily fulfill the TA requirement. Exceptions to this policy must be considered by the Graduate Curriculum Committee (GCC).

Expectations for TAs include:

1. TAs are expected to devote up to 15-20 hours per week.
2. Being available on campus for in-person engagement for the full semester (e.g., cannot miss classes due to vacation).
3. TA activities may include, but are not necessarily limited to, holding office hours, providing individual assistance to students, overseeing recitation sections and discussion groups, grading exams and papers, assisting in the development of exams and assignments, and guest lectures.
4. Absences due to conference attendance are possible but require negotiation with the faculty instructor well in advance of the conference.
5. Clinical students who are TAs should not schedule clinical externships on consecutive days because they interfere with the MW and TR class schedules.
6. Students on TAs are still expected to engage in research and lab work and any required coursework. Please consult your advisor on specific expectations for research engagement.

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.

Timetable

Because the timing of scholarly activities varies somewhat across programs, please consult the program-specific sections of the Handbook to gain a better understanding of the course of graduate training. The timeline here is a general suggested timeframe. Everyone's timeline is a bit different depending on professional and personal goals as well as the culture within individual labs.

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 and completed the major area qualifying exam (the qualifying exam timelines may be somewhat later, depending on area). At this point, the student will have fulfilled the requirement for the Master of Arts degree. Upon completion of these 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 fifth year.

Evaluation of Students

In the Spring of each year, students 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 program area faculty 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.

Probation, Remediation, and Due Process

Arts, Sciences, & Engineering (AS&E) Academic Probation

A student who receives the grade of C or E in one or more courses will be considered to have an unsatisfactory record and will be automatically placed on academic probation.

When a student is placed on probation by the AS&E Graduate Education and Postdoctoral Affairs (GEPA) Office, both our program and the student will be notified in writing (email communication is considered to be “in writing”) and the student will be given one semester to resume satisfactory academic standing. During the probationary period, students will remain eligible to receive federal and institutional assistance (except when they have exceeded their degree deadline).

At the end of the probationary period, progress will be reviewed by the AS&E GEPA office. A student will be removed from AS&E academic probation if the student completes 12 semester hours of graduate credit with no grade lower than B-.

If a student does not re-establish satisfactory academic standing (e.g., fails to complete 12 credits or receives a grade lower than a B-), the student will become ineligible to receive financial aid and will be dismissed by the AS&E Dean of Graduate Education.

The policy is described further: https://www.rochester.edu/college/gradstudies/graduate-handbook/academic/grading.html#ase_academic_probation.

Departmental Academic Probation

The faculty may also recommend that a student be placed on departmental probation instead of, or in addition to, AS&E 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 [AS&E Graduate Handbook](#) reviews University rules and regulations in the section titled "Standards of Conduct Policy and Processes" — including those for academic honesty, as well as 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 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 their designee.

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 Department Chair. This report will include a statement of the reasons for the action, applicable deadlines missed, and, for students being placed on probation, the conditions that would have to have been 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.

Problems or difficulties concerning graduate students are generally considered by the appropriate group of faculty as they arise. The Department aims to support students' academic growth, development of research skills and ability, and placement in the profession. Any student having academic difficulties or problems unrelated to academics and research (financial, personal, or professional) that impede their

progress toward the degree is strongly encouraged to discuss them with their mentor, academic advisor, or with area faculty, and to seek out resource people in the Department or in the University who can provide help for those problems.

Dismissal

A student who fails to resume satisfactory academic standing and research activities during an AS&E Academic Probationary period after being notified of placement on probation will be dismissed from the program. In such cases, there is no process for appeal, and the dismissal will take effect immediately. Additionally, if a student on Departmental probation fails to fulfill the written requirements for removal from probation, the student will be dismissed from the program, unless, following a formal appeal by the student, the faculty agree that the probationary period should be extended.

Funding will cease on the effective date of dismissal unless other arrangements are made. When a student is dismissed by the program, the student has an opportunity to appeal the dismissal decision to the AS&E GEPA office. When a student appeals the program's dismissal decision, the dismissal becomes effective after the appeal process has concluded if the appeal is denied.

Notification of Dismissal

When the AS&E GEPA office determines that a student is to be dismissed from their program, the student will be informed in writing (email communication is considered to be "in writing") within 10 business days of the determination. Similarly, when a decision to dismiss a student is made by the Department, both the student and the AS&E GEPA office will be informed in writing within 10 business days of the decision.

The dismissal notification will include the effective date of the dismissal and a clear statement of the reason(s) for dismissal.

Appeal Process for Dismissals by the Department

Students wishing to appeal a program's dismissal decision may appeal the final program dismissal decision to the AS&E GEPA office. To appeal a program decision, students should submit a written request to the attention of the Dean of Graduate Education within 10 calendar days of the date of the program's final written determination of dismissal and include any supporting materials at that time. If no appeal is filed within the 10-day appeal period, the program's decision becomes final and is not subject to appeal.

Viable grounds for appeal of a program's dismissal decision are as follows:

- Procedural errors in the dismissal process
- New information discovered after the dismissal that was unavailable at the time of the decision and which could impact the outcome
- Program's decision to dismiss was manifestly contrary to the weight of the information available at the time of the decision (e.g., dismissal is obviously unsupported by the great weight of information)

Appeals of program dismissals are reviewed by the AS&E Dean of Graduate Education (or the Dean's designee) who may request additional information from, or a meeting with, the student and/or program before making a final decision.

If the Dean (or the Dean's designee) does not find that any of the grounds for appeal are present, the dean will uphold the decision of the program. If the Dean (or the Dean's designee) finds that grounds for appeal are valid, they may amend the decision of the program as they see fit.

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 qualifying exam in one area of study; and (b) for elevation to Ph.D. Candidacy, completion of two distribution requirement courses and the qualifying exam in the second area of study. All other department requirements remain the same. Consult the Regulations & University Policies Concerning Graduate Studies (<https://www.rochester.edu/graduate-education/academic-resources/regulations/>), Graduate Bulletin (<https://www.rochester.edu/graduate-education/academic-resources/>), and the Academic Coordinator 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 obtained from the Academic Coordinator—for their degrees. The POS for the M.A. and Ph.D. degrees are filed with the student's mentor (or academic advisor if their mentor is a non-core faculty member). The M.A. form is typically completed during the third year 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 typically filed in preparation for the dissertation defense and must reflect ONLY 90 credits of coursework. The courses listed on the M.A. Program need to be relisted on the Ph.D. Program. The student should list all courses they have taken, or plan to take, before completion of the Ph.D.

The Academic Coordinator will notify students when it is time to file the POS forms. These must first be approved and signed by the student's mentor (or academic advisor, if applicable) then submitted to Academic Coordinator for review; the form is then sent to the AS&E GEPA office for approval by the Dean of Graduate Education. 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: 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. Accordingly, most students should register for no more than 9 credit hours per semester.

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

PLEASE NOTIFY THE ACADEMIC COORDINATOR *THREE WEEKS* IN ADVANCE OF TAKING YOUR EXAM. There is paperwork that must be filed with the Dean's office prior to submission of your exam.

All graduate students in the Department of Psychology are enrolled in the program that normally leads to a Ph.D. Part of that program entails earning a Master of Arts degree. Although there are two ways by which the M.A. degree can be earned, most students earn their M.A. degree through Plan B. Plan A is primarily for students who decide to leave the program prior to completing the Ph.D. The requirements of the graduate school are spelled out in detail in the Graduate Students Regulations and Policies (<https://www.rochester.edu/graduate-education/academic-resources/regulations/>). Both plans to the M.A. require a minimum of 30 semester credit hours. At least 18 of these hours must be from Psychology graduate courses with the remainder being additional courses and no more than 6 credit hours of research without the approval of the AS&E Dean of Graduate Education. It is expected that most students in the department will earn the M.A. degree through Plan B, though both paths are available.

Plan B (standard method in department)

The student must pass a Qualifying Examination within the major area. Refer to individual area requirements for the expected completion timeline for this exam. 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.

Plan A (typically for students who decide to leave the program prior to completion of the Ph.D.)

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 while 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 AS&E Dean of Graduate Education, 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.

Elevation to Ph.D. Candidacy (Ph.D. Qualifying Procedure)

Once the qualifying 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 six months must elapse between this point and the final oral defense of the dissertation.

Important Note for Proposal & Final Defense: Students are not allowed to provide food or drink for their committee members at their proposal and final defense meetings.

Oral Defense of Dissertation Proposal

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

Dissertation and proposal guidelines vary by program area. Please consult with the specific area requirements in this handbook or with area faculty for further clarification. The following are general guidelines for the dissertation proposal.

Students must submit a written proposal for their dissertation including a thorough literature review, study design and techniques, a description of the types of analyses to be performed, and a justification of the significance of the research. **(See specific area requirements below for additional descriptions of dissertation options.)**

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.
 - a. It is possible to have a committee member from outside the University. For more information, please see "Petition for a Non-Standard Committee Member" below.
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 and reserve a room.

Details About the Committee

Each student will defend their 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

Special approvals are needed for an outside committee member who does not hold a Ph.D. or is from outside the University of Rochester system.

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

For Clinical Students Only: At least one member of the Dissertation Committee must be a member of the core Clinical faculty. Additionally, if a student has a dissertation mentor whose primary appointment is in another department, the mentor counts as an inside committee member on the committee.

Details About Formatting

In the Department of 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's Dissertation Manual (<https://www.rochester.edu/graduate-education/academic-resources/dissertation-manual/>) 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 Dissertation Proposal form (available on Blackboard), for inclusion in the student's file.

