MONTCLAIR STATE UNIVERSITY

DOCTORAL STUDENT HANDBOOK

2021-2022

PhD in Clinical Psychology

MONTCLAIR STATE UNIVERSITY

Department of Psychology
Dickson Hall 219
1 Normal Avenue
Montclair, NJ 07043

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I. INTRODUCTION

The purpose of this handbook is to outline the policies, procedures, and requirements for students in the PhD Program in Clinical Psychology at Montclair State University.

An updated version of this handbook is released each academic year. Students are strongly encouraged to review the handbook published at the time of their initial enrollment, as well as versions published in the subsequent years of their enrollment. Students must complete the curriculum requirements outlined in the handbook at the time of their initial enrollment, though they may receive permission to complete the curriculum requirements outlined in the handbook from the current year. However, students may not mix the two sets of requirements. That is, they cannot meet some requirements from the year of their initial enrollment and some from the current year. Students are also expected to be familiar with and adhere to the rules and requirements outlined in the Policy Manual of The Graduate School (TGS). The TGS Policy Manual of the current year is to be followed regarding general policies.

II. APA ACCREDITATION

The PhD Program in Clinical Psychology is accredited, on contingency by the American Psychological Association (APA), with an initial date of accreditation of April 5, 2020. The program is accredited, on contingency through April 5, 2025. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

> Office of Program Consultation and Accreditation
> American Psychological Association
> 750 1st Street, NE, Washington, DC 20002
> Phone: (202) 336-5979 / E-mail: apaaccred@apa.org
> Web: www.apa.org/ed/accreditation

III. PROGRAM FACULTY AND STAFF

The Psychology Department has over 30 full-time faculty members, including the core and associated faculty of the PhD Program in Clinical Psychology. For contact information and office hours, please visit the Psychology Department website or the bulletin board outside Dickson Hall 219.

A. Core Faculty

Samantha Coyle, PhD
Assistant Professor
coyles@montclair.edu
- **Education:** Ph.D., School Psychology, Northern Illinois University
- **Research Interests:** Understanding the positive and negative features of peer relationships, specifically social support and bullying victimization in relation

to internalizing disorders in adolescent youth; investigating lack of support as a stressor and social support compensation within a stress buffering framework
- **Clinical Interests:** Academic assessment and intervention, curriculum-based measurement, and systems-level interventions targeting mental health and academic outcomes

Jeremy K. Fox, Ph.D.
Associate Professor, Director of Clinical Training
foxjer@montclair.edu
Lab Website
- **Education:** Ph.D., Clinical Psychology, University at Albany, SUNY
- **Research Interests:** Developmental psychopathology and early intervention of childhood anxiety disorders, temperament and emotion regulation, school mental health and dissemination issues
- **Clinical Interests:** Evidence-based interventions for children and adolescents with internalizing disorders

Sally L. Grapin, Ph.D., NCSP
Associate Professor
grapins@montclair.edu
- **Education:** Ph.D., School Psychology, University of Florida
- **Research Interests:** Social justice and multicultural issues in psychology; the implementation of multi-tiered systems of support (MTSS) in schools; impact of online racial discrimination on student outcomes
- **Clinical Interests:** Academic assessment and intervention with K-12 students

Erin Kang, Ph.D.
Assistant Professor
kange@montclair.edu
Lab Website
- **Education:** Ph.D., Clinical Psychology, Stony Brook University
- **Research Interests:** Developmental psychopathology and plasticity implicated in autism spectrum disorder (ASD) and social challenges in youth; neural mechanisms of clinical phenotypes in ASD; refining interventions informed by clinical and neural insights; predictors and moderators of treatment response
- **Clinical Interests:** Evidence-based interventions for youth with ASD; comorbid mental health issues in intellectual/developmental disabilities (I/DD) populations

Christopher M. King, J.D., Ph.D.
Associate Professor, Associate Director of Clinical Training
kingch@montclair.edu
Lab Website
- **Education:** J.D., Ph.D., Clinical Psychology, Drexel University
- **Research Interests:** Forensic mental health assessment, correctional psychology, law-psychology

- **Clinical Interests:** Forensic mental health assessment, severe mental illness, cognitive behavior therapy, psychotherapy integration

Carrie Masia Warner, Ph.D.
Professor
masiac@montclair.edu
Lab Website

- **Education:** Ph.D., Child-Clinical Psychology, West Virginia University
- **Research Interests:** Development and systematic evaluation of evidence-based interventions for children and adolescents in community settings, including schools and pediatric medical settings; understanding how to support the adoption and sustainability of interventions by front-line professionals for anxiety and depression in youth
- **Clinical Interests:** Evidence-based interventions for anxiety and depression in children and adolescents; training of school professionals and nurse practitioners in delivery of treatments for anxiety and depression; parent training for prevention and treatment of internalizing disorders

Shannon O'Connor, Ph.D.
Assistant Professor
oconnors@montclair.edu
Lab Website

- **Education:** Ph.D., Clinical Psychology, Michigan State University
- **Research Interests:** Environmental and genetic risk for eating disorders; the impact of food insecurity on disordered eating behavior
- **Clinical Interests:** Evidence-based treatments for eating disorders, anxiety, and depression

Jazmin Reyes-Portillo, Ph.D.
Assistant Professor
reyesportilj@montclair.edu
Lab Website

- **Education:** Ph.D., Clinical Psychology, Rutgers University
- **Research Interests:** Youth mental health services, including use of technology to increase racial/ethnic minority youth access to and use of mental health treatment for internalizing disorders; improving implementation and dissemination of evidence-based treatments and practices in school and community settings; Latino mental health
- **Clinical Interests:** Evidence-based treatments for child and adolescent anxiety and depression

Tina M. Zottoli, Ph.D.
Associate Professor
zottolit@montclair.edu
Lab Website

- **Education:** Ph.D., Clinical Psychology, Forensic Specialization, Graduate Center & John Jay College of Criminal Justice, City University of New York
- **Research Interests:** Adolescent decision-making and legal competencies, plea bargaining, wrongful conviction
- **Clinical Interests:** Forensic assessment of adolescents and adults, with primary practice areas in legal competencies, sentencing mitigation, and risk assessment

B. Associated Faculty

Paul C. Amrhein, PhD
Professor
amrheinp@montclair.edu

- **Education:** Ph.D., Experimental Psychology, Florida International University
- **Research Interests:** Discourse processing in everyday contexts (e.g., conversations, behavioral interventions); speech act analysis as a window into cognitive-emotive mechanisms of behavioral change; individual differences (e.g., bilingual competence, age, gender) in the production and comprehension of verbal and graphical knowledge representations
- **Clinical Interests:** The role of therapist and client verbal interaction leading to better behavioral outcomes, with a focus on Motivational Interviewing skills and client "change talk" in the treatment of substance use disorders

Jason Dickinson, Ph.D.
Professor
dickinsonj@montclair.edu
Lab Website

- **Education:** Ph.D., Legal Psychology, Florida International University
- **Research Interests:** Eyewitness testimony, forensic interviewing, children's memory and suggestibility, investigative decision-making
- **Clinical Interests:** Translation of research into public policy, scientific analysis of children's testimony

Laura Lakusta, Ph.D.
Professor
lakustal@montclair.edu
Lab Website

- **Education:** Ph.D., Cognitive Developmental Psychology/Cognitive Science, Johns Hopkins University
- **Research Interests:** Dr. Lakusta's interests focus on language and cognitive development in typically developing infants and children, as well as children with developmental disorders, such as Autism Spectrum Disorder, Specific Language Impairment, and Williams syndrome. In particular, she studies how infants' representations can support language development and how language input from the environment can influence development.

Nicole Lytle, PhD
Associate Professor
lytlen@montclair.edu
Lab Website
- **Education:** Ph.D., Experimental Psychology, University of Toledo
- **Research Interests:** Eyewitness testimony, forensic interviewing, children's memory and suggestibility, investigative decision-making

Ruth Propper, Ph.D.
Professor
propperr@montclair.edu
Lab Website
- **Education:** Ph.D., Cognitive Psychology, University of Toledo
- **Research Interests:** Cerebral lateralization of cortical functions, particularly those of frontal areas, including language and spatial memory and emotional regulation; interhemispheric interaction in the context of cognition; individual differences in handedness; mechanisms by which brain activity can be altered and effects on behavior/cognition; sleep.
- **Clinical Interests:** Neurophysiological mechanisms underlying memory dysfunction in PTSD; sleep-related cognitive impairment and associated neurophysiology

Joshua Sandry, Ph.D.
Associate Professor
sandryj@montclair.edu
Lab Website
- **Education:** Ph.D., Cognitive Psychology, New Mexico State University
- **Research Interests:** Cognitive impairment and neuropsychological changes in multiple sclerosis and traumatic brain injury

Yingying (Jennifer) Yang, Ph.D.
Assistant Professor
yangyi@montclair.edu
Lab Website
- **Education:** Ph.D., Developmental Psychology, University of Alabama
- **Research Interests:** Cognitive development in typically developing children and children with intellectual or developmental disabilities, such as autism spectrum disorder. Dr. Yang is also interested in applying developmental research to real-world educational and clinical settings.

IV. ADMISSIONS

A. Application Dates and Procedures

All application materials for admission to the PhD in Clinical Psychology must be submitted by **December 1st** to ensure full consideration. Applicants are admitted to the PhD program for enrollment starting in the Fall semester only and must be full-time students.

All applicants must adhere to the application guidelines of The Graduate School (TGS).

To submit your application, please follow these steps:
1. Complete the online application on The Graduate School's website, including the $60 application fee (non-refundable)
2. Upload or send the following *required* supplemental items:
   a. Official undergraduate and graduate transcripts (if applicable)
   b. Curriculum vitae/resume
   c. International students only: TOEFL scores are required if prior degree was earned from an institution where English is not the language of instruction
   d. Three letters of recommendation, preferably from faculty familiar with your work
   e. Personal statement (2 to 3 pages, single-spaced)
      ▪ Articulate clearly, concisely, and in specific terms your relevant academic, research, and psychology-related experiences and interests, as well as your long-term career goals.
      ▪ You may also highlight any additional strengths that will make you an excellent candidate for our program, as well as explain any areas of relative weakness in your application (e.g., if your GPA or GRE scores are below recommended minimums).
      ▪ Please also explain your reasons for applying to MSU's PhD Program in Clinical Psychology and indicate up to three faculty members with whom you would like to work and be interested in having as a faculty mentor.
   f. A writing sample that demonstrates your ability to write in a scientific and scholarly manner
3. Upload or send the following *optional* supplemental items:
   a. GRE General Test scores (note: our program has made submission of GRE scores optional, beginning with admission to our Fall 2023 cohort)
   b. GRE Psychology Subject Test scores

Most supplemental items can be uploaded through the TGS submission portal once you have filed your online application and application fee. Supplemental items needing to be sent via postal mail (e.g., transcripts) should be sent directly to TGS at:

<div align="center">

Montclair State University
The Graduate School
1 Normal Avenue
Montclair, NJ 07043

</div>

Any questions about how to submit an application should be directed to TGS via phone or email:

<div align="center">

Phone: 973-655-5147 or 800-955-GRAD
Fax: 973-655-7869

</div>

Email: graduate.school@montclair.edu

Any questions about our programs that are not addressed here should be directed to: gradclinical@montclair.edu. A program staff member will reply to you as soon as possible.