The Final Dissertation

Writing the Final Dissertation

The University Dean of Graduate Education 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 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's Dissertation Manual (<https://www.rochester.edu/graduate-education/academic-resources/dissertation-manual/>) 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 preparation of the dissertation (e.g., copying, illustrations) 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 Dissertation and Final Oral Exam

Information on dissertation committees:

www.rochester.edu/graduate-education/phd-students/phd-completion-process/committee-matrix/

Information on preparing a Ph.D. defense:

www.rochester.edu/college/gradstudies/phd-defense/index.html

www.rochester.edu/graduate-education/academic-resources/phd-completion-process/

Please see the Dissertation Guide on the Department Blackboard page for more details about the dissertation defense timeline and forms.

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

Steps Prior to Defending 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. One additional voting member of the committee is allowed for a maximum of 5 committee members (including the chair). At least 50% of your committee (not including the chair) must be inside members. 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 cannot have a primary appointment in the department (or your advisor’s department, if different), and must not have any direct involvement in your or your 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.

Petition for a Non-Standard Committee Member

There are three instances in which students will require this form:

- a. If a nominated committee member does not hold the title of assistant professor or higher within the University of Rochester
- b. If a nominated committee member does not hold a Ph.D. (but rather holds an M.D., Ed.D., etc.)
- c. 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, please check with the Academic Coordinator about the composition of your committee. Inquire with the Academic Coordinator about the Petition for a Non-Standard Committee Member form and the approval process, if needed.

Note: As of Fall 2023, all dissertation defenses are now allowed to be held in-person, remotely, or in a hybrid fashion. No special approvals are needed for remote participation of committee members or the Ph.D. candidate. Per the recommendation of the Graduate Curriculum Committee, defenses should be conducted in-person whenever possible. If a student resides outside of the Rochester area at the time of defense, a remote defense is acceptable if agreed upon by the student's committee. If a student resides locally, defenses should be conducted in-person and all committee members that are local should attend in-person if possible. Committee members that are not local may participate via Zoom.

2. **Secure a room:** Reserve Meliora 352 or a comparable room for a private defense/closed exam and Meliora 366 for a public presentation* via the Academic Coordinator. If you will hold a remote defense, create a Zoom meeting link for your defense.
**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. **Check credits/grades:** You must have 90 credits and no missing or incomplete grades prior to registering your dissertation. Additionally, you should verify that documentation of Certificate in Quantitative Methods and/or Developmental Psychopathology Emphasis is listed on your transcript, if relevant. Clinical students should also confirm that completion of the Supervision and Consultation Workshops, and Child Abuse Identification and Reporting training are on their transcripts. The Academic Coordinator will assist you in checking your advising record to make sure there are no inconsistencies. You will fill out a Ph.D. Program of Study (POS) form to verify that you have successfully completed your 90-credit requirement.
4. **Dissertation preparation:** Be sure your thesis is in its FINAL FORM, not a draft, and adheres to the University's Dissertation Manual (<https://www.rochester.edu/graduate-education/academic-resources/dissertation-manual/>) (always refer to the online document as the manual is periodically updated).
5. **Disseminate your dissertation:** Give each committee member (*including the defense chair*) a copy of your final thesis, printed or electronic, well in advance.
6. **Register your dissertation:** The Academic Coordinator will register your dissertation defense via the online PhD Process website. The AS&E GEPA office requires that your defense be registered and approvals from all members of your committee be received no later than 3 weeks prior to your defense date. As such, we recommend that you have all of your forms and your dissertation to the Academic Coordinator no later than 4 weeks prior to your defense date. You will submit three forms to the Academic Coordinator to register your defense:
 - PhD Program of Study (POS) form
 - Information About You and Your Defense form
 - Dissertation Checklist form

These forms are available on Blackboard within the Dissertation Guide section. You will also provide the Academic Coordinator with a PDF copy of your dissertation. Once the Academic Coordinator registers your defense online, you will receive an email with a link to check the progress of your committee members' approvals. Your defense will also go to the AS&E Dean's office and the University Graduate Education Dean's office for approval.

Steps After Your Defense

1. **Make requested changes:** Your dissertation committee may request that you make changes to your dissertation before the final copy is submitted. Additionally, the University Graduate Education will provide a list of formatting corrections to be made to align with University standards. You will receive instructions via email about these formatting corrections.
2. **Submit the final copy:** Visit ProQuest online to complete this step: <http://www.etsadmin.com/rochester>. Instructions will be emailed to you after your defense.
3. **Submit the UR Research Authorization Form:** Instructions will be emailed to you after your defense.

4. **Exit survey:** Complete the University's online exit survey that will be sent to you via email after your defense.

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. If you want a printed, bound copy of your completed thesis, you can purchase one through ProQuest.

Students should note that dissertation defenses may not be scheduled between approximately the last week of December and January 1st. Please see the University Graduate Education PhD academic calendar for specific deadlines regarding dissertation defenses and conferral of degrees (<https://www.rochester.edu/graduate-education/academic-resources/phd-completion-process/#PhDcalendar>).

Clinical students may defend the thesis before completing the internship requirement. The Academic Coordinator will coordinate with the University Graduate Education office to ensure students are marked for the correct degree conferral date.

Certificate in Quantitative Methods in Psychology Program

Students enrolled in one of the graduate programs in the Department of 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 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. Please see the Academic Coordinator for more information.

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 (students who took the 2-credit version of PSYC 513 in Summer 2022 may count this as one of their three additional quantitative courses). The approved courses in the Quantitative curriculum are listed below. 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 Administrative Committee will determine if the presentation to the HSDg colloquium is acceptable for fulfilling the requirement through verbal feedback and a pass/fail 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). The Quantitative Committee includes Drs. Bonnie Le, Harry Reis, Ron Rogge, and Melissa Sturge-Apple.

Courses

Data Analysis I – PSYC 504

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 – PSYC 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.

Meta-Analysis – PSYC 513

This course covers the general principles, methods, and statistical tests used in meta-analysis. As a seminar and workshop-style class, these aims will be accomplished through weekly readings, student discussion, presentations, and problem-solving in class. The primary goal of each class will be focused on facilitating students in conducting their own meta-analysis. Given its advanced nature, this course is best suited for second-year students and up. To enroll in this course, students should aim to identify a research question and retrieve relevant literature by the start of the course.

Hierarchical Linear Modeling – PSYC 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 – PSYC 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 – PSYC 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 – PSYC 510

This course covers basic principles of research design, operation, and interpretation in social-personality psychology. Topics include experimentation, validity, research design, quantitative methods, and ethics, as well as specific kinds of research designs. The emphasis will be on proper interpretation of existing research and the design of new research.

Developmental Research Methods – PSYC 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 – PSYC 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 the Department

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). This program was last reviewed in 2018 and accredited for 10 years, and our next site visit will occur in 2028. 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:

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 aims are designed 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 **residence 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 taken in **the first year of residence**:

PSYC 570: Clinical Assessment I
PSYC 571: Clinical Assessment II

The following courses are typically offered in alternating years and are taken at some point during **the first two years of residence**:

PSYC 575: Psychopathology I
PSYC 576: Psychopathology II
PSYC 574: Theoretical and Empirical Foundations of Psychotherapy
PSYC 586: Evidence-Based Child Psychotherapy (beginning with the class entering in 2017)

The following **practica** are taken in the **second year of residence**:

PSYC 584: Psychotherapy Practicum I
PSYC 585: Psychotherapy Practicum II

The following courses are **offered at intervals** of approximately every other year and should be **taken after the first year of residence**:

PSYC 572: Introduction to Clinical Research Methods
PSYC 501: Ethical Issues in Clinical Psychology
PSYC 566: Neurobiological Foundations

PSYC 573: Culture and Diversity

PSYC 553: Seminar in Social Psychology (serves as distribution requirement)

Note: The following courses were previously required for New York State licensure with corresponding credit hours. However, NYS requirements were changed as of March 2022. A substantial change amendment was submitted in February of 2023 to APA to request approval to modify our curriculum. We proposed to infuse or distribute these core areas of discipline specific knowledge through other existing courses. Approval for this change is still pending. We are holding on offering these courses until a decision is provided by APA. If approved, these will be eliminated.

PSYC 567: History and Systems of Psychology

PSYC 502: Cognitive Foundations

PSYC 557: Affective Foundations

PSYC 579: Seminar in Developmental Science

Elective Courses

Students may also enroll for additional credit in graduate courses offered by the Department of Psychology or other departments.

For Clinical students intending to complete the Developmental Psychopathology Emphasis, students must take one course within the Developmental distribution listing.

In addition, students may register for research credits:

PSYC 595: PhD Research

PSYC 591: PhD Readings – see the Academic Coordinator for correct forms

Supervision and Consultation Requirements

Students must fulfill a requirement on theory and methods of supervision and theories and methods of consultation. This requirement is fulfilled by 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 identification and reporting. Students may complete this training online (www.nysmandatedreporter.org/TrainingCourses.aspx), and email a copy of their Certification of Completion to the Academic Coordinator. This course is typically completed during the first year as part of the Clinical Assessment sequence; it must be completed prior to 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. Guidelines for this project are as follows:
 - a. The project consists of an empirical paper and presentation of findings. Project topics are developed in consultation with the mentor.

- b. The completed paper should closely resemble the format and length of a manuscript submitted for publication (e.g., typically fewer than 45 pages in length inclusive of all sections including references, figures, and tables) and written in APA format of the format of the intended journal for submission.
 - c. The final paper must be approved by the student's mentor and a second reader and is due on **June 1st of the second year**. *Note: If the project is supervised by a research mentor who is not a member of the core Clinical faculty, both the student's research mentor and a core faculty member of the Clinical program must approve the final written manuscript of the project.*
 - d. The project is presented to the Clinical faculty and student body on or around the second Thursday in June. The specific day and time will be determined based on the schedule of cohort members and mentors for that year.
 - e. Upon completion, please submit the Second-Year Project Verification Form (on Blackboard) to the Academic Coordinator.
2. The doctoral dissertation, as outlined above. See below for description of a Multi-Paper Dissertation option that Clinical Students may use in lieu of the standard dissertation format and requirements for participating in May commencement prior to completion of internship.