Upon receiving your required application materials, TGS will review your application and forward it to the Psychology Department if it meets minimum requirements (delineated below). Please note that TGS will only review your application once it is complete and your application fee has been paid. The Psychology Department then reviews the applications and requests interviews with prospective candidates. Typically, prospective candidates are notified of the interview invitation via email. Following the interview, the Psychology Department notifies TGS of its recommendations for admission, and the DCT and/or TGS notifies prospective candidates of their status via email and postal mail.

B. Admissions Criteria and Requirements

Admission to our programs is competitive. As such, we look for applicants who demonstrate a high level of preparedness for doctoral-level training.

Requirements for admission include a bachelor's degree from an accredited institution and a record of achievement that shows a strong promise of success in the program's coursework and research and clinical training activities. Applicants considering this program should be aware of the following additional requirements:

1. While there are no minimum GPA cutoffs, competitive applicants entering with a bachelor's degree typically have undergraduate GPAs in or above the 3.2-3.5 range. We also recommend an undergraduate GPA of at least 3.5 for psychology courses.
2. Competitive applicants typically have GRE Quantitative and Verbal scores at or above the 50th percentile. Although the GRE Psychology Subject Test is not required for admission, applicants may submit these scores for consideration by the admissions committee.
3. Applicants should have completed a bachelor's or master's degree in psychology (or a closely related field), though applicants will be considered as long as they have completed at least 15 credits in psychology (preferably including courses in statistics and research methods). Students who did not major in psychology are strongly encouraged to submit the GRE Psychology Subject Test with their application.

C. Admissions Interview

All applicants must complete an admissions interview with program faculty. The Psychology Department holds an interview day for the PhD program in February.

D. Course Sequencing and Substitution Guidelines

All students follow an approved coursework program (i.e. course of study) provided by the DCT. Students wishing to make changes to their coursework program must receive approval from the DCT.

E. Transfer Credit Guidelines

Upon admission, students with prior graduate training may apply for transfer credit. As per TGS policy, students can transfer a maximum of 24 graduate-level credits into the PhD program, provided that the student received a B or better and that the course was taken within 10 years of the student's date of matriculation. Further information about transferring credits can be found in the following TGS Policy Manual. Beyond the 24 graduate-level semester hours, additional courses can be waived if requirements described below are met. However, all students must complete a minimum of 48 non-dissertation credits in the program.

All transfer credits must be approved by the DCT and processed by the Office of the Registrar. To transfer or waive a course, students are required to provide the DCT with the syllabus of the equivalent course that they completed at a previous institution. Both the DCT and course instructor must agree that the prior course is equivalent to that within the program. All transfer requests must be made at the time of matriculation, per TGS Policy. Additional course waivers must be completed within the first semester of the student's enrollment.

Students entering the PhD program who have completed a thesis as part of a prior graduate degree in clinical psychology or a related field may seek to have their Second-Year Project requirement waived. Students requesting this must provide their thesis to the DCT and their faculty mentor, who must agree that it meets the Second-Year Project requirement. Students seeking to receive credit for a previous graduate-level thesis must do so within the first semester of their enrollment. All students in the PhD program must complete the Comprehensive Exam and Dissertation, regardless of whether they fulfilled similar requirements in a prior graduate program.

V. TRAINING PHILOSOPHY

The mission of the PhD program is to prepare students to become competent and highly skilled in the research and practice of clinical psychology. In particular, the program's training philosophy incorporates several core tenets:

1. **Scientist-Practitioner Model.** In emphasizing the integration of science and practice, the program adheres to a training approach consistent with the scientist-practitioner model established at the Boulder Conference in 1949. Because the program trains students to be scientist-practitioners and understand how science and practice inform one another, students are prepared for positions in both research-oriented (e.g., research universities and academic medical centers) and practice-oriented (e.g., hospitals, schools, community mental health agencies, forensic settings, and private practice) settings. Consistent with this model, the program aims to:

   a. **Provide students with the foundational knowledge and clinical skills to become competent scientist-practitioners in clinical psychology.** This aim is accomplished by providing students with knowledge in the depth and breadth of scientific psychology, skills in evidence-based approaches to assessment and

treatment, and an understanding of how to apply a scientific approach to clinical decision-making, case conceptualization, and evaluating clinical efficacy. Our approach to clinical training is guided by APA's definition of evidence-based practice in psychology, as students are taught that clinical psychologists have a responsibility to provide services based on the best available knowledge while also using their clinical judgment to consider client characteristics and preferences.

b. **Produce students with the necessary research skills to contribute to the scholarly knowledge base.** This aim is accomplished by providing students with grounding in the research process and skills needed to develop, critically evaluate, synthesize, and apply scientific knowledge. Our approach to research training prepares students to conduct original and meaningful research to better understand and address a range of clinical issues, problems, and populations. Students are trained to develop independent research questions based on a critical evaluation of empirical research, generate hypotheses, and test them using experimentation and statistical methods. Students are expected to disseminate their research through conference presentations and publications.

c. **Prepare students to be ethical, culturally-responsive, and professional scientist-practitioners.** This aim is accomplished by ensuring that students develop awareness, respect, and sensitivity in regard to diversity in age, culture, disability, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic status, and other individual differences. In addition, students learn to conduct themselves in an ethical manner consistent with the principles and standards of the APA Ethics Code, as well as continually self-assess their competencies, recognize their limitations, and seek supervision, consultation, and training when needed.

2. **Areas of Emphasis.** The program offer students the opportunity for specialized training in two areas of health service psychology: clinical child psychology and forensic psychology. The clinical child psychology emphasis focuses on the unique psychological needs of children and adolescents, as well as developmental considerations in psychopathology, assessment, and treatment, including the role of family and social contexts in psychological adjustment. The forensic psychology emphasis focuses on evidence-based services for individuals whose lives interface with the legal system. Students learn the unique legal and ethical parameters for the practice of psychology within the legal system, gain practical experience in forensic mental health assessment and the provision of treatment to offender and victim populations, and are exposed to current theories on family and interpersonal violence.

3. **Mentor Model.** The program utilizes a mentor model of training. Each student has a faculty mentor with shared research and clinical interests. Faculty mentors are expected to model the integration of science and practice and form collaborative relationships with their students, involving them in their research programs and opportunities for

presentation and publications while promoting their development as goal-oriented, productive, and well-rounded clinical psychologists

4. **Interdisciplinary Research.** In addition, the program is comprised of faculty members with diverse and interdisciplinary research interests across a variety of areas which intersect with clinical psychology, including biological, cognitive, developmental, health, and social psychology. We encourage our prospective students to consider any of our core or associated faculty members as prospective mentors, and our students are free to pursue research projects related to any of the areas in which our faculty currently work.

5. **Respect for Diversity.** The program is committed to promoting awareness, respect, and sensitivity in regard to diversity in age, culture, disability, ethnicity, gender, national origin, race, religion, sexual orientation, socioeconomic status, and other individual differences. Consistent with these efforts, faculty and students in the program strive to provide an open and supportive learning environment for all individuals. In addition, students are encouraged throughout the curriculum to understand and appreciate the importance of cultural and individual differences in the theory, research, and practice of clinical psychology. In their clinical training, students have opportunities to work with clients from a wide range of backgrounds. In their research training, students consider issues of diversity throughout the research process, from study design to interpretation of results. Students also have opportunities for training with a number of program faculty who have clinical and research interests in multicultural psychology and social justice issues. In fostering these opportunities, the program hopes to create leaders who value inclusion and advocate for attention to issues of diversity both within and outside their academic and professional communities.

VI. PROGRAM REQUIREMENTS

A. Curriculum

To earn the PhD in Clinical Psychology, students must complete a total of 86 graduate credit hours over a minimum of three full-time academic years of graduate study. This includes credits for required coursework, elective coursework, and at least three years of supervised practicum training in clinical placements. Students must also complete a one-year, full-time internship in clinical psychology and successfully defend a second-year research project and dissertation. Continuous full-time enrollment is required throughout the program, including at least three full-time academic years of graduate study in residence prior to completion of the internship and awarding of the doctoral degree. The degree is only conferred upon the student's satisfactory completion of the internship and approval of the completed dissertation.

Students may also complete an optional emphasis in either clinical child psychology or forensic psychology, with four courses in those areas. Instead of the optional emphasis, students may choose to complete four elective courses of their choosing.

A summary of program requirements is provided below.

Clinical Psychology (Ph.D.): Program Requirements

Code	Title	Credits
Required Courses - General Psychology		**18**
PSYC 504	Cognitive Psychology	3
PSYC 506	Multicultural Psychology	3
PSYC 552	Social Psychology	3
PSYC 561	Developmental Psychology	3
PSYC 573	Behavioral Neuroscience	3
PSYC 745	History and Systems of Psychology	3
Required Courses - Clinical Psychology		**21**
PSYC 565	Developmental Psychopathology	3
PSYC 574	Cognitive Assessment	3
PSYC 575	Clinical Assessment	3
PSYC 670	Evidence-Based Psychological Interventions I	3
PSYC 678	Ethics and Professional Issues in Psychology	3
PSYC 702	Evidence-Based Psychological Interventions II	3
PSYC 894	Seminar in Professional Practice	3
Required Courses - Research/Statistics		**15**
PSYC 510	Research Methods in Psychology	3
PSYC 550	Quantitative and Statistical Methods	3
PSYC 578	Psychometrics	3
PSYC 739	Multivariate Statistics	3
PSYC 740	Theory Building and Model Testing	3
Electives		
Select Option A, B or C for 12 credits		**12**
Option A - Open Electives		
PSYC 594	School-Based Interventions	
PSYC 601	Behavioral Assessment and Intervention	
PSYC 659	Special Topics Seminar in Psychology	

Code	Title	Credits
PSYC 661	Introduction to School Psychology	
PSYC 664	Criminal Forensic Assessment	
PSYC 665	Child and Family Forensic Assessment	
PSYC 668	Consultation Methods in Psychoeducational Settings	
PSYC 671	Interventions in Forensic Psychology	
PSYC 679	Family Systems and Therapy	
PSYC 709	Seminar in Clinical Child Psychology	
PSYC 725	Psychological Science and the Law	
Option B - Emphasis in Clinical Child Psychology		
PSYC 679	Family Systems and Therapy	
PSYC 709	Seminar in Clinical Child Psychology	
Select two of the following:		
PSYC 594	School-Based Interventions	
PSYC 601	Behavioral Assessment and Intervention	
PSYC 659	Special Topics Seminar in Psychology	
PSYC 661	Introduction to School Psychology	
PSYC 665	Child and Family Forensic Assessment	
PSYC 668	Consultation Methods in Psychoeducational Settings	
Option C - Emphasis in Forensic Psychology		
PSYC 664	Criminal Forensic Assessment	
PSYC 665	Child and Family Forensic Assessment	
PSYC 671	Interventions in Forensic Psychology	
PSYC 725	Psychological Science and the Law	
Clinical and Research Activities		**20**
PSYC 780	Pre-Doctoral Practicum [1]	6
PSYC 895	Pre-Doctoral Internship I	1
PSYC 896	Pre-Doctoral Internship II	1
PSYC 900	Dissertation Advisement [2]	12

Code	Title	Credits
Second-Year Project Requirement		
Complete a second-year research project in accordance with doctoral program requirements.		
Qualifying Portfolio/Exam/Assessment		
Successfully complete the qualifying portfolio, examination or assessment requirement.		
Admission to Candidacy		
Following completion of pre-dissertation research courses, second-year project, and Comprehensive Exam, you may be admitted to candidacy.		
Dissertation Requirement		
Complete a dissertation in accordance with Graduate School and doctoral program requirements.		
Total Credits		**86**

Course List

[1] Complete PSYC 780 six times for a total of 6 credits.

[2] Complete PSYC 900 four times for a total of 12 credits.

B. Course Sequence

The PhD program is designed to be completed in five years of full-time study. A sample course sequence / curriculum plan can be found in Appendix I.

C. Practicum Placements

1. Overview

Students are required to complete a minimum of six semesters of clinical practicum, typically in years two through four. The Associate DCT, in conjunction with the DCT and core program faculty, is responsible for monitoring, evaluating, and coordinating practicum placement experiences in general. Approved clinical supervisors provide specific and detailed evaluations of students' clinical work.

Practica are conceptualized by the program as clinical experiences in which students can apply didactic and theoretical training from their coursework and strengthen competencies in evidence-based assessment, intervention, and consultation. Student fieldwork begins with more introductory-level practicum experience and progresses each year to more advanced practicum experiences in which students perform clinical tasks

with greater responsibility. This sequence is intended to prepare students for their pre-doctoral internship.

2. Practicum Placement Process

Students complete external practica in a variety of settings in New Jersey and the surrounding area (e.g., New York). New Jersey is the most densely populated state in the United States, and also one of the most diverse. Students have the opportunity to provide services to a wide range of client populations and in a wide range of settings. Such diversity, coupled with the extensive array of high-quality training sites in the region, offers students the opportunity for an overall rich training experience. Practicum sites include hospitals/medical centers, rehabilitation facilities, community mental health centers, schools, university counseling centers, psychiatric facilities, and correctional facilities. Placements provide a range of clinical training experiences commensurate with students' level of training. They also provide weekly supervision sessions with supervisors who are licensed psychologists with doctoral degrees in health service psychology.

The majority of these practicum sites are members of a longstanding, well-organized partnership with university-based directors of clinical training in New York and New Jersey: Psychology Directors of New York State (PSYDNYS)–New York New Jersey Association of Directors of Training (NYNJADOT). Students typically participate in a local practicum match system run by PSYDNYS-NYNJADOT, in conjunction with APA. Sites that participate in this system have been vetted by PSYDNYS-NYNJADOT as to their understanding of, and agreement to, a set of guidelines which include providing direct observation to student trainees at least twice yearly. Additional information about the match system can be found at the organization's website.

Students also train at "homegrown" practicum sites that do not participate in this match system. These sites have been vetted by the program as to their ability to adhere to the program's practicum experience requirements. Despite the young age of our program, we have already established good working relationships with a number of general and specialized non-match practicum sites.

The Associate DCT, DCT, and faculty mentors advise students regarding application procedures for practicum placements, and the Associate DCT oversees this overall process. The Associate DCT and DCT meet with prospective practicum students to share with them the list of such sites at which our students have previously trained, or else for which training agreements are nonetheless in place. These sites include general (child/adolescent and adult) and specialized placements (e.g., forensic psychology, neuropsychology). Students are advised about the processes involved in applying to sites through local match system as well as to homegrown sites. Students who apply to practicum sites through the match system must follow the established procedure/timeline for receiving and responding to interview and acceptance offers from practicum sites. Application instructions for homegrown sites are provided by the Associate DCT. Typically, students will be invited to interview at practicum sites with the supervising

psychologist. All students must receive approval from the Associate DCT, in consultation with the DCT, before accepting a practicum offer.

3. Practicum Placement Guidelines

While we encourage students to seek practicum placements that fit their interests, students are expected to participate in clinical experiences within different clinical settings and featuring a variety of diverse populations, presenting problems, and types of psychological services. Students participating in the Clinical Child Psychology emphasis are also expected to complete one practicum in a child/adolescent-focused setting, while students participating in the Forensic Psychology emphasis are expected to complete one practicum in a forensic setting.

a. Placement, Site, and Supervisor Requirements

Students are expected to spend between 10 and 16 hours per week at their practicum sites. Students who wish to work more than 16 placement hours per week must receive permission from their mentor and the DCT.

Students must only accept positions within the defined geographic area of New Jersey, New York State, Connecticut, and Pennsylvania to ensure that their involvement in courses and other activities on campus (e.g., brown bag meetings, graduate assistantships, teaching positions) are not compromised.

Students are placed in training-committed settings that provide appropriate and adequate supervision and a wide range of training experiences, including evidence-based practice. The program follows the ASPPB Task Force on Practicum Guidelines for Licensure. Practicum experiences are expected to consist of two academic terms, with evaluation ratings partially based on direct observations conducted once per semester. Each year of practicum requires approximately 600 hours, 150 of which are spent in the provision of face-to-face client service. In addition to direct client care, students are expected to engage in professional writing (e.g., charting, report writing), structured learning activities (e.g., attending case conferences, presenting cases, and attending didactic trainings), and any other site-specific requirements.

The practicum site must agree to provide the student with a minimum of one hour per week of regularly scheduled, face-to-face individual supervision for the purpose of discussing the student's clinical activities at the placement. Students must be supervised by an on-site doctoral-level psychologist who is licensed as a psychologist in the jurisdiction where the practicum site is located. Students also typically receive weekly group supervision, such that students receive one to two hours of supervision for every four client contact hours. As part of this supervision, students must be directly observed by their primary supervisor at least once per semester via the supervisor sitting on a student's client session, observing it through a one-way mirror, or watching a tape of the session. The program also recommends that students participate in additional learning activities at their sites, such as additional individual

and/or group supervision, case conferences, clinical trainings, and professional development seminars.

In addition, for clinical hours to count for APPIC, the practicum placement must satisfy the following criteria: a) it must be sanctioned and periodically reviewed by the program, b) feedback must be provided about the student to the advisor, c) the supervisor needs to be a licensed psychologist, and d) the supervisor needs to keep count of the number of trainees and report them to the program yearly. It is very important that students only participate in practicum placements sanctioned by the program; otherwise, their clinical hours at an unsanctioned site may not count as part of their APPIC application for a pre-doctoral internship.

b. Scheduling and Leaves

Students are required to follow the leave/vacation policy designated by their particular practicum site. Requests for time off should be made as early as possible. Students should be aware that their practicum site may not recognize holidays typically on the MSU calendar (e.g., Winter Recess, Spring Break). Students should also consider their coursework and other program activities in preparing their practicum placement schedules.

c. Tracking Clinical Hours

Students should carefully track their supervised clinical hours from the beginning of their training. Detailed tracking of clinical hours is required for APPIC pre-doctoral internship applications. Clinical hours include, among other activities, direct provision of assessment and intervention services, scoring of test protocols, administering assessment or intervention protocols for research, telephone contacts, individual and group supervision, case conferences, and time spent maintaining clinical records and writing reports. All students have access to Time2Track for the purpose of logging their clinical hours. Although Time2Track models its tracking system after the APPIC application (which is a good reason to log hours into Time2Track), APPIC definitions and standards can change, and so students may wish to also use their own separate tracking system (e.g., Excel).

4. Practicum Placement Evaluations

All practicum supervisors complete a standardized student evaluation form biannually. This form is digitized and administered via Time2Track. It measures all nine profession-wide competencies from a developmental perspective. Supervisors rate students as "meets expectations for level of training," "exceeds expectations for level of training," or "below expectations for level of training" (or else "not enough information to judge") on all elements of profession-wide competencies: ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; consultation and interprofessional/interdisciplinary skills. For each of these competence domains,

supervisors can also provide narrative remarks and note any problems to be addressed by the supervisor or program. Supervisors also provide an overall performance rating: poor, below average, average, above average, or outstanding, with requests for comments if the overall performance rating is poor or below average.

5. Credit for Practicum Placement Experiences

For training and liability reasons, all students must be registered for 1 credit of PSYC 780 for each semester in which they are engaged in a practicum placement.

Grading is pass/fail. A passing grade is awarded when the following conditions are met:
 a. The Associate DCT receives a mid-term evaluation of the student completed by the primary supervisor.
 b. The Associate DCT receives an end-of-year evaluation of the student completed by the primary supervisor.
 c. The end-of-year evaluation indicates a passing (i.e. satisfactory or better) overall assessment.
 d. The Associate DCT receives an end-of-year evaluation of the practicum site completed by the student.

All evaluations must be received by the deadline set by the Associate DCT.

D. Second-Year Project

All students are required to complete a Second-Year Project, conceptualized as a meaningful and rigorous research project. The Second-Year Project can take one of four different forms: 1) the collection and analysis of primary data, 2) secondary data analysis, 3) a meta-analysis, or 4) a systematic literature review, prepared in accordance with an authoritative set of guidelines approved by the Thesis chair (e.g., PRISMA; Cochrane Handbook for Systematic Reviews of Interventions). Regardless of the form, the end product must constitute original research and should be suitable for publication in a peer-reviewed journal.