Major Qualifying Examination

Revised December 2021

1. General Overview

- a. The exam must be a scholarly review of theoretical and empirical literature or a meta-analysis in an area of clinical psychology, written in the style appropriate for a major psychology review outlet (see section 2 for more details).
- b. The exam must be relevant to a student's research and/or clinical interests.
- c. The exam should be able to contribute to a literature review for one's Dissertation or for publication.
- d. The exam must demonstrate an integration of at least two domains of *Discipline Specific Knowledge (DSK)* as outlined by APA. These include:
 - i. Affective
 - ii. Biological
 - iii. Cognitive
 - iv. Developmental
 - v. Social bases of behavior
- e. The goal is to submit the exam for publication, but is not required for a passing score.
- f. The exam will be evaluated in the following domains (see scoring rubric on Blackboard, under Academics, then Clinical Program Resources):
 - i. Comprehensiveness of review
 - ii. Quality of synthesis
 - iii. Quality of thought
 - iv. Quality of writing
 - v. Integration of multiple DSKs

2. Types of Acceptable Exams

To meet the qualifying exam requirements, review articles must go beyond simply summarizing trends with a research literature in a narrative fashion. Papers must make a **novel and incremental contribution** to the literature, that is "greater than the sum of its parts" (i.e., that provides more analysis or commentary than is present in the constituent studies). There are several ways that this can be accomplished.

- a. **Evidence syntheses**, such as a systematic narrative review or a meta-analysis. Evidence syntheses identify eligible articles following a systematic method (e.g., specific search terms/inclusion & exclusion criteria) that is reported in the paper, and include *all* studies

- that meet stated criteria in the review (usually reporting what is included using PRISMA diagrams). **Meta-analyses** aggregate findings statistically using quantitative methods. These are ideal when you are examining a specific research question that can be boiled down to effect sizes that can be combined across studies. Sometimes (for a variety of reasons) this is not feasible given the focus of your review, and a **systematic narrative review** (in which the studies are systematically identified but then summarized in a narrative fashion) is an option. In evidence syntheses, the fundamental contribution to the literature is often in comprehensiveness of the review. *Psychological Bulletin* exclusively publishes evidence syntheses (and they can also frequently be found in other review journals such as *Clinical Psychology Review*).
- b. **Integrative theoretical review.** Theoretical reviews make significant conceptual arguments using the research literature as an evidence base. You may draw from several disparate research literatures (perhaps that have never been integrated before). In these cases, a systematic approach may not be practical or compatible with your research question. In integrative theoretical reviews, the major contribution to the literature is often the proposal of a novel conceptual model. *Psychological Review* exclusively publishes these types of reviews, although you can also find them elsewhere (e.g., *Current Directions in Psychological Science*, sometimes in *Clinical Psychology Review*)
 - c. **Other options.** Although most comps will fall under the above categories, they are not meant to be exhaustive. For example, a student may consider a more methods-oriented paper that reviews and evaluates statistical or other methodological approaches across the literature and proposes new recommendations or guidelines as a novel contribution (e.g., see some papers in *Advances in Methods and Practices in Psychological Science*).
 - d. *If you have another idea, discuss it with your advisor prior to your proposal to ensure that it will meet requirements.* Reviews that are akin to “book chapters” (i.e., reviewing topics that have already been reviewed in the literature with some frequency, covered in minimal depth, without an overarching conceptual conclusion) are generally not acceptable. Reviews that do not have potential to make a theoretical, practical, or other incremental contribution to the literature will not be approved.

3. Faculty Involvement

- a. As they begin to prepare their prospectus, students can discuss their topic ideas with their mentor. The mentor can assist with topic identification and conceptualization.
- b. Students can consult a librarian and/or their mentor to ensure they have selected a sound search strategy with key terms and sources.
- c. For meta-analyses, mentors may answer technical questions relating to software, analysis code, and analytical decisions.
- d. Following receipt of reviewers’ feedback, students can discuss their revision strategy with their mentors. Mentors can serve as a sounding board and provide some limited guidance to help students organize their thoughts or assist with decision making around inconsistent feedback.

4. Prospectus (due September 15 of 3rd year)

- a. Submitted to the advisor and DCT by September 15th of the third year of study.
- b. The format and specific content of your prospectus should be discussed with your advisor.
- c. The prospectus should be about 3-5 pages, double-spaced, with references.
- d. Generally, a prospectus might contain the following sections: background, aims, methods (e.g., search strategy, key terms, meta-analytic method), and preliminary literature review (e.g., an estimate of the number of studies that may be included in your paper).

- e. *Note that topics can and often must evolve as one searches the literature. However, if you make a substantial change to the topic, scope, or meta-analytic technique that is likely to affect the findings and/or how they're interpreted (e.g., running a network meta-analysis or a Bayesian meta-analysis, when a standard frequentist random-effects meta-analysis was proposed), which significantly deviates from your prospectus, you must consult with your advisor.*

5. Creation of the Committee (due November 15)

- a. Student and advisor must choose two additional readers for a total of three readers.
- b. At least one reader must be a core clinical faculty member (this can be the advisor, if applicable).
- c. At least one reader must have expertise in one of the integrated DSK domains, and can be listed as such.
- d. The 2nd and 3rd readers can be UR faculty outside the department and/or a PSY adjunct professor, if desired.

6. Exam Requirements (Initial submission due December 15; Revisions due February 15)

- a. Length should be approximately 35-50 pages, double-spaced, including single-spaced references, in APA format. If 50 pages is insufficient, you may consider utilizing supplementary material (e.g., for tables of references included in meta-analyses) that do not count towards page counts, as allowed by many journals (e.g., see *Clinical Psychology Review*).
- b. If you have taken PSY 513 Meta-Analysis, you must select a different topic than the one selected for the meta-analysis performed for the course. The meta-analysis for this exam may be similar in nature, addressing a related question as the one performed in PSY 513, but different enough such that it would require an additional literature review (although some of the literature may be overlapping) and analysis. If there is any question regarding the similarity of the meta-analysis you wish to perform for this exam and that performed for PSY 513, please consult with your advisor before writing your prospectus (see next point).
- c. The first submission must include a separate statement identifying and describing the integration of the DSKs.
- d. Revisions must be based on feedback/comments from committee members; resubmission must include a cover letter with point-by-point discussion addressing each comment.

7. Evaluation

- a. Committee members (including the advisor) will review and evaluate the exam consistent with the expectations of a journal review based on the specific guidelines provided by the department.
- b. Each reader will write a formal review with specific feedback and comments as well as rate the five core domains according to scoring guidelines.
- c. The DCT will determine pass/fail based on the scores submitted. **If there are major discrepancies between scores, committee members will meet to determine the outcome.*
- d. Comments will be shared with the student by the DCT (cc'ing the advisor), but specific scores will not be shared.
- e. If the initial submission of the exam reaches the "passing" threshold (all scores 6 or above according to scoring rubric), resubmissions will not require another formal written review and scoring; committee members will only need to read the revision and provide a written statement to the DCT whether or not the student addressed all comments in their resubmission.

- f. If the initial submission of the exam does not reach the “passing” threshold (any score lower than 6), the resubmission must be fully re-scored by all committee members along with justification for any score changes.
- g. If not passed on the resubmission, the student can choose to start over the with same or different topic.
- h. Students are given two opportunities to pass the qualifying exam.
- i. Once a formal confirmation of a passing grade is received, the student and advisor will work together to prepare the paper to be submitted for publication and determine authorship.

8. Timeline

Prospectus due to the advisor and DCT	September 15 in third year
Names of committee members and roles sent to DCT	November 15
Initial submission of exam due to all committee members and DCT	December 15
Committee members’ reviews and scores submitted via Qualtrics	January 12
Compilation of reviews and scores sent to students by DCT, cc’ing advisor	January 15
Revisions and cover letter submitted to the committee and DCT	February 15
Committee members review of revision due to DCT	March 1
Final notification of pass/fail to students	March 5

*The Clinical Qualifying Exam grading rubric is available on the department Blackboard site.

Oral Defense of Dissertation Proposal – Additional Details for Clinical Students

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

Please see information in the general section above for all areas regarding steps prior to scheduling your proposal. Faculty have elaborated on expectations for the written proposal and oral defense procedures for the clinical area as follows.

Written 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. (See specific area requirements below for additional descriptions of dissertation options.)

Oral Defense of Dissertation Proposal

- The oral defense consists of a presentation by the student (20-30 minutes) followed by collaborative discussion about the project between the student and committee members. As committee members will have already read the written proposal, the oral defense presentation and discussion should emphasize the methods and analytic plan.
- If a committee member has major concerns about the written proposal, it is ideal to alert the student’s mentor prior to the oral defense.
- After the oral defense question and discussion period with the student, the student should be asked to leave the room to allow for committee discussion. The committee will discuss any concerns and itemize specific recommendations the student should consider.
- The student will be invited back into the room and the student’s advisor will share the itemized feedback with the student.
- The goal of the proposal is to provide a supportive and encouraging environment for feedback, while also providing opportunities to provide critical feedback to ensure the project has the potential to meet the standards of defense and is of the highest quality.

Multi-Paper Dissertation Option

Revised February 18, 2019

Important Note

The following guidelines can be considered as a general framework for planning a multi-paper dissertation. However, as with any dissertation, plans are subject to the approval of the dissertation committee. Mentors and other committee members may offer flexibility on some guidelines, and may also stipulate other requirements not listed here, based on your individual circumstances and training needs.