Students should work with their faculty mentor to develop the aims of their Second-Year Project during the first semester of the first year. These ideas should be written up as a Second-Year Project Proposal, consisting of an overview of the extant literature on the topic, an assessment of how the Second-Year Project will fulfill an identified gap in the literature via its specific aims, and the methodology that will be employed to achieve those aims, including a description of the data to be collected and techniques that will be used to analyze the data. The deadline for the Second-Year Project Proposal will be **August 1 during the summer after the first year.**

The student's faculty mentor will always serve as the Chair of the Second-Year Project Committee. While the student is developing his or her proposal, he or she should also identify a minimum of two additional faculty members to serve as Second-Year Project Committee members, under the advisement of his or her faculty mentor. At least one of the additional committee members should be a core or associated faculty member from the Clinical PhD program, whereas other committee members could be non-affiliated faculty members from the

Psychology Department, or faculty members from another MSU department or external institution. In keeping with TGS policy for master's theses, the DCT must approve any committee member who is from outside of the department, does not hold graduate faculty status, is not a full-time faculty member, or is neither tenured nor tenure-track. All committee members must approve the student's Second-Year Project Proposal, and this must be documented via The Graduate School Approval for Writing a Master's Thesis and Committee Membership Form.

After the student's proposal is approved, the student should begin working on his or her Second-Year Project to facilitate its completion by the program deadline: **August 1 in the summer after the second year.** Students must obtain approval from the MSU Institutional Review Board prior to the initiation of any aspects of projects involving participation of human subjects.

Students should prepare their Second-Year Project in accordance with the guidelines set forth by TGS for the master's thesis, with the knowledge that the document will need to be reformatted upon submission to a peer-reviewed journal. Once the faculty mentor is satisfied with the student's Second-Year Project, the student should distribute it to committee members for feedback. Students should expect that their committee members will take approximately two weeks to review drafts of their Second-Year Project and should budget their time accordingly. Students must address all feedback to satisfaction of the committee members. The faculty mentor will resolve any disagreements among committee members and ultimately decide when the Second-Year Project is complete.

Students may wish to have their Second-Year Project recognized as a master's thesis by MSU. This would require the student to register for master's thesis credits. For further information on formatting guidelines and other MSU procedures for master's theses students, should refer to the most recent version of The Graduate School's *Procedures and Guidelines for the Preparation of Master's Theses at Montclair State University*.

E. Comprehensive Examination

Students who have completed their second-year project are eligible to take the comprehensive exam. Students are required to take the comprehensive exam during the third year of the program. Within that timeframe, students can opt to complete the exam in the summer or winter term. The comprehensive exam consists of two components. First, students will write a 12-15 page **Case Report** in which they will detail the assessment and treatment of one of their clients (likely one from their second-year practicum), along with ethical, diversity, and supervisory issues pertaining to the case. Second, students will complete a 12-15 page **Integrative Literature Review** in which they will integrate peer-reviewed literature on how factors within two domains (affective, biological, cognitive, developmental, and social) combine to influence a DSM-5 psychiatric disorder or other clinical phenomenon.

Two faculty members who are not the student's mentor will assess each student's performance on each component of the comprehensive exam. Students are expected to complete the comprehensive exam independently. Additional information can be found in the Comprehensive Exam Guidelines document.

F. Doctoral Candidacy

Students who have passed the comprehensive exam are eligible for promotion to doctoral candidacy and to submit their dissertation proposal. To be recognized as doctoral candidates, students must complete and file *FORM A - Notification of Completion of the Qualifying Assessment and Notification of Admission to Doctoral Candidacy* with TGS. Students must first complete the form and email it to the DCT for their signature. Students must then return the signed form and all necessary supporting documents (i.e. confirmation of successful completion of the comprehensive exam, including the final comprehensive exam grading rubrics showing they have passed the exam), to Caren Ferrante (ferrantec@montclair.edu) and Rebecca Shiffer-Newton (shifferr@montclair.edu). Students should copy the DCT on all emails. Students are encouraged to submit Forms B and C (discussed in the Dissertation section of the handbook) at the same time as Form A. Once Forms A, B, and C are submitted and approved, students are eligible to submit Forms G/H for Dissertation Advisement and register for dissertation credits.

G. Dissertation

Students' culminating research experience in the Program is the Dissertation, through which they are expected to make a novel contribution to the field through an analysis of empirical data. For the Dissertation, students must collect and analyze primary data, conduct a novel analysis of secondary data, or complete a meta-analysis that fills a significant gap in the literature.

As with the Second-Year Project Committee, the faculty mentor will always serve as Chair of the Dissertation Committee. The faculty mentor must have status as a doctoral faculty member in the program in order to serve as Chair. In sum, the Dissertation Committee must be comprised of either three or four members, including the Chair. A Committee of three members must include two MSU Psychology Department faculty members and one MSU faculty member from a different department. A Committee of four members must include three MSU Psychology Department faculty members and one member from an external institution. Per TGS policy, the student must complete and file *FORM B – Approval of the Dissertation Committee*, as well as *FORM C – Request for Approval of an Outside Dissertation Committee Member* if one or more of their committee members do not hold full-time faculty status at MSU.

Once the Dissertation Committee has been approved, the student will complete his or her Dissertation Proposal, which should review the extant literature on the Dissertation topic, assess how the dissertation will represent a novel contribution to the field by fulfilling its specific aims, and outline the methodology, including a description of data sources and statistical analytic techniques. Once the faculty mentor has approved the Dissertation Proposal, the student is responsible for distributing the document to all other committee members, who will be given at least two weeks to review it. Concurrently, the student should schedule a mutually convenient two-hour block in which the student and his or her committee will meet for a Dissertation Proposal Defense Meeting. Prior to the meeting, committee members will provide the student with any written feedback on the proposal. During the Dissertation Proposal Defense Meeting, the student will verbally respond to committee members' feedback, and the student and committee will devise a plan for any revisions and refinements to the proposal. When the student and committee have agreed on this plan, they will complete *FORM D – Approval for*

Dissertation Proposal. The Dissertation Proposal Defense meeting **must occur prior to October 15 during the year that the student plans to apply for internship**.

After the Dissertation Proposal Defense Meeting, the student is responsible for submitting *FORM D* to TGS for approval. Once TGS approves the proposal, the student must file for IRB approval, if required for the project. Per TGS policy, the faculty mentor may waive the requirement to wait until the proposal is approved to file for IRB approval.

Students should prepare their Dissertation in accordance with the guidelines set forth by TGS, with the knowledge that the document will need to be reformatted upon submission to a peer-reviewed journal. Once the faculty mentor is satisfied with the student's Dissertation, the student should distribute the Dissertation to committee members for feedback. Students must address all feedback to the satisfaction of the committee members. The faculty mentor will resolve any disagreements among committee members and ultimately decide when the Dissertation is complete.

Once the Dissertation is complete, the student should work with his or her committee members to identify a mutually convenient date and time for the Dissertation Defense. The student then is required to submit *FORM E – Application for Dissertation Defense Date* to TGS, accompanied by one hard copy of the dissertation. If the Dean of TGS concurs that the student is ready for the defense, the date is confirmed and the student, faculty mentor, or DCT officially schedules the Dissertation Defense location and time. The faculty mentor is required to notify TGS of the location of the defense as soon as it is confirmed.

Per TGS policy, all members of the Dissertation Committee are required to attend the Dissertation Defense, along with the DCT, an impartial departmental representative, or a representative from TGS (Dean or Associate Dean). The faculty mentor is responsible for bringing *Form F – Report of Dissertation Defense* to the meeting. At the Dissertation Defense, the student should orally present all components of their dissertation and be prepared to answer questions from their Dissertation Committee and others in attendance. Three outcomes of the Dissertation Defense, as put forth by the Graduate School are: (1) *pass – no substantive revisions;* (2) *pass with conditions – substantive revisions*; and (3) *fail – second defense required*. All committee members must sign *FORM F*, and the faculty mentor must return it to TGS for final approval by the Dean of TGS within 24 hours.

Students are encouraged to complete the Dissertation prior to embarking on internship and, if not, during the internship year. Students who require additional time beyond the internship year will be required to provide monthly updates on their progress until the Dissertation is complete. Only in extenuating circumstances will students be permitted to work on their Dissertation more than one academic year after completion of their internship.

For further information on formatting guidelines and other MSU procedures for Dissertations, students should refer to the most recent version of The Graduate School's *Dissertation Procedures and Guidelines Manual*.

H. Internship

Our program requires completion of a year-long, full-time pre-doctoral internship, usually completed in the fifth year of the program. This is meant to be one of the culminating training experiences for students prior to graduation.

1. Timeline and Sequence

    a. To be eligible to apply for internship, students must pass their Comprehensive Examination and receive approval in writing from the DCT.
    b. Students typically apply for internship in the fall semester of their 4th year.
    c. Students must successfully defend their dissertation proposal before applying for internship. The deadline for having the dissertation proposal approved is October 15th in the semester in which they apply for internship.
    d. All pre-dissertation coursework, as well as the second-year project, must be completed before students leave for internship.
    e. Students are expected to complete dissertation data collection before they leave for internship and complete their dissertation by the end of their internship year.

2. CUDCP Internship Eligibility Guidelines

In addition to the expectations described above, our program aspires to the [Expectations for Internship Eligibility](#) guidelines adopted by the Council of University Directors of Clinical Psychology (CUDCP), which state that students become eligible for internship when they have satisfied the following requirements:

    a. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.
    b. Trainee successfully completed a master's thesis (or equivalent).
    c. Trainee passed program's Comprehensive or Qualifying Exams (or equivalent).
    d. Trainee's dissertation proposal has been accepted at the time of application to the internship.
    e. Trainee successfully completed all required course work for the doctoral degree prior to starting the internship (except hours for dissertation and internship).
    f. Trainee completed an organized, sequential series of practicum experiences supervised by at least two different clinical psychologists that involve formalized practicum experience in evidence--based assessment and therapy. The Trainee completed at least 450 face--to--face hours of assessment/intervention and at least 150 hours of supervision by a clinical psychologist who routinely employed individual and/or group supervision models and at least one or more of the following intensive supervision methods (e.g., direct observation, co--therapy, audio/videotape review). During early formative years, the ratio of face--to--face hours to supervision hours approximated 1:1 and increased to around 4:1 as the Trainee developed intermediate to advanced clinical skills.
    g. Trainee has contributed to the scientific knowledge within psychology, as evidenced by:

- Publishing an article in a refereed journal or a book chapter as an author or co-author, or
- Presenting at least three papers/posters/workshops at regional, national, or international professional conferences or meetings.
- Trainee was enrolled in a program that conducts formal annual evaluations of each student for purposes of monitoring trainees' developing competencies and assuring that only students making satisfactory progress are retained and recommended for doctoral candidacy and entry into the profession. This annual program review of each student utilizes evaluations obtained from different faculty and supervisors and covers the full range of competencies including academic, research, clinical skills, and ethical professional behavior. Trainee has been rated as meeting expectations and possessing the required competencies at the time of applying for internship.