General Overview

In lieu of a standard dissertation format, Clinical Psychology PhD students may opt for a multi-paper dissertation project that includes three (3) manuscript-length papers. The selected papers should share an overarching topic, allowing for the creation of a cohesive story about the program of research. Each individual paper must make a unique contribution to the research topic and/or the field. The goals are to:

- A.** Increase the number of publications yielded by the dissertation;
- B.** Encourage students to submit manuscripts at earlier stages of graduate school (i.e., not waiting until after dissertation defense);
- C.** Improve their CVs before internship/postdoc/job applications;
- D.** Reduce the time and effort needed to make a dissertation publication-ready, allowing for more rapid turnaround; and
- E.** Help students develop a programmatic perspective on their research.

Guidelines

- As a first step, students should discuss with their mentor whether this approach is appropriate for their educational needs. Mentors and students should devise a tentative plan and timeline for three manuscripts.
- Students then form a dissertation committee
- Students and mentors can consider scheduling a **preliminary, informal meeting** to discuss whether the students' plan is appropriate and whether the committee has concerns, before moving forward with manuscript preparation.
- At the time of the **dissertation proposal**
 - At least one study must have been submitted for publication
 - At least one study must be in progress but not yet completed so that the members of the dissertation committee can provide feedback
 - The remaining study can be either in progress or previously submitted for publication
- The submitted dissertation proposal will include background information, the completed study (-ies), and a plan/overview of remaining studies.
- At the time of the **dissertation defense**
 - All studies may be submitted to journals, or
 - Studies that have not yet been submitted should be ready to submit (with a target journal in mind)
- The submitted dissertation should include, as chapters, a brief introduction to the topic (approx. 5-10 pages), the three studies, and a brief summary/discussion. Each of the three studies should be the length that is appropriate for the target journal, with no additional material necessary.

****Please see the appendices for FAQs and tips on the multi-paper dissertation option.****

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

Technical Standards

Earning a degree from the Clinical Psychology Doctoral Program requires mastery of a coherent body of knowledge and skills. Doctoral students must acquire substantial competence in the discipline of clinical psychology as specified in the American Psychological Association (APA) Standards of Accreditation and must be able to relate appropriately to clients/patients, fellow students, faculty and staff members, and other health care professionals.

Combinations of cognitive, behavioral, emotional, intellectual, and communication abilities are required to perform these functions satisfactorily. These skills and functions are not only essential to the successful completion of the Clinical Psychology Doctoral Program, but they are also necessary to ensure the health and safety of clients/patients, fellow students, faculty and staff members, and other health care providers.

In our APA-accredited program, we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Learn more about the Technical Standards that the Clinical Psychology Program considers essential for successful completion of its curriculum online

(<http://www.sas.rochester.edu/psy/graduate/clinical/technical-standards.html>).

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 ensure 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 Qualifying 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 qualifying 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 unsatisfactory 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 (see Appendix for copy of 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 the 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 is a useful website 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) ensuring that the trainee's program is evaluated periodically, so that the training program can be modified, if necessary.
 - c) ensuring 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 ensure 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.

Policy for Participation at May Commencement Prior to Completion of Internship

Beginning with May 2023 Commencement, all Ph.D. students who have completed or plan to complete all program requirements (including dissertation defense and final submission and Clinical Internship) within the current academic year are eligible to participate in Commencement activities. The academic year includes students with degree conferral dates in October and December of the prior calendar year and in March, May, and August of the current calendar year. Clinical students typically have a conferral date of the August after the completion of their internship, so most students are eligible to participate in the Commencement the May during their internship.

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, Elizabeth Handley, Jody Todd Manly, Tom O'Connor, Melissa Sturge-Apple, and Sheree Toth), preventive and clinical interventions (Elizabeth Handley, Jody Todd Manly, Christie Petrenko, and Sheree Toth), and specific disorders such as Autism Spectrum Disorder (Loisa Bennetto), Anxiety Disorders (Lisa Starr), Depression (Elizabeth Handley, Jody Todd Manly, Lisa Starr, and Sheree Toth), Fetal Alcohol Spectrum Disorders (Christie Petrenko), Psychotic Spectrum Disorders (David Dodell-Feder), and Suicide and Self-Injury (Elizabeth Handley). 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 at the University of Rochester Medical Center, 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. PSYC 586: Evidence-Based Child Psychotherapy
 - b. PSYC 582: Practicum in Developmental Psychopathology or the equivalent
 - c. Choice of one of the distribution courses listed for the Developmental area

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.

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.

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, conceptual and motor development, children's reasoning about the possible and impossible, cultural influences on cognitive development, the development of social cognition, the transmission and development of sociopolitical worldviews and value systems, family socialization of minoritized adolescents' achievement motivation, racial/ethnic identity development and socialization, biopsychosocial impact of child abuse and neglect, and primary prevention of child sexual abuse. 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 qualifying exam in developmental psychology in their fourth year and then, if they are choosing Option A below for their dissertation, they should 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:
 - PSYC 569: Developmental Theory and Research
 - PSYC 562: Developmental Research Methods
- 3. Developmental Elective Courses:** Students must take three of the following elective courses:
 - PSYC 559/BCSC 569: Cognitive Development
 - PSYC 560: Family Processes in Childhood
 - PSYC 561: Children's Thinking About Society
 - PSYC 563: Adolescent Development
 - PSYC 565: Early Child Development
 - PSYC 566: Neurobiological Foundations
 - PSYC 583: Moral DevelopmentAnd 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 the graduate handbook.
- 2. Core Courses:** Students must also take both of the developmental core courses (denoted by asterisks) and at least one of the two remaining courses:
PSYC 569: Developmental Theory and Research*
PSYC 562: Developmental Research Methods*
PSYC 575: Psychopathology I
PSYC 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 (see #2 above) for the Developmental Psychopathology training track:
BCSC 542: Neuropsychology
PSYC 560: Family Processes in Childhood
PSYC 563: Adolescent Development
PSYC 566: Neurobiological Foundations
PSYC 570: Clinical Assessment I
PSYC 571: Clinical Assessment II
PSYC 572: Clinical Research Methods
PSYC 575: Psychopathology I
PSYC 576: Psychopathology II
PSYC 583: Moral Development
PSYC 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.

The following applies to students in both the Developmental and Developmental Psychopathology training tracks.

Second-Year Project:

Students are expected to conduct an empirical research project, which should begin during students' second year in the program and be completed by the end of Fall semester in their third year, and, to remain in good standing in the program, no later than the end of the Fall semester in their fourth year (see Table below).

Students should meet with their advisors to determine the scope, topic, and specifics of the project; the scope should be roughly comparable to a standard (e.g., not a brief report) empirical article in a good journal outlet. Although a two-year project may eventually be included as one paper in the three-study dissertation format or provide a foundation for a dissertation idea, this is not a requirement.

For further information, please see the Guidelines for Developmental Program Requirements on the department Blackboard page under Academics > Developmental Program Resources.

Two-Year Proposal

The two-year proposal consists of 20- to 30-minute PowerPoint presentation to students and faculty during a developmental psychology program brown bag. The presentation should contain: (1) a conceptual background that compellingly supports the novelty and significance of the student's research questions and the hypotheses; (2) a description of the actual or anticipated participant characteristics, (3) the proposed procedures, measures, and design; and (4) an outline of the planned analyses. The proposal is designed to provide students with collaborative guidance and support in conducting their two-year project, and therefore, the presentation may contain questions or alternative options for addressing research questions, methodological approaches, and/or analytic models in the two-year project.

The scope of the proposal may vary based on the research questions, study design, and plan to obtain data for the two-year project. Proposals for an experimental design with a new sample of participants may have a more circumscribed set of tightly coupled research questions, whereas students who are accessing secondary data to complete their two-year projects may present a set of interrelated questions that are somewhat larger in scope (e.g., discussing whether a construct may be either a mediator or moderator in the association between two other constructs).

Students should prepare a PowerPoint presentation to accompany their verbal proposal. It is expected that during the presentation, students will actively solicit feedback from the audience regarding the conceptualization and design of their two-year projects and that the audience will also have an opportunity to ask questions and provide unsolicited, constructive feedback during a Q&A period following the presentation. To maximize transparency and students' learning experience, the Q&A is an open session with faculty and students.

Completed Two-Year Project

The final paper should closely resemble the format and length of a manuscript submitted for publication. Although the size of the manuscripts vary somewhat across journal outlet, a good rule of thumb is keep the manuscript length in the 30 to 45 page range (inclusive of all sections of the manuscript except, if relevant, for supplemental materials and appendices). In accord with APA style, written proposals must include a Title Page, Abstract, Introduction, Method, Results, Discussion, and Reference sections as well as any tables and figures.

Once the final two-year manuscript is completed and approved by the advisor, students must present the paper to the developmental students and faculty at a scheduled developmental program brown bag. Students must email their completed paper to the developmental program faculty at least seven full days before the brown bag.

Final presentations should be between 30 and 40 minutes in length and be accompanied by a PowerPoint presentation. After the PowerPoint presentation, students and faculty will be invited to ask questions and provide feedback. Consistent with the proposal presentation, this is an open Q&A session consisting of the active involvement of students and faculty in the audience. Student presenters are expected to answer all questions as accurately and thoroughly as they are able. Student presenters can also use this session as a forum for seeking feedback on their own questions of how to improve their final paper for possible publication. The session concludes with faculty recommendations for the final paper. Typically, faculty recommendations are that the final paper is acceptable with no revisions (or acceptable with minor revisions that can be supervised and approved by the student's advisor). In rare cases, faculty may recommend significant revisions requiring review and approval of all developmental faculty. In this case, it is possible that the revisions may not be sufficient for the student to proceed to the next developmental milestones.