Note: While we expect our students to fulfill the requirements associated with CUDCP guidelines, we encourage our students to have completed at least 600 approved, supervised assessment/intervention hours before they leave for internship.

3. Guidelines for Applying to Internships

Students are expected to participate in the Association of Psychology Postdoctoral and Internship Center's (APPIC) match program and to apply to a minimum of 10 APA accredited internship sites. All students must adhere to APPIC match guidelines. The Associate DCT, in conjunction with the core faculty and DCT, are committed to supporting students in procuring internships. For instance, the DCT and Associate DCT hold meetings with students applying for internship to review the application materials and organizes mock interviews to help the student prepare for the application process. Students are advised to apply broadly across the country to a minimum of 10 sites. Any student who is not successfully placed in an APA accredited internship will make use of the APPIC clearinghouse before considering non-accredited sites. In some cases, it might be necessary for students to apply more than one time to obtain an internship position, however the faculty will do everything possible to help students avoid this.

Students are not encouraged to apply to non-APA accredited sites. However, if a student wishes to do so, as an initial step, the student must fill out and submit the Form for Non-Accredited Internships and provide the following site-specific information in writing:

a. the nature and appropriateness of the training activities;
b. frequency and quality of supervision;
c. credentials of the supervisors;
d. how the internship evaluates student performance;
e. how interns demonstrate competency at the appropriate level

Once the student provides the written information, the Associate DCT or DCT will call the training director at the internship site to verify the information and learn more about

the site and internship experience. If the potential internship site is local, the Associate DCT or DCT will request an in-person visit. The primary focus of the telephone contact or visit is to reiterate the expectations and evaluation of student trainees with primary supervisors, including in-person supervision and primary supervisor licensure and educational requirements, direct observation, supplemental telesupervision (i.e. cannot be primary mode of supervision), and opportunities for trainees to develop profession-wide competencies.

Once the Associate DCT confirms that the internship training experiences and supervision are sufficient, a formal agreement is obtained from the site detailing the responsibilities of the site and program/university, respectively. The student seeking to apply to a non-accredited internship will meet with the DCT to discuss, among other things, the training opportunity, disadvantages to completing a non-APA-accredited internship, and other options (e.g., delaying internship for a year and using the interim time period to gain more clinical experience). At the next faculty meeting, the DCT will present the rationale for student application to the non-accredited internship site and summarize features (e.g., direct service and supervision hours and training experiences to be provided) of the internship at the non-accredited site. In addition, as part of the formal agreement, the site must document how students will be evaluated on PWCs twice yearly and partially based on direct observation. Core faculty will discuss whether the student may apply and then will vote on the outcome, which will be conveyed to the student by the DCT.

VII. ADVISING AND EVALUATION

A. Mentorship

Each student is assigned a faculty mentor upon admission who will be responsible for providing guidance throughout the student's time in the program. In addition to supervising the student's research milestones (the Second-Year Project and Dissertation), mentors may provide advisement regarding other areas of the program, including coursework and clinical training. Students who are assigned mentors with a doctoral degree in an area outside of health service psychology will be provided additional clinical mentorship and guidance from the DCT and/or Associate DCT. Admitted students are encouraged to contact their faculty mentor in the summer prior to their first year to familiarize themselves with their mentor's research program and potentially get involved in ongoing projects.

At minimum, faculty mentors a) meet with their students on a monthly basis to discuss student goals and progress, b) provide guidance to students on program milestones, c) provide feedback to students in a timely manner, and d) evaluate the student's progress annually. Depending on the faculty member's research program, they might also engage the student in other activities, including research group meetings, technical training (e.g., in quantitative and qualitative analysis), and opportunities to co-author presentations for academic conferences and manuscripts for submission to peer-reviewed publications.

The majority of students will work with their assigned mentors through the completion of the Second-Year Project and, ideally, the Dissertation. However, it is acknowledged that students' interests will evolve over the course of their graduate career and that some students may not develop productive working relationships with their assigned mentors. In such cases, the student should set up a meeting with the DCT to discuss their concerns and identify other faculty members who could serve as a possible alternative mentor. The student may then seek to set up a meeting with that faculty member to discuss the possibility of the faculty member serving as the student's mentor. Faculty members may accept students as new mentees at their discretion. Please be aware that many faculty members are already working with a number of other students already and may not be able to accommodate new mentees. When a student and faculty mentor have agreed to the mentoring relationship, the student is responsible for completing a **Change of Mentor Form** and obtaining signatures from the original faculty mentor, new faculty mentor, and DCT.

Although a student's faculty mentor should be a primary source of information and advisement, students are encouraged to develop relationships with other members of the core and affiliated faculty. In this vein, the program welcomes students to form collaborations with other students and faculty members, while maintaining open communication with their mentors about these additional experiences. Students are also encouraged to contact the DCT for additional advisement about any aspect of the program.

B. Annual Evaluation Procedures

Formal annual evaluation takes place at the end of the Spring semester, when the faculty meet to evaluate each student's progress over the past academic year. This meeting is attended by the core faculty, along with all associated faculty who serve as faculty mentors. A variety of indicators of performance over the past academic year are reviewed, including course grades, major projects, the student's Annual Student Activity Report, and, if applicable, the evaluation form completed by the student's practicum supervisor. As part of the formal evaluation, students are evaluated using the Profession-Wide Competencies Evaluation Form (MSU-PWCEF). Evaluations are based on performance across all areas of training, including coursework, research training, clinical training, and professionalism. Each competency is rated on a scale from 1 (strongly disagree) to 5 (strongly agree). In the event that a competency has not yet been observed, students receive a rating of "not enough information to judge."

Subsequently, a letter is prepared for the student which summarizes the student's progress and accomplishments during the past year and provides constructive feedback. The faculty mentor will co-author the letter with the DCT. Both the letter and evaluation form are reviewed with the student in a formal end-of-year meeting with their faculty mentor. Students who are completing the program satisfactorily will continue to move forward in the program.

C. Remediation Procedures

Based on the above review, if concerns arise about a student's progress and performance in the program, the following procedures will be implemented.

1. If concerns about a student's performance are raised for discussion at a faculty meeting or at the annual student evaluation meeting, the core faculty (and any associated faculty members present) will discuss the issue and, if agreed, offer the student the opportunity to provide information and clarification about the issue. The graduate student representatives will not be present for any discussions about student concerns.

2. If remediation is deemed necessary based on the discussion, the faculty will make recommendations to the faculty member(s) raising the concern, as well as to the student's faculty mentor (if not the faculty member raising the concern). They will then meet with the student to notify them of the recommendations as well as a timeline for carrying them out. The student will also have an opportunity to express their own concerns and opinions related to the matter and will be an active participant in putting together the remediation plan. The remediation will be a specific course of action that may include, but is not limited to, making up any missing coursework, repeating a course or experience, increasing supervision or field work experience, modifying the program to take fewer courses each semester, adding courses to strengthen program competencies, or taking a leave of absence (the form for requesting a leave of absence can be found on the following webpage of The Graduate School: www.montclair.edu/graduate/forms).

3. A letter will be written to summarize the meeting and the agreed upon remediation plan. It will specify a date to review the progress toward accomplishing the plan. The letter will be signed by the student, the faculty member raising the concern, and the student's faculty mentor. It will be sent by the faculty mentor to the DCT for inclusion in the student's file. A copy of the letter will be provided to the student.

4. The student's mentor will monitor the student's progress and consult with the DCT and core faculty for guidance and feedback throughout the process. If the concerns have not been satisfactorily addressed by the student in a timely manner, the core faculty will meet to discuss consequences, which may include a new remediation plan or dismissal from the program. The DCT will communicate the decision in writing to the student.

5. If the student is dismissed from the program, the student may appeal this decision within 10 days by writing to the Chair of the Psychology Department with a formal request for an appeal. The Chair will meet with the student. The Chair will also meet with the faculty involved in the dismissal decision. The Chair will make a decision within 10 days. The student will have the opportunity to appeal the decision of the Chair to the Assistant Dean of CHSS. If the dismissal is deemed appropriate, the DCT will submit a request for dismissal to TGS; if approved, the student is dismissed from the program.

VIII. STUDENT INVOLVEMENT

A graduate degree is more than courses and a thesis or dissertation. Your time in the program should be focused on developing your identity as a professional psychologist. To accomplish this, we want our students to get involved and take advantage of opportunities in the Psychology Department, the University, Montclair and surrounding communities, and regional and national professional organizations. The following are some ways in which you can get involved,

including communicating with your classmates and professors, attending program-wide events, joining student organizations, and pursuing research ideas and collaboration with faculty.

A. Canvas Community

Canvas is MSU's campus-wide online learning platform. In addition to using Canvas for coursework, faculty and students use Canvas as a forum for communicating within our graduate program. At the beginning of your first semester, you will be enrolled automatically in the *Clinical and School Psychology Program Canvas Community*.

To access the Canvas community:
1. Go to https://montclair.instructure.com/
2. Log in to the portal with your MSU NetID and password.
3. On the left sidebar, click on the icon labeled *Courses*.
4. Under the *Courses* menu, click on the tab labeled *Clinical and School Psychology Graduate Programs*. This will bring you to the main page of the program's Canvas community.

The program's Canvas community contains important program-related documents, announcements, and other pertinent information. Program faculty and students most often use the following Canvas features:

1. **Announcements:** where students receive information and updates related to program issues and upcoming events. Please be sure to turn on your notification settings so that a message will be sent to your personal email address alerting you when new announcements are posted.
2. **Inbox:** where you may receive/send emails from/to faculty and students
3. **Modules:** where students can access important program-related documents
4. **Pages:** where students can access other important program-related information

If you would like to post an announcement on the Canvas community, please contact Drs. Julia Coyne or Jeremy Fox. Please provide the title, content, and intended audience of the post (e.g., school psychology students only). Pending approval, it will be posted in the appropriate forum.