After the completed second-year project is approved by the faculty, the student should fill out the Second-Year Project Verification Form, which can be found on Blackboard under Academics. The form must be signed by your faculty mentor and then submitted to the department Academic Coordinator.

Qualifying Exam:

Students typically begin their Qualifying Exam once their two-year project is complete, and they are required to pass their qualifying exams before proposing their dissertation.

The qualifying exam focuses on a qualitative or quantitative (i.e., meta-analysis) review of a topic outside their primary area of specialization. Students must submit a brief proposal to the developmental faculty outlining the nature and scope of their exam topic and how it is distinct from their area of specialization. Once they receive approval of their topic from program faculty, students are expected to form a qualifying exam committee consisting of three faculty members, at least two of which are full-time tenure track faculty within the Developmental Psychology program and one of which may be outside the program. For either exam format, students are expected to critically evaluate the literature and demonstrate mastery of the meta-theoretical foundations, conceptual frameworks and their empirical implications, and the literature in the area. Papers (including references, figures, and tables) will typically be between 50 and 100 pages, although meta-analyses may be longer. The student's qualifying exam committee will evaluate the exam using a rubric developed to focus on both the content and structure of the exam. Students may pass the exam with minimal or no revisions, or they may be asked to make substantial revisions. If the student's committee agrees that the revisions are satisfactory, the student will receive a pass on the exam. If the committee views these revisions as unsuccessful, the developmental faculty will meet to determine if the student should be invited to retake the qualifying exam by selecting a new area of study or whether the performance is considered failing.

For further information and grading rubric please see the Guidelines for Developmental Program Requirements on the department Blackboard page under Academics > Developmental Program Resources.

Dissertation:

There are two options for completing the dissertation. Students should discuss these options with their mentor as they move through the program, so that they can pick the option that best suits their goals.

Students should expect to be working on their dissertation in their fourth or fifth year in the program, with completion in their fifth year, but no later than their 6th year in the program.

Option A:

Preparation and defense of a thesis proposal. The proposal includes an Introduction of up to 25 pages including the methods and analysis plan for the proposed study. Students must constitute their dissertation committee prior to the proposal defense, and the committee must approve the proposal. Students are expected to successfully propose their dissertation no later than the Spring Semester of their 5th year.

Option B:

Completion of three manuscripts, two of which must be submitted (but not necessarily accepted) for publication in a reputable, peer-reviewed journal* (as approved by the faculty), and one of which must be completed but not necessarily submitted by the time of the final defense. Only one of the manuscripts can be a brief report.

The three manuscripts must be preceded by an overarching Introduction and followed by a Discussion, each of which should roughly be 10-15 pages in length. These sections are intended to introduce and integrate the contribution of the three papers. As this suggests, the papers need to be cohesive.

Students who choose this option will not need to defend a proposal, but they should constitute their dissertation committee early in the process so that they can consult with their committee regarding their plans for the three studies. Consistent with Option A, guidance from the committee may vary widely across dissertations, depending on the needs of the student and differences in expertise and effort of the committee members. *In general, we encourage students to seek guidance from their committee and not just their mentor.* In some cases, students may check and meet with some committee members on a regular basis for advisement. In other situations, students may provide committee members with one or two updates (e.g., synopsis of the tentative plan for the three studies and how they fit together) and an opportunity to provide feedback and approve the plan.

Students choosing this option will be expected to present at a minimum of one Developmental Program Brown Bag prior to completion and defense of the thesis. This Brown Bag presentation should be used to get feedback on key features of one (or more) of the studies composing the dissertation, including soliciting recommendations on how to approach the conceptualization, measurement, design, methodology, analysis plan, interpretation of the findings, and/or the proposed integration of their three studies. Thus, the more interactive format and content of these presentations will be different than the presentation at the public defense.

*Please note that previously published papers may require the publisher's permission to be included in the final dissertation. Please see the University Graduate Education resources on copyright: <https://www.rochester.edu/graduate-education/academic-resources/dissertation-manual/other-dissertation-resources/>.

FOR BOTH OPTIONS:

Following University regulations, there must be a final defense of the completed dissertation. We strongly encourage students to hold a public defense, where they present the results of their dissertation to the departmental community prior to the closed portion of the exam.

Program Timeline of Academic Activities

NOTE: Everyone’s timeline is a bit different depending on professional and personal goals as well as the culture within individual labs.

<p>YEAR 1</p>	<p>Classes & Research</p> <ul style="list-style-type: none"> • Classes will form the bulk of your first-year program, particularly if you arrive in a year where the core courses are offered. If core courses are not offered, focus on taking electives that fulfill the “breadth” and “depth” requirements. • Most, if not all, students will be involved to some degree with their mentor’s ongoing research (e.g., recruitment, data collection, measurement development, coding). • Some students have a research assistantship (paying their stipend) and others will be a teaching assistant. This arrangement is always worked out with your specific advisor and depends on what they have available and what your research interests are. • *Note: You <i>must</i> TA at least once during your graduate training. <p>2-Year Project</p> <ul style="list-style-type: none"> • During the first semester, you’ll likely be meeting with your advisor and discussing possible research interests. Your advisor may point you to particular articles you should read to both become more familiar with research in the lab and research in your possible areas of study. • During the second semester, you’ll be more familiar with the research in your area and might have some idea of the issues, gaps or questions that have yet to be answered. You might start discussing ideas for your 2-year. <p>Publications</p> <ul style="list-style-type: none"> • You might be asked to co-author a publication later in your first year (e.g., second semester) depending on your progress towards identifying a research area and your advisor’s publication schedule. This will generally take the form of doing a small literature review on a specific topic or helping with references, editing, etc. <p>Departmental Activities</p> <ul style="list-style-type: none"> • Interview Weekend: You and your fellow graduates will help organize Interview Weekend for applicants. You will find out more about this toward the end of the fall semester.
<p>YEAR 2</p>	<p>2-Year Project</p> <ul style="list-style-type: none"> • Progress on 2-years will vary from individual to individual. Some may still be in the beginning stages of forming a concrete research idea and methodology. Others will have a concrete idea and formally propose by completing a 20- to 30-minute PowerPoint Presentation at a Developmental Brown Bag. If you don’t propose your 2-year during the spring semester, plan to propose during the fall semester of your third year. <p>Research</p> <ul style="list-style-type: none"> • Many people will have been asked to co-author at least one paper with their advisor by the end of their second year. • This is also a good time to consider extramural funding opportunities (e.g., dissertation fellowships, NRSA) for the coming year(s).

	<ul style="list-style-type: none"> • Although your priority is still on your 2-year project, it is not too early to begin thinking about and having discussions with your advisor about your dissertation, particularly if you plan to use your two-year project as part of an integrated 3-study dissertation. • You should consider first-authoring a poster/presentation at SRCD or another big conference. <p>Teaching/Mentorship</p> <ul style="list-style-type: none"> • Depending on your summer funding, you may decide to teach your own course the summer after your second year. Applications for summer teaching are typically due early in the fall semester, so it's important to talk to your advisor about summer funding opportunities before the deadline passes. • You may also take on more leadership roles in your lab, perhaps overseeing a coding system with undergrad RAs. <p>Departmental Activities</p> <ul style="list-style-type: none"> • Interview Weekend: You and your fellow graduates will help organize Interview Weekend for applicants. You will find out more about this in December or January.
<p>YEAR 3</p>	<p>Classes & Research</p> <ul style="list-style-type: none"> • You should be finishing up your class requirements this year. You may continue to take electives (usually advanced stats courses) beyond the third year, but your core requirements should be met. • While your priority is likely still your 2-year project, now is an excellent time to begin tentatively planning your dissertation. • Depending on the timing of your other milestones, you may want to consider forming your dissertation committee in consultation with your advisor if you are planning a 3-study dissertation. Many students may find it helpful to seek guidance about their tentative plans even before the actual proposal meeting that occurs after passing the qualifying exam. <p>2-Year Project</p> <ul style="list-style-type: none"> • Depending on individual progress, people may be proposing their 2-years or, possibly, defending their 2-years by the end of the spring semester. <p>Teaching/Mentorship</p> <ul style="list-style-type: none"> • You will continue to take on leadership roles in your lab and, possibly, the department. • Additional mentorship opportunities might take the form of co-mentoring an Honors student. • To advance your teaching skills and experience, you should guest lecture a class you TA for if you have not yet done so. <p>Publications</p> <ul style="list-style-type: none"> • Continue working on co-authored papers and begin developing a first-authored publication (perhaps based on your 2-year) if you have not yet done so. <p>Qualifying Exam</p> <ul style="list-style-type: none"> • Once you completed your required coursework and defended your 2-year project, you can assemble your qualifying exam committee and begin your quantitative or qualitative review after receiving approval and advisement from your committee.

YEAR 4	<p>2-Year Project</p> <ul style="list-style-type: none"> • Finish and defend your 2-year during the fall semester if you have not already done so. • This is also a good time to begin seriously planning your dissertation research. • Don't forget conference presentations—you should be planning to present at a conference and/or set up your own symposium. <p>Qualifying Exam</p> <ul style="list-style-type: none"> • Complete and successfully pass your qualifying exam to meet the 5-year program timeline. • To avoid probation, it is critical that you assemble your qualifying exam committee and begin your quantitative or qualitative review after receiving approval and advisement from your committee in your 4th year. <p>Research and Publications</p> <ul style="list-style-type: none"> • Continue working on co-authored papers and begin developing a first-authored publication (perhaps based on your 2-year) if you have not yet done so. • Continue planning your dissertation in consultation with your adviser. If you selected the three-study dissertation option, you may be actively working on your 2nd study. • If you passed your qualifying exam or are conducting a 3-study dissertation, you should form your dissertation committee.
YEAR 5	<p>Qualifying Exam</p> <ul style="list-style-type: none"> • If you haven't already done so, pass your qualifying exam by the end of the fall semester to avoid probation. <p>Dissertation</p> <ul style="list-style-type: none"> • Continue working with your advisor on your dissertation. Propose and defend your dissertation. <p>Publications</p> <ul style="list-style-type: none"> • You should have multiple co-authored papers with your advisor and should have or be working on publishing a first-authored publication.

Program Milestones:

Program Milestone*	Expected Milestone Completion**	Placed On Probation***
Two-Year Thesis Proposal	End of fall semester, 2 nd year	End of fall semester, 3 rd year
Two-Year Thesis Defense	End of fall semester, 3 rd year	End of fall semester, 4 th year
Pass Qualifying Exam	End of fall semester, 4 th year	End of fall semester, 5 th year
Successfully Propose Dissertation (for Option A only)	Beginning of fall semester, 5 th year	End of fall semester, 6 th year
Successfully Defend Dissertation (Options A & B)	End of spring semester, 5 th year	End of fall semester, 7 th year

Note: These timelines apply to students who entered the program in 2018 or later.

*These timelines are in accordance with the goal of completing the program in five years and the lack of guaranteed graduate student funding beyond the fifth year in the program.

**If students have concerns about meeting program deadlines, they are strongly encouraged to talk with their mentors or program head to develop a plan.

***For each of these milestones, probation will be removed if students successfully complete the milestone within 5 months, or the time between the end of the fall semester (the time placed on probation) and the end of the spring semester, at which time the faculty will consider whether the student should be dismissed from the program. However, this may be extended based on faculty consideration of students' individual circumstances, their reasons for the delay, and their progress and performance in other domains of evaluation.

Social-Personality Psychology Program

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

- 1. 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.
- 2. Second-year Proposal:** During their second year, students are expected to complete a research proposal of new and original work (different from the 1st year project) that will serve as a master's thesis. At least one study in this proposal must be new (not conducted prior to being proposed) and this proposal may be submitted any time during the first two years of the program. The oral presentation should occur sometime during the student's second year of study (preferably, early in the year) and is to be followed by a written document. This proposal can be completed at any time during the student's first two years in the program **but the written proposal must be completed and approved by the faculty no later than the end of August during the student's second year.**

The student's presentation at year 2 of the mid-May symposium may be a) the master's proposal, if it has not yet been presented, b) a portion of the completed work from the master's proposal, or c) all of the completed work from the master's proposal.

- 3. Master's Presentation/Qualifying Exam:** 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 no later than the end of the third year. These presentations may take place during the program's mid-May symposium or at some other time in a special meeting. The written paper must be completed and approved by the faculty no later than the end of August following the student's third year of study in the program. If a student has completed their Master's research and presented it prior to the third year in the program, they would present some other piece of research to the Social-Personality program at the mid-May symposium at the end of their third year.

An exception to these deadlines will be made for a student who has already objectively demonstrated significant research progress as indicated by submission of a lead-authored publication to a high-quality journal at the time of a deadline (high quality = impact factor above 2.0, as indicated on <https://jcr.clarivate.com/jcr/> [accessible through the UR library system]). In this case, the deadline will be revised to be two months later than the deadline officially stated in the guidelines.

Completion of the master's presentation and the resulting paper constitutes the completion of the Qualifying Exam. Students should notify the Academic Coordinator at least two weeks prior to submitting their paper. After completing the Second-Year Presentation and Paper, submit the Second-Year Project Verification Form (on Blackboard) to the Academic Coordinator.

- 4. Comprehensive Exam:** The purpose of the Comprehensive Examination is to ensure that students have the appropriate level of breadth in their coverage of the discipline of social-personality psychology and depth in their own specific area of scholarly interest. To meet these goals, the comprehensive examination has two components.

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 take-home essay-format

examination based on this textbook. Students must complete the exam no later than June 30 of their first year.

Part B is intended to promote depth in the student's particular and specialized area(s) of study. Students may choose one of several options:

- Choose three 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, hence preparing them for their dissertation or other substantial empirical work. (This reading list is expected to be approximately 150 articles in total and will consist largely of readings that were not included in prior reading lists.) Students will then demonstrate their mastery of this material in a take-home examination lasting 3 days (consisting of approximately 7 pages of writing per day).
- Propose and carry out a narrative-type review suitable for submission to a journal (e.g., *Social and Personality Psychology Compass*) under the mentorship of a faculty member (or multiple faculty members). The paper should be the student's independent work, although the faculty committee will provide feedback about the scope and coverage of the paper. The final product will be submitted to the area faculty for evaluation and feedback prior to submission for peer review.
- Propose and carry out a quantitative synthesis (i.e., meta-analysis) suitable for submission to a journal under the mentorship of a faculty member (or multiple faculty members). The paper is expected to be the student's independent work, although the faculty committee will provide feedback about the scope and coverage of the paper. The final product will be submitted to a committee of three faculty members from the area (chosen by the student) for evaluation and feedback prior to submission for peer review. If you choose this option, you must have your topic, inclusion criteria, literature review and associated PRISMA diagram, theoretical introduction, and analytic plan approved by the end of the summer following your second year. You will have until the end of the summer of your third year to complete your meta-analysis.

It is expected that in the standard circumstance, students will complete Part B no later than the end of the summer following their second year in the program, or the end of their third year if the meta-analysis option is chosen.

5. Course Requirements:

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

Social Core Courses: Students also must take the social core courses:

PSYC 510: Research Methods in Social-Personality Psychology

PSYC 553: Seminar in Social Psychology

Social Content Seminars: In addition to the above, to ensure that students are knowledgeable about the various areas of research that a Rochester Ph.D. represents, students must take one content seminar with each of the social area faculty at some point during graduate program. This requirement will be waived if suitable courses are not available.

Students who do not complete these requirements by the expected dates will be placed on academic 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.

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 Psychology at the University of Rochester. Winners must have demonstrated significant promise and potential for future independent contributions to psychological research. Typical examples include securing research funding/fellowships, one or more first-author publications, etc.

Emory Cowen Award

This award is given to a graduate student who has first-authored the best article in a high-quality Psychology journal in a given year. The article must be either published or accepted for publication (“in press”) at the time of consideration. Faculty nominating the student should detail the student’s contribution to the article in their nomination letter.

Fred Rogosch Award

This award is given to a graduate student or post-doctoral fellow in Psychology at the University of Rochester who has made significant contributions to the field of developmental psychopathology. Winners will have shown promise as independent scholars within the field and will have demonstrated a commitment to research excellence.

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.

Lisa Flanagan Grossman Memorial Award

This award recognizes the scholastic accomplishments and potential of exceptional graduate and undergraduate students who are committed to the work at the Mt. Hope Family Center and to the children and families served, as well as to the advancement of knowledge in the field of child abuse and its prevention. Per award stipulations, Sheree Toth, Ph.D., must be involved in the final decision-making process.

Psychology Department Diversity, Equity, and Inclusion Service Award

The award recognizes outstanding graduate student contributions to enriching diversity, equity, and inclusion in our department, across the university, and in our community.

Procedure for Award Decisions

1. Assuming a pool of promising candidates exists, each area will be responsible for informally nominating 1 student for each of the awards.
2. Members of the Graduate Curriculum Committee will be responsible for collecting information about suitable candidates before the end of the Fall semester (for departmental awards), or when other University or limited competition awards are announced. 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. Nominations for the Psychology Diversity Service Award will be solicited from all department members in addition to direct requests to the DEI committee.

3. The Graduate Curriculum Committee, or an appropriate ad hoc committee appointed by the Chair, 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. Because the goal of these awards is to recognize excellence and facilitate the winners' future endeavors, the end of Fall deadline is designed to allow award winners to include this information with job applications.

Graduate Student Research Development Funds

To supplement individual lab and other funding, graduate students will be given a one-time award to support approved costs and professional development related to their research. The funds may be used at any time during a student's program, until the end (June 30) of their 6th year or their dissertation defense, whichever comes first.

Please see the relevant policy on the departmental Blackboard page for information on the Research Development Fund program.

Graduate Student Travel & Conference Funds

The department provides support for graduate students' travel expenses, registration fees (including membership dues that reduce registration), and poster printing costs to a conference(s) at which they are the first author on a paper or poster. The department recognizes the importance of professional development early in one's career, and thus students in either their first or second year may receive department support to attend a conference without the requirement of authorship.

Please see the relevant policy on the departmental Blackboard page for more information on travel and conference funds.

Departmental Dissertation Grants

The department will provide each Ph.D. student with a budget up to a maximum of \$1,000 for expenses involved with the research leading to the dissertation. Students must have fully expended their \$2,000 of graduate student research and development funds prior to applying, or in the conduct of the dissertation research. Applicants must apply for outside research funds in order for their requests to be considered. The student should submit the following items to the Department's Manager of Finance & Research Administration:

- Abstract (max 300 words)
- Specific aims (max 1 page)
- Itemized budget with a timetable for the expenditures
- Budget justification
- List other applications submitted (or plan to submit) for dissertation funding and their current status (funded, pending, not funded)

Dissertation budget requests should be approved by the mentor prior to submission.

All submissions will be reviewed by the Budget Committee, and the student will be notified of their approved budget by the Department's Manager of Finance & Research Administration. Amount of funding may be affected by the availability of funds.

Department Policy on Graduate Students as Investigators on RSRB Protocols

Faculty mentors are ultimately responsible for providing oversight for their graduate students' research projects (including projects that fall under a federal exempt classification). We believe it is also important for faculty mentors to continue to mentor their students in preparing, amending, carrying out, and closing RSRB (Research Subjects Review Board) protocols. Accordingly, graduate students submitting proposals to the RSRB must list their faculty mentor as the lead Principal Investigator for all studies. Graduate students may serve as a Co-Principal Investigator, Co-Investigator, or other roles as

appropriate. Please see the RSRB Policy and Guidance Documents for more information (<http://www.rochester.edu/ohsp/policies/guidanceDocuments.html>).