B. Brown Bag Series

The program has a brown bag series during the academic year that features a rotating journal club as well as case conferences.

For the journal club, a faculty member or guest presenter engages students in discussion of a journal article. Attention is paid to how the scientific discoveries explained in the article may have implications for clinical practice, and vice versa. In addition, faculty members in a variety of areas of scientific psychology, such as social and cognitive psychology, may lead these brown bags, so that students are further exposed to the connections between the difference scientific bases of health service and non-health service psychology.

For the case conferences, students present the history, evaluation, and treatment of one of their practicum clients. Attention is paid to the empirical research that guided the student's approach to assessment, conceptualization, and intervention, as well as to future research questions informed by characteristics of the client's background and psychological difficulties.

C. Psychological Services Clinic (PSC)

The PSC serves as the on-campus, faculty supervised training site for students in the Psychology Department's clinical training programs. Although originally founded in January 2013, the PSC is in many ways a continuation of the MSU Assessment Center that was established over 30 years ago. Under the supervision of doctoral-level supervisors, graduate students at the PSC conduct psychological assessment and interventions, as well as psychoeducational evaluations for children, adolescents, and adults.

In January 2016, the PSC moved to its current location in the MSU Center for Clinical Services (CCS), a newly constructed building located off the main campus and accessed easily by clients, students, and faculty. The CCS is a 25,000 square foot facility with 24 assessment/treatment rooms and ten faculty offices. Assessment/treatment rooms include state-of-the-art technology that allows supervisors and students to directly observe casework in real time. Clinical activities in these rooms can be monitored at any faculty computer station in the building. Moreover, our observation software allows faculty to record client sessions in order to provide detailed feedback to students. A full-time technology representative is available on-site to assist faculty and students as necessary. The design of the CCS is compliant with the Health Insurance Portability and Accountability Act and the Family Educational Rights and Privacy Act.

D. Student Committees

TBA

E. Professional Organizations

Students are encouraged to hold membership in one or more professional organizations. Most professional organizations offer student memberships at discounted rates. Organizational memberships typically provide access to resources and affiliated publications, networking and mentorship opportunities, scholarship/funding opportunities, and discounted conference registration rates.

The following organizations may be of interest to students:

1. American Psychological Association (APA)

APA is the largest scientific and professional organization representing psychology in the United States. It offers a graduate student affiliate membership. In addition to joining the APA, students also can become members of various divisions. Division memberships may afford additional benefits. Divisions of interest may include:

Division 12: Society of Clinical Psychology
Division 16: School Psychology
Division 41: American Psychology-Law Society
Division 53: Society of Clinical Child and Adolescent Psychology

2. National Association of School Psychologists (NASP)

NASP is the world's largest organization of school psychologists. It represents professionals and graduate students throughout the United States and 25 other countries. NASP offers a graduate student membership.

3. Association for Behavioral and Cognitive Therapies (ABCT)

ABCT is a leading interdisciplinary organization for clinical psychologists, psychiatrists, researchers, students, and other professionals committed to advancing a scientific approach to understanding and treating problems of emotional and behavioral health. ABCT members have traditionally included those who support, use, and/or disseminate behavioral and cognitive approaches. ABCT offers a student membership, and graduate students often attend and present at ABCT's annual conference each November.

4. Eastern Psychological Association (EPA)

EPA was founded in 1896 and is the oldest regional psychological association in the United States. Based in the Northeast, its annual meeting is one of the more accessible conferences for MSU students, thus providing students in our programs with the opportunity to attend and present their research at a relatively low cost. EPA similarly offers a relatively affordable student membership.

5. New Jersey Association of School Psychologists (NJASP)

NJASP is a professional association for school psychologists and graduate students who work, attend school, or live in New Jersey. NJASP offers a discounted student membership. It holds professional conferences in the winter and spring of each academic year at various locations throughout NJ.

6. New Jersey Psychology Association (NJPA)

NJPA represents New Jersey practitioners, researchers, and students in all areas of professional psychology. It offers a student membership.

F. Travel Awards

Depending on the annual budgets of the Psychology Department and CHSS, travel awards may be available to support student conference attendance. Graduate students who plan to attend a professional conference as an author or presenter on a paper, poster, or workshop presentation may be eligible to receive up to $250 from the CHSS Dean's Office and an additional $100 from

the Psychology Department. Students do not need to be the first author on the project but must provide evidence of attending in a scholarly capacity. Interested students should contact Ms. Sanaz Saminejad at saminejads@montclair.edu for information about the application process.

IX. STUDENT RESOURCES

A. About Montclair

Montclair is a township in Essex County, New Jersey, located only 14 miles from New York City. Montclair's proximity to NYC makes it an attractive suburb for commuters, and several public transportation options make the town (and the MSU campus) accessible for students, whether living on or off campus in Montclair or elsewhere in New Jersey or New York. Several NJ Transit bus lines serve Montclair and have stops on the MSU campus. A NJ Transit commuter rail line (the Montclair-Boonton Line) runs through Montclair and serves the MSU campus via two campus train stations, Montclair Heights (on Normal Avenue) and Montclair State University (on Clove Road). Montclair is also 13 miles from Newark Liberty International Airport. See University Facilities for more information about transportation options in Montclair.

In addition, Montclair is noted for its historic architecture and parks, as well as its lively arts, shopping, and restaurant scene in both downtown Montclair and in a smaller area north of downtown known as Upper Montclair.

B. Student Housing

Campus housing is available for graduate students. Further information can be found by visiting the website of the MSU Office of Residence Life.

C. New Student Checklist

New students are strongly encouraged to review the New Student Checklist on the website of The Graduate School for steps to take upon deciding to enroll at MSU. The checklist provides important information that will help you get started at MSU, including how to obtain an email address and NetID, apply for financial aid and student health insurance, obtain a parking permit, and pay your term bill.

D. Student Workspaces and Computing Facilities

Students may access the internet on campus by connecting to the MSU-Secure wireless network with their NetID and password. Instructions for accessing the network are located on the OIT website. Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops are located in the Center for Clinical Services, Feliciano School of Business, University Hall, and Dickson Hall. Computer lab facilities for student use are also available on the fifth floor of University Hall. The Center for Clinical Services also has a computer lab intended for use by students who are working in one of its clinics. Students should be aware of the hours of operation of these buildings.

E. Printing and Copying

MSU students receive an annual allowance of $40 for printing and copying. Further information about campus printing services, including locations with printing capabilities, can be found by visiting the website of the [MSU Office of Information Technology](#).

F. Technology Support

Students may request assistance with MSU-owned computers by contacting the [University Help Desk](#) (5th floor of University Hall) or [CHSS Technology Services](#). Please note that neither will provide assistance with personal computers.

G. Shuttle Services

Various shuttles provide free transportation around campus for MSU students. Shuttles stop at campus locations convenient for our students, including University Hall (close to Dickson Hall), Lot 60 (close to the Center for Clinical Services), Red Hawk Parking Deck, CarParc Diem Garage, and the Montclair State University NJ Transit Train Station. Further information about shuttle services can be found by visiting the website of [University Facilities.](#)

H. Student Services

MSU provides academic and student-centered services to support and enhance students' experiences during their enrollment. Some services used by our students are described below.

> **1. [Academic Success Center (ASC)](#)**
>
> The mission of the ASC is to provide comprehensive learning support programs to encourage academic excellence and help students acquire skills to become independent learners. The ASC offers Academic Development, Tutoring Services, Supplemental Instruction, and learning support to MSU students in collaboration with academic and administrative departments. Students are encouraged to take advantage of ASC tutoring, covered within their tuition, which fosters active learning, reasoning, and critical thinking. The ASC works to create a comfortable and engaging environment for students to further develop their academic skills and knowledge. Additionally, the tutors working at the ASC are trained and certified in applying learning strategies and tutoring techniques to help students become more confident and competent learners while facing academic challenges and mastering the course content.
>
> **2. [Center for Career Services](#)**
>
> Provides resources and support designed to advance student' career development through the job search process. Can provide assistance with career advising, networking, job search strategies, application materials, and interviewing.

3. [Center for Writing Excellence (CWE)](#)

Offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. Also a resource for preparation of curriculum vitae and cover letters.

4. [Counseling and Psychological Services (CAPS)](#)

Located in Russ Hall, CAPS provides free personal counseling and psychological services for MSU students, as well as referrals and consultations for faculty and staff. CAPS is fully accredited by the International Association of Counseling Centers (IACS). All CAPS services are voluntary and confidential, and urgency of need is always taken into consideration when scheduling an appointment. Students come to CAPS for many reasons, including, but not limited to, relationship issues, decreased academic performance, stress management, depression or anxiety, and substance abuse. Depending on the student's needs, he or she may choose to attend counseling sessions a couple of times or throughout the semester. In some cases, after an initial appointment, a referral will be made to an off-campus agency or private practitioner. This would most likely be the case if the student's needs can be better met off-campus, or if longer-term services are deemed more appropriate. CAPS also offers Let's Talk, a program that provides easy access to informal, confidential one-on-one consultations with CAPS counselors. Walk-in hours are held five days per week at eight different sites on campus during the regular semester.

5. [Disability Resource Center (DRC)](#)

Montclair State University is committed to the full inclusion of students with disabilities in all curricular and co-curricular activities as mandated by Section 504 of the Rehabilitation Act of 1973. The DRC assists students in receiving the accommodations and services necessary to equalize access. The DRC provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. The mission of the DRC is to unite the MSU community in an effort to provide students with disabilities the excellence and equity in education to which they are legally entitled. The DRC works in collaboration with each student to determine appropriate reasonable accommodations based upon the student's individualized needs.

6. [LGBTQ Center](#)

Through leadership development, education, advocacy and support services, the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center at Montclair State University strives to create a campus environment inclusive and supportive of sexual orientation, gender identity, and gender expression. The LGBTQ Center seeks, among other goals, to support the welfare, developmental process, academic success, and retention of LGBTQ+ students, as well as Increase community awareness and allyship of LGBTQ people and issues. The LGBT Center offers a peer education program and discussion groups for undergraduate and graduate students.

7. [Women's Center](#)

Through education, empowerment, and leadership programs, the mission of the Women's Center at MSU is to advance gender equity and inspire students to achieve their personal, academic, and professional potential. The Women's Center seeks, among other goals, to advocate, at an individual and systems level, on issues of gender equity, build a safe, inclusive, supportive and affirming community for women, and develop women's empowerment, involvement and leadership in all aspects of university life. The Women's Center offers general diversity and LGBT-specific workshops to students, faculty, and staff.