Accommodations for a Disability

The University and the Department are committed to providing an inclusive experience and equal access to academic content and program requirements for students with disabilities. If you believe that you have a disability and would like to request accommodations, you should contact your area head and/or the Office of Disability Resources (<https://www.rochester.edu/college/disability/> or 585-276-5075). Although it is possible for instructors and the program to make informal accommodations for students, it is preferable to work through the Office of Disability Resources 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.

Graduate Student Financial 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. All students are expected to pursue possible outside support for their study, particularly federal and foundation research fellowships.

Receipt of support from most sources obligates the student to a commitment of time. The norm is approximately 15-20 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, the student is usually assigned as a teaching assistant. Occasionally, Clinical Psychology graduate students beyond the second year of study may be assigned to a clinical agency that provides a stipend.

2023-2024 Support Figures

Nine-Month Stipend
\$24,000

Mandatory Health Fee*
\$780

Annual Health Insurance**
\$3,612

**paid by the College of Arts and Sciences through the fifth year
**paid by the Department through fifth year, sixth year if fully funded in sixth year*

Teaching Assistantships

The Academic Coordinator coordinates the assignment of teaching 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.

Research Assistantships

Students may have opportunities to earn their stipends through a research assistantship. Although requirements may vary significantly across RAs, full-time RAs commonly require devoting 15-20 hours of effort per week to the project. Research activities can also vary significantly depending on the nature and stage of the research project. Activities may include, but are not necessarily limited to, assisting with the: (a) conceptualization and design of the project; (b) participant recruitment; (c) data collection activities; (d) literature reviews; (e) development and selection of assessments; (f) coordination, training and supervising students and staff on the project; (g) quality control in data

collection and management; (h) data entry, cleaning, and management; (i) maintaining compliance with the standards of the institutional review board, funding agencies, and any other relevant institutes; (j) data analyses; (k) project archiving; and (l) manuscript preparation. Note that these positions may require working evenings and/or weekends. Please consult the PI of the project to clarify the specific expectations of the position before accepting an RAship.

Graduate Student Emergency Fund

The purpose of the Psychology Department Graduate Student Emergency Fund is to provide short-term, temporary financial assistance to graduate students in unanticipated or emergency situations. Examples of needs that may be met include but are not limited to housing/utilities, medical/vision/dental, and travel/transportation. The availability of the Emergency Fund is subject to availability of funds going forward. Once the budgeted fund amount of \$5,000 has been exhausted for the year, further requests for funding may not be met. There is no limit to the amount that a student may ask for in each request.

To apply for support, students should first apply for financial support from the University's [Basic Needs Hub](#) (see below section in this handbook). If the student's request is denied or only partially funded, the student may apply for the Psychology Department Graduate Student Emergency Fund via email to the chair of the Budget Committee (faculty committee membership is listed in Blackboard). Applications will be kept strictly confidential and will only be discussed within the Budget Committee. Applications should include:

- The status of the student's Basic Needs Hub request
- Residential status (living in graduate housing or living off-campus)
- Funding status (receiving stipend for TA/RAship, not receiving stipend, part-time job, etc.)
- Purpose and approximate dollar amount of funds needed
- Any circumstantial information to help the committee better understand the student's situation

If the student would prefer to discuss circumstances in person, the student should indicate such in the email to the chair of the Budget Committee.

Summer Teaching Opportunities

The department typically offers several undergraduate courses during the summer semester. Graduate students have the opportunity to teach these courses. The faculty chair of the summer teaching committee will reach out to all graduate students during the fall semester to invite them to apply for a limited number of summer teaching positions. Graduate students must discuss their interest in summer teaching with their advisor to ensure that teaching will not interfere with research or clinical training goals. Graduate students applying for positions will be asked to rank course options and course meeting times. Final decisions will be made by the summer teaching committee. Once graduate students are offered and accept a summer teaching position, this is considered a firm commitment, as finding an alternate instructor can be difficult with little notice.

Compensation for summer teaching is set by the Dean's Office and the Office of Summer and Continuing Studies. Instructors are compensated a set amount for teaching a course and an additional amount for students enrolled in upper-level writing course sections. Summer 2023 compensation was \$5,000 per course with an additional \$250 per upper-level writing student enrollment.

Please note that unlike with student stipends, taxes are withheld from teaching income.

The department is often able to offer a teaching workshop series for first-time instructors. Experienced graduate student instructors may apply to the summer teaching committee to lead or co-lead this workshop series. Workshop leaders receive compensation from the department.

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 chair, 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 9 hours of credit per semester.

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.)

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 for Continuation of Doctoral Enrollment and the mandatory health fee are the student's responsibility unless support is available through a grant/fellowship, scholarship, or waived during the year of the clinical internship. Students should consult the Department's Manager of Finance and Research Administration regarding coverage of tuition and/or registration fees on grants/fellowships, and the Academic Coordinator regarding waiving the registration fee during the clinical internship year.

595: Ph.D. Research

The student is working on research toward their dissertation and has not yet completed the credit requirements for their degree. Graded on the basis of satisfactory/unsatisfactory (S, E). **Note:** The total of course credits and Ph.D. research (595) credits should not exceed 9 credits 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. Graded on the basis of satisfactory/unsatisfactory (S, E). Students should only register for this category once they are beyond their fifth year of study. Note that students must pay the associated registration fee each semester (current tuition and fees are available on the bursar's website: www.rochester.edu/adminfinance/bursar/tuition.html).

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.

Course Waiver and Transfer Procedures

When appropriate, students with prior graduate education may wish to transfer graduate course credit toward their PhD program or waive required courses that they have previously taken at another institution. Students may transfer up to a state-mandated maximum of 30 credit hours of graduate work toward their PhD degree. However, transferring credits to the University of Rochester subtracts credits

from the student's 90-credit tuition scholarship. For example, if the student transfers 30 credits to the University of Rochester, the student's tuition scholarship then covers only 60 credits. Thus the transfer credit option is only recommended for students wishing to complete their PhD program in fewer than five years. More often, students with prior graduate work (i.e., a prior master's degree) may wish to waive courses in their PhD program while not transferring the credit.

Arrangements for course waivers or transfers cannot be made until after an applicant is offered admission to the PhD program.

Course Waivers

In consultation with their advisor(s), students may appeal to have a course(s) waived from their University of Rochester PhD program if they have taken a similar course(s) during previous graduate study at another institution. This can include courses counting as the department distribution requirement courses.

- The student should submit the syllabus from the course taken at another institution to their advisor and area head.
- Area faculty will review the syllabus and the student's grade, and will determine if the course is an appropriate equivalent, consulting with course instructors as needed.
- The area head will draft a letter on department letterhead for inclusion in the student's file, stating that the area faculty have reviewed the syllabus and deem the course an appropriate equivalent. The letter should also list the course from the other institution, the University of Rochester equivalent course/requirement, and the student's grade in the course. Example letters are available from the Academic Coordinator.

Course Transfers

Courses transferred to the University of Rochester from another institution must be transferred within the student's first year of study at the University of Rochester. Students may transfer up to a state-mandated maximum of 30 credit hours towards their PhD program.

- The student should submit the syllabi from the courses taken at another institution to their advisor and area head.
- Area faculty will review the syllabi and the student's grades, and will determine the appropriate University of Rochester course equivalents.
- The area head will draft a letter on department letterhead for inclusion in the student's file and submission to the AS&E GEPA office, stating that the area faculty have reviewed the syllabus and deem the courses appropriate equivalents. The letter should also list the courses from the other institution, the University of Rochester equivalent courses, and the student's grades in the courses. Example letters are available from the Academic Coordinator.
- With the information from the letter, the Academic Coordinator will fill out a Transfer Credit Request Form and obtain the student's advisor's signature.
- The Academic Coordinator submits the form, the letter, and a copy of the student's transcript from the other institution to the AS&E GEPA office for inclusion on the student's academic record.

Resources for Department Information

Students have access to the following sources for department information.

- **The Psychology Department Blackboard page.** The psychology department maintains a Blackboard organization. A great deal of information and forms are stored within this

Blackboard page including academic and administrative forms and policies, student resources, HSDg recordings and information, research talk recordings, teaching resources, and a dissertation defense guide. Students are added to the Blackboard organization shortly before their program begins.

- **The Graduate Liaison Committee (GLC).** The GLC is a student-run organization that advocates for student needs, seeks to welcome new students, and provides opportunities for socialization among students. A list of GLC leaders is available on the department's Blackboard page under Student Resources.
- **The Psychology Department Events calendar.** This Outlook calendar contains information about various events including research talks, training sessions, and social events. Instructions about how to add this calendar to your Outlook calendar are available on the department Blackboard page under Department Information.
- **The PSY Post.** The PSY Post is the department newsletter that is released biweekly during the academic year and monthly during the summer. The newsletter contains information about policy changes, upcoming events, helpful resources, and departmental kudos. Contact the Department Administrator with questions or to submit items for inclusion in the newsletter.