8. [University Health Center (UHC)](#)

The UHC is a comprehensive outpatient health care facility serving all registered MSU students. The UHC functions in the same manner as a private medical office. Care is provided by master's prepared Nurse Practitioners (Advanced Practice Nurses), Registered Nurses, and collaborating physicians from Mountainside Family Practice Associates. Services include diagnosis/treatment of illness and injuries, employment and sports physicals, STI and HIV screening, specialist referrals, LGBT health screening and consults, laboratory services, on-site prescription medication, immunizations, and sexual assault services (available 24/7).

X. FINANCIAL INFORMATION

A. Tuition and Fees

Information about tuition and fees for graduate students at Montclair State can be found on the website of [Student Accounts](#).

B. Financial Aid

Half-time and full-time students are eligible for federal financial aid, including Stafford, Perkins, and Graduate PLUS Loans. Students must take at least 3 credits to qualify for half-time status and at least 6 credits to qualify for full-time status. Please note that students who are registered for thesis or dissertation credits are eligible for federal financial aid, even if they are not taking enough credits to qualify for half-time or full-time status.

Students may also be eligible for financial aid during the summer semester if they have not used up all of their financial aid during the fall, winter, and spring semester. You must also be registered for at least 3 credits to be eligible for summer financial aid.

For additional information about financial aid and loans, please visit the [Financial Aid Office](#).

C. Assistantships and Fellowships

We make every effort to fund PhD students through their first four years of study, unless otherwise agreed to at the time of admission. Support is provided through doctoral fellowships, teaching assistantships, grants, and clinical or research contracts and fellowships.

Students in their first two years of study typically receive a full-time doctoral fellowship. These fellowships are 10-month contracts that provide a stipend and full tuition remission for each academic year. Doctoral fellows are assigned to a faculty member and expected to assist the faculty member with their research and teaching responsibilities. Assignments require 20 hours of work per week. Specific duties can vary depending on the particular assignment but may include coordinating the faculty member's research program and team, grading exams and assignments, proctoring exams, and holding office hours.

In their third and fourth years of study, students have opportunities for funding by teaching undergraduate courses across the academic year. Funding from teaching is typically supplemented by a part-time doctoral fellowship that provides a stipend and tuition remission for 10 hours per week of work under the supervision of a faculty member, typically the student's mentor. Students are encouraged to spend these hours on research that will help move them toward their dissertations and greater independence in research, including assembling their own research teams where they mentor more junior undergraduate and graduate psychology students.

D. Establishing Residency

To qualify for in-state tuition at the start of enrollment at Montclair State, students must have resided in New Jersey for at least one year. Please visit Student Accounts for additional information, including the documentation considered evidence of residency and process for obtaining residency status.

E. Health Insurance

All full-time students (taking at least nine credits per semester) are required by MSU to carry health insurance and are automatically enrolled in an MSU-affiliated plan through United Healthcare. Students may stay enrolled in this plan or waive it by the established deadline. Please visit the websites of TGS and the University Health Center for additional information.

XI. PROGRAM AND UNIVERSITY POLICIES

Important information about general MSU policies relevant to the Psychology Department's clinical training programs comes from:
- The TGS website and
- *The Graduate Policy Manual for Doctoral, Master's, and Post-Baccalaureate Programs*

Note that the latter document (hereinafter *TGS Policy Manual*) is regularly updated and reissued by TGS. Students are expected to adhere to the current version of the TGS Policy Manual.

What follows is a summary of important information from these sources relevant to the Psychology Department's clinical training programs. This information is synthesized with additional Psychology Department-specific policies.

A. Registration

The Internet gateway that all MSU students use to register for courses is called *NEST* (Network Engagement and Student/Staff Transactions). For additional information, please refer to the TGS [How to Register Page](#) and [Frequently Asked Questions](#) for NEST registration.

1. Registration Procedures

As per Section III of the TGS Policy Manual, students can register once their admission is fully processed through the Psychology Department and TGS. Students must register for courses within one year of being admitted unless they request a one-year deferment from TGS. Otherwise, students will have to reapply (and pay another application fee) should they later wish to reenroll. Students' registration privileges will be suspended for failure to abide by deferment terms or, if accepted directly from an undergraduate program, failure to submit an official final transcript during their first semester in the program.

2. Full-Time and Part-Time Status

Information about matriculation and credit requirements can be found in Sections II and IV of the TGS Policy Manual. Full-time status is at least 6 (and generally no more than 16) credits per semester; half-time status is 3 credits per semester. Students receiving an assistantship (Graduate Assistants, Teaching Assistants, and most Doctoral Fellows) are must register for a minimum of 9 (and generally no more than 12) credits each semester. One exception to this rule applies to doctoral fellows who work 1-14 hours per week; these doctoral fellows may take fewer than 9 credits per semester. Approvals are required to register for beyond the allowable maximum semester hour load.

Besides coursework, "equivalent activities"—which refer to a Comprehensive Examination, supervised master's thesis, or supervised doctoral dissertation—may count toward the full- or half-time credit requirements (called "full- or half-time equivalency"). Students participating in these activities may not be registered for enough credits to achieve full-time status, however they may require full-time status (e.g., for the purposes of financial aid or health insurance coverage). In this case, students should complete the [Equivalency Request Form](#), have it signed by the DCT, and bring the signed form to the TGS office. This must be done within the first 10 days of the semester. [Note: "equivalent activities" do not include a supervised externship. Therefore, students should be aware that they may not qualify for half-time or full-time status if they are only taking 3 credits of Externship in a given semester.]

Full-time students are automatically enrolled in the MSU health insurance plan; if you do not actively opt out of this coverage, you must pay for it.

3. Adding/Dropping Courses

Students are responsible for adding and withdrawing from courses, including contacting the Registrar's Office if they encounter any problems. Students who wish to register for a course after the add/drop period must follow procedures outlined in a form provided by the Registrar's Office.

Students drop courses through NEST of, if they have a hold, by written request or form submission to the Registrar's Office. Courses dropped by the end of the Add/Drop period will be removed from your record, while those you drop after the Add/Drop period and by the end of the ninth week of the semester for full-term courses (or by the midpoint for less-than-full-term courses) will be recorded as "WD" on your record. WDs have no impact on your grade point or cumulative averages. You will otherwise receive a grade unless you submit a request for withdrawal from *all of your courses* in a semester due to extreme extenuating circumstances (e.g., death of a parent or spouse, incapacitating accident, or extended hospitalization) that occurred after the ninth week of classes (click here for further details). This request must be submitted to the Dean of Students Department by the last day of classes before the start of finals week. Financially, you will receive a 100% refund if you withdraw by the end of the first week of the semester for full-term courses (or by the third class meeting for less-than-full-term courses), or else a 50% refund if you drop a course during the first third of the semester (after which no refund is available).

The end of the Add/Drop period is the second week of the semester. Graduate students must register for continuous matriculation (see Section II.E. of the TGS Policy Manual), comprehensive examination and preparation, and thesis and thesis extension credits, and request a leave of absence by the end of this period.

For additional add/drop policies, please refer to the Registrar's Office and Student Accounts.

B. Permits

When attempting to register, you may find that particular courses are closed to registration because they are fully enrolled or have another type of restriction. Therefore, you may request a "permit" to register for the course by sending an email to gradclinical@montclair.edu and providing the following information:
1. Your name and CWID
2. The course name and number
3. The course CRN
4. The semester, date, time, and instructor of the course
5. If applicable, the specific message you receive when you try to register (e.g., Departmental Permission Required)

You will always be able to register for a course (or receive a permit if needed) if the course is listed on your coursework program for that particular semester. However, you are not guaranteed a particular section of the course, if multiple sections of the course are offered in the given semester. If you prefer to register for one section over another, please explain why in your email requesting the permit (e.g., if you wish to register for a particular section due to a scheduling conflict with a different section).

Note: The above instructions only apply to courses in the Psychology Department (PSYC). For a permit to register for courses in other departments, you should contact the course instructor. If needed, you may also contact the program assistant or administrator for that department.

C. Holds

As per Section II of the TGS Policy Manual, if you fail to register for any credits during the fall or spring term, you will receive a deactivation registration hold. The TGS website also describes a hold for certain international students who fail to take the MSU English Language Proficiency (ELP) placement test before attempting to register. There are many other types of holds that can be viewed in NEST. Contact the department that placed them on your account directly to inquire about and address any holds. You can also contact the Student Accounts Office about any holds that remain on your account that should have been cleared.

D. Grading Policy

As per Section V of the TGS Policy Manual, available grades are A, A−, B+, B, B−, C+, C, C−, F, IN (Incomplete), IP (In Progress), NC (No Credit), and AU (Audit). "D" grades are not available for graduate students. Pass/fail grades are also generally unavailable for graduate courses, except for thesis extension (699) and 900-level doctoral courses. Courses in which a graduate student receives an "F" cannot be repeated absent a special case with extenuating circumstances (exceptions are decided by the DCT). GPA is based on all the courses in the program of study; prerequisite courses and courses transferred from other institutions are not included in the GPA calculation.

E. Incomplete Grades

As per Section V of the TGS Policy Manual, the grade of "Incomplete" (IN) is offered at a professor's discretion following a student's request for the IN grade by the last day of class. An IN grade indicates that a final grade is being withheld until the student completes the required work as set forth by the professor in the Contract for an Incomplete Grade form. This work must generally be completed by February 15 for the immediately preceding fall and winter terms, June 30 for the immediately preceding spring term, or October 15 for the immediately preceding summer term. However, a student can request an extension by submitting the Request of Extension of an Incomplete Grade form (see TGS website) to the Office of the Registrar.

F. Grievances and Concerns

MSU has clearly defined procedures for students who have complaints or grievances regarding another student or faculty/staff member, or in regard to a grade or decision of the faculty. Below are links to guidelines and procedures in relation to several major types of complaints and grievances.