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 filing 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 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:

<http://www.iso.rochester.edu/study/enrolled/index.html>

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:

<http://www.iso.rochester.edu/travel/visas/apply.html>

International Services

www.iso.rochester.edu

Main Office:

40 Celebration Drive
Building 3, Suite 1.100
PO Box 270446
questions@iso.rochester.edu
Phone: (585) 275-2866
Fax: (585) 276-2943

Newsletters

Throughout the year ISO emails bi-monthly newsletters informing students of important milestones and dates that may affect their visa. The most recent newsletters can always be found on ISO's website: <http://www.iso.rochester.edu/events/newsletter/index.html>

Taxes

<http://www.iso.rochester.edu/taxes/index.html>

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 about Continuation of On-Campus Employment

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. <https://www.iso.rochester.edu/employment/students/f1campus.html>

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 Education and Postdoctoral Affairs Graduate Handbook

<https://www.rochester.edu/college/gradstudies/graduate-handbook/index.html>

University Graduate Studies Graduate Bulletin

<https://www.rochester.edu/graduate-education/academic-resources/>

Policies regarding the following can be at the link below:

Family Friendly

Academic Probation

PhD Student Expectations & Responsibilities

Standards of Student Conduct

<https://www.rochester.edu/college/gradstudies/graduate-handbook/index.html>

Office of Disability Resources

<https://www.rochester.edu/college/disability/>

Equal Opportunity Policy

<https://www.rochester.edu/policies/policy/workplace-values/>

Policy Against Discrimination and Harassment

<https://www.rochester.edu/policies/policy/discrimination-harassment/>

Alcohol and Other Drugs Policy

<https://www.rochester.edu/college/odos/policies/alcohol-drugs.html>

Observance of Religious Holidays

<http://www.rochester.edu/registrar/policies.html>

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 they are most comfortable with. Additional resources include the Graduate Student ombudspersons, www.rochester.edu/college/gradstudies/current/ombuds.html. In addition, there are University Ombuds (formerly intercessors). You can find their details at <https://www.rochester.edu/ombuds/>.

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.

Additional Student Support Services

Students in need of support are encouraged to speak with their mentor, the department's Academic Coordinator, or the Assistant Director of Student Support Services in the [Office of Graduate Education and Postdoctoral Affairs](#).

CARE Network

Students can also refer themselves and others to the CARE Network (www.rochester.edu/care), an office dedicated to helping students understand what type of support they need and connecting them with the appropriate campus resource.

Basic Needs Hub

The Basic Needs Hub (<https://www.rochester.edu/students/support/>) facilitates connection to campus and community resources for students who are experiencing a time of critical need. The Hub provides urgent, essential necessities, such as clothing, emergency shelter, and access to academic tools. Please note that the Hub does not cover items that are already included in a student's financial aid package, including tuition and fees. Requests are typically fulfilled within 3-5 days.

The mission of the Basic Needs Hub is to provide short-term, temporary financial assistance in unanticipated or emergency situations; priority is given to students with the highest financial need. The Basic Needs Hub is not a crisis response service.

Counseling Services

In addition, the [University Counseling Center \(UCC\)](#) provides individualized and group treatment to students with mental health and well-being concerns. Their services are free for full-time students who pay the mandatory health fee. To schedule an appointment, call (585) 275-3113 or visit the center on the second floor of the University Health Service building located at 738 Library Road on the River Campus.

Note: Psychology graduate students can request to be assigned to a therapist who is not a clinical student in our program. Additionally, names of therapists outside of UCC can be found through UCC's database of local and national mental health providers, <https://rochester.thrivingcampus.com/>, or at <https://www.psychologytoday.com/us/therapists>. Students can also use TELUS Health (previously MySSP) for 24/7 support at no cost: <https://myssp.app/ca/home>.

Emergency Contacts

Call the Department of Public Safety at (585) 275-3333 or by picking up a direct dial Blue Light Emergency Phone on campus. For mental health emergencies, call Public Safety or the UCC 24/7 on-call professional at (585) 275-3113.

APPENDICES

University Academic Forms

The following pages contain Departmental forms. All University academic forms can be found at <http://www.rochester.edu/college/gradstudies/current/policies/>. Most commonly used University forms (and their direct links below) include:

- 1) [Audit Fee Waiver Request](#)
- 2) [In Absentia Request](#) (and [In Absentia Procedures](#))
- 3) [Masters & PhD Program of Study](#)
- 4) [Petition for Non-Standard Master's Defense Committee Member or Petition for Non-Standard PhD Defense Committee Member](#)
- 5) [Remote Defense Petition Form](#)
- 6) [Preparing for PhD Thesis Defense](#)

Clinical Program – Multi-Paper Dissertation Option: FAQs & Tips
(updated February 18, 2019)

Q: Can my qualifying (previously called comprehensive) exam paper be used as one of the studies?

A: No.

Q: Can excerpts of my qualifying (previously called comprehensive) exam be used for the introduction, or as an additional chapter on top of the three studies?

A: If it enhances the overall project and is programmatically cohesive, then yes.

Q: Can I conduct meta-analysis as one of the three studies?

A: As long as it wasn't used for your comps.

Q: Can one of the papers be a qualitative review or other non-empirical paper?

A: No. They should all be empirical, unless otherwise decided by the committee.

Q: Can I have co-authors on the three papers?

A: Yes. It is rare to have single-author papers in psychology, and it is expected that co-authors (including but not at all limited to your mentor) will contribute to the work. Per APA ethical guidelines, the student will be the first author on all three dissertation papers. For a paper to be included in the dissertation, it is expected that you will make "first-author-level contributions," as determined by your mentor.

Q: How long do papers have to be?

A: However long is stipulated by the target journal (and the appropriate type of submission for that journal; e.g., full-length research report, brief report, etc.), unless otherwise stipulated by your committee.

Q: How closely related do the papers need to be? Do I need to discuss how they are related in the dissertation?

A: They should belong to the same program of research. You should work with your mentor to determine what that means in the context of your research. Committees determine final approval. Your dissertation should include an introduction and conclusion that considers all studies in relation to your overarching research question(s).

Q: How novel/innovative does each paper need to be?

A: The committee is the best judge of whether the papers are sufficiently novel and innovative. As a minimum, they should be at least novel enough to be considered publishable.

Q: What are the requirements/paperwork related to the "pre-proposal" meeting?

A: There aren't any. This is an informal meeting that is for your benefit, to ensure that you are on the right track earlier on in the process than the proposal.

Q: Should I include extra appendices with tables and other information, as is common in a traditional dissertation?

A: Only if your committee requests it. In general, the three manuscripts need to be prepared for publication with no additional material needed.

Q: What needs to be submitted before I apply for internship?

A: The clinical faculty require that all dissertations (regardless of format) be successfully proposed by October 1 (in addition to other requirements) for approval to be granted to apply for internships. That means that the proposal requirements, as listed above and approved by your committee, should be fulfilled, including submission of at least one manuscript.

Q: Do I have to only use data from my own lab? What if I want exposure to other datasets?

A: If appropriate to your situation, you may be able to pursue collaborations with other researchers, conduct secondary data analyses on publicly available datasets, or conduct meta-analyses. This is a great discussion to have with your mentor.

Q: Can I collect data for one of the studies?

A: As with everything, this is at the discretion of your mentor. There is no reason why this would not qualify. However, if a data collection effort is significant, it may be better suited for a traditional dissertation.

Q: I submitted a first-author paper early in my graduate career (reflecting work I completed in graduate school), which wasn't my 2-year or my comps, and it's already been published. Can that count as one of my papers?

A: If it's programmatically related to your other papers, and if it's approved by your mentor and committee. Please note that you may need permission from the publisher to use previously published papers in your dissertation. Check the [guidance on the University Graduate Education's website](#) concerning copyright permissions.

Q: What if the studies don't get accepted to the first journal they are submitted to?

A: You should make a good faith submission to credible journals. Submission is the standard and not acceptance. If any submissions are rejected, you should work with your mentor to consider next steps, and how/whether to integrate reviewer concerns into the dissertation manuscript. However, a journal's decision should not affect the approval of your dissertation by the committee. As an example, if you submit one paper before your proposal (as required), and then before the proposal date, it is rejected, you will still meet the requirement of having submitted it on time. Your committee may choose to require you to resubmit it elsewhere, at their discretion.

Q: What if I propose a planned manuscript that is approved by my committee at my proposal, and the focus evolves over time/my mentor and co-authors and I decide it to make changes later on?

A: As with a traditional dissertation, you should confer with your committee about any changes.

Q: What if a planned manuscript that is approved at the proposal ends up being deemed not worth pursuing as a publication (e.g., null/inconsistent findings or other unforeseen issue)?

A: This is at the discretion of the committee. For example, they may require you to pursue a different manuscript idea, or may have you complete a manuscript as planned without the submission requirement. To avoid this situation, you may want to (where feasible) conduct analyses in advance to ensure that your manuscript ideas are viable, or have alternate hypotheses planned. It is ideal to devise hypotheses and use methods that are not contingent on an anticipated set of results for publication. You may also consider preregistering your hypotheses and planned analyses before conducting them (e.g., <https://osf.io>), which may improve the likelihood of null findings being accepted.

Q: Who is this option the best fit for, and who is not well-suited for it?

A: This is a discussion you should have with your mentor. On the one hand, this option will build-in submission of three first-author publications, helping you to potentially graduate with more publications on your CV. However, there also are many benefits to a traditional dissertation, including the experience and autonomy that comes with independent data collection and greater compatibility with grant/fellowship opportunities (e.g., NRSAs). You may or may not have data available to you that are consistent with your programmatic research goals. There are many considerations that you and your mentor should take into account, based on the specifics of your training goals and your research portfolio to date.

Q: If they each were extra substantive, would it be possible to include two studies instead of three? Or, what if I have a paper that has co-first authors—could I use that? Or, what if I conducted a traditional dissertation (e.g., collecting my own data), but wanted to prepare it in manuscript style to facilitate rapid submission for publication? Would a publication count if it is not peer reviewed (e.g., for a special section or book chapter)? What if I collected data for my two-year and it resulted in multiple publications—can I use of them towards my dissertation? Or, what if I have another idiosyncratic situation in need of a creative solution?

A: Everything is at the discretion of your committee.