- Grade Grievances: https://www.montclair.edu/graduate/current-students/academic-policies-procedures-guidelines and https://www.montclair.edu/policies/student/grade-grievance-procedure/
- Academic Program Concerns and Grievances (non-grade related): https://www.montclair.edu/media/montclairedu/chss/studentservices/non-grade-student-grievance-policy.pdf
- Gender-Based Misconduct (e.g., sexual assault and harassment; sex/gender discrimination): https://www.montclair.edu/sexual-violence/ and https://www.montclair.edu/policies/student/gender-based-conduct/
- Appeal of Student Violation of Code of Conduct: https://www.montclair.edu/policies/student/student-conduct/code-of-conduct/#appeals

Students are initially encouraged to attempt to informally resolve any concerns or disputes with the relevant party or parties, such as the professor of a course related to a grade grievance. If the matter is not resolved after this attempt, the student should discuss it with his/her mentor, the Director of Clinical Training, or one of the student representatives, all of whom regularly attend faculty meetings and can raise student concerns and report back to students what was discussed in relation to these concerns. Students may also report concerns to the DCT during meetings held during the semester.

If the matter cannot be resolved informally, the student should arrange to meet with the Department Chair. When requesting the meeting, the student must state in writing the reasons why s/he feels the suggested resolution was unfair or inequitable, noting evidence to support her/his argument. The Department Chair reviews the concern and attempts to resolve the matter and may work with the Assistant Dean of CHSS when any decisions may affect the student's timeline for program completion.

If the student is not satisfied with the outcome of the Department Chair's decision, the student should arrange to meet with the Assistant Dean of CHSS. To facilitate this, the student should complete the online Student Grievance and Procedure form (https://montclair.co1.qualtrics.com/jfe/form/SV_eqWhXOfhTIJNWzX), explain the reasons why he/she feels the decision was unfair or inequitable, and note supportive evidence. If the student is not satisfied with the outcome of the Assistant Dean's decision, the student may arrange to meet with the Dean of CHSS, who will review the process, meet with relevant parties, and provide a written statement (with detailed findings) to all parties involved. If the matter remains unresolved, the Dean will notify, and forward all materials for review by, the Provost's Office, who will make a final determination and inform the Dean and student.

G. Academic Probation and Dismissal

As stated in Section V of the TGS Policy Manual, doctoral students must maintain a GPA of 3.0 or higher. Otherwise, they will be placed on academic probation. If placed on academic probation, you must raise your GPA to at least a 3.0 by the time you complete an additional 6 credits of coursework over up to two semesters (from the date of notification of probation). If you fail to adequately raise your GPA to 3.0 in that time frame, you may be dismissed from the program via a case-by-case review process led by TGS in consultation with the DCT. Students who receive a C-level or lower three times, and doctoral students who receive a single "F" grade, will also be dismissed from the program absent a special case presenting extenuating circumstances. In the event of a decision to make an exception and withhold dismissal, students will be provided with special conditions for continuing in the program. Additional information can be found on the MSU website.

H. Leaves of Absence

As stated in Section II of the TGS Policy Manual, graduate students requesting a leave of absence from MSU must contact TGS by the end of the second week of the semester; they are not granted retroactively. Students are also encouraged to speak with their faculty mentor at the DCT before formally requesting the leave. Additional information can be found by reviewing the Office of the Registrar's Withdrawal-Refund Policy. You may request a leave of absence once as a matter of course, and you do not need to disclose the reason for the request. Beyond this, a request for an exception to permit additional leaves of absence must be submitted to TGS by the DCT on your behalf. In addition to submitting the request for the leave of absence, you must also officially withdraw from any courses for which you are registered.

MSU also has a medical leave policy administered by the Dean of Students Department.

I. Official Withdrawal

As stated in Section II of the TGS Policy Manual, graduate students may voluntarily withdraw from MSU and their program by both submitting a withdrawal form to TGS and withdrawing from individual courses in NEST. Additional information about withdrawal procedures can be found by reviewing the Office of the Registrar's Withdrawal-Refund Policy. Moreover, according to TGS policy, if you fail to register for any credits for two consecutive semesters, you will be withdrawn from MSU and your graduate program.

J. Readmission

As stated in Section II of the TGS Policy Manual, if you seek readmission after withdrawing voluntarily or being withdrawn for failure to register, you must reapply and pay a new application fee. Readmission is not guaranteed. If readmitted, you will receive readmit status, which factors in your prior semesters to calculate the time you have remaining to complete the program and the number of leaves of absence still available for you.

K. Auditing Courses

As stated in Section IV of the TGS Policy Manual, "auditing" a course means that a student registers (see Audit Application Form from the Office of the Registrar), pays for, and attends class consistent with TGS attendance policy, but otherwise has no obligations other than to listen. As such, audited courses do not result in academic credit. However, auditing students may change their registration to "for credit" up to the end of the first three weeks of a semester. Audited courses may also be retaken later for credit. Audited courses are part of a student's course load; hence, a student may not exceed the maximum number of semester hours via audited courses.

L. Requirements for Graduation

All students are strongly encouraged to keep track of their academic progress via the *Analysis of Academic Progress*, which can be accessed via NEST. The Analysis of Academic Progress, also referred to as your "Degree Audit," includes a comparison of your course work to date with the program's requirements for graduation.

According to the TGS website, graduate students must file the Application for Final Audit form with the Office of the Registrar by June 1 to graduate in January, October 1 to graduate in May, and March 1 to graduate in August. Section VI of the TGS Policy Manual indicates that graduate students whose Application for Final Audit for May graduation has been approved; doctoral students whose completed dissertation is filed and approved; and students who earned degrees in the preceding August and January are all eligible to participate in the May commencement events. Students who have filed their graduation audit should refer to their Analysis of Academic Progress for updates on the status of the approval of their audit. The Office of the Registrar provides further information about graduation, including deadlines, New Jersey certifications, commencement, diplomas and certificates, and final transcripts, as well as a How to Apply to Graduate through NEST guide.

Information about the specific credit requirements for programs of study is available in Section VI of the TGS Policy Manual. To graduate, doctoral students must generally complete a required number of courses and credit hours; maintain at least a 3.0 GPA with no failing grades and no more than six semester hours (typically two courses) for which any "C" grade was received; successfully complete the Comprehensive Experience for admission to doctoral candidacy; and present and successfully defend a dissertation.

M. Ethical Standards and Professional Behavior

1. APA Ethics Codes

Students are taught and expected to abide by the American Psychological Association's (APA) *Ethical Principles of Psychologists and Code of Conduct* (Ethics Code). As stated in the APA Ethics Code,

> *Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to*

enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct….

Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies and payers for health services.

2. Academic Integrity

Students are expected to review and abide by MSU's Academic Dishonesty Policy, which defines academic dishonesty, provides guidelines to help students avoid engaging in it, and sets forth the procedures for adjudicating instances of it.

3. MSU Code of Conduct

Students are expected to review and abide by the MSU Student Code of Conduct. It includes the following sections: a preface, a glossary of terms, listings of violations, procedural standards, sanctions and stipulations, adjudicative processes, and appeal processes, and a description of the University No-Contact Order (UNCO).

4. Social Media Policy

Students must review and adhere to MSU's Social Media Policy. For further information about social media usage while at MSU, including best practice guidelines, please visit MSU University Communications.

5. Dress Code

Students are expected to maintain professional dress and appearance, in accordance with the MSU Student Code of Conduct.

N. Commitment to Diversity

Our programs are guided in their respect for individual and cultural diversity, and we adhere to MSU's non-discrimination policy, which states that MSU does not discriminate on the basis of race, color, religion, national origin or ancestry, gender, disability, age, marital status, affectional or sexual orientation, gender identity and expression, and veteran status. Students and faculty are also expected to abide by the APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, which was approved by APA in 2002. We also encourage students to engage with MSU's Office of Equity and Diversity, which runs programs and initiatives designed to support the MSU community in building and enhancing an inclusive campus climate.

O. Sexual Assault and Harassment Policy

MSU condemns all forms of sexual violence, as defined in MSU's Sexual Assault Policy. More specific information about MSU's anti-sexual-assault measures and resources is available from the University Health Center and the Dean of Students Department.

MSU also prohibits sexual harassment and maintains a website designed to provide sexual harassment policies, procedures, key terms, and other relevant sources, encourage and support the reporting of any type of gender-based misconduct, assist victims with both confidential and non-confidential resources, and prevent victimization and educate the MSU community.

P. Human Subjects Research

As indicated in Section VI of the TGS Policy Manual, graduate students conducting research with human subjects for courses, theses, dissertations, or comprehensive projects must adhere to the regulations of the MSU Institutional Review Board (IRB). The MSU IRB website includes information for both researchers and participants, including information about the IRB; whom comprises the IRB; contacting the IRB; the study application, renewal, continuing review, modification, and amendment processes; the online IRB submission system; forms and templates; manual and guidebooks; research trainings and certificates; FAQs; and research ethics and legal regulations. New students have much to learn about human subject research and working with the IRB. A good place to start is the FAQs for students conducting research that can be accessed via the MSU IRB website. Graduate students should seek advisement from faculty members about human subjects research and the IRB.

Q. Liability Insurance

As described by the Office of the Provost, in general, neither the State nor MSU maintain any pre-professional liability coverage for students. Students may, however, be required by externship and internship sites to have pre-professional malpractice insurance. Thus, students participating in a field placement involving work with clients will be covered by a professional liability policy maintained by MSU, from September of a given year until the end of August of the following year. The coverage limits are $2 million for occurrences and $4 million in the aggregate. It is wise practice for all students in clinical training to self-insure as well. For instance, the APA's sole authorized and preferred provider for insurance products is The Trust, which offers low-cost professional liability coverage for psychology graduate students.

R. Outside Employment

The program does not dictate what students do beyond the structure of the program, with the exception of the professional practice guidelines described below. However, students are encouraged to recognize the demands of a 9-12 credit course load, clinical and research activities, and additional program-related activities. Engaging fully and making the most of these activities requires significant time and effort. Therefore, students may wish to acquire a loan rather than assume additional work burdens. If students do pursue outside employment, it is their responsibility to ensure that their work obligations do not interfere with their progress and performance in completing program requirements. Please note that students funded through

certain assistantships or fellowships may not be permitted to engage in outside employment and should review all policies related to their positions.

In addition, students may not engage in professional practice unless under direct supervision in a graduate course in which they are registered formally or under the direct supervision of a qualified professional designated by the DCT. Any activity involving clinical or school psychology professional skills must be approved by the clinical faculty before the student may participate in the activity at that setting.

APPENDICES

Appendix I

Course Sequence

PhD in Clinical Psychology

Full-Time, Full Sequence

Course Sequence: PhD in Clinical Psychology (86 credits)

Year 1			
Fall	**Winter**	**Spring**	**Summer**
Developmental Psychopathology *PSYC 565 (3 cr)*		Evidence-Based Interventions 1 *PSYC 670 (3 cr)*	Behavioral Neuroscience *PSYC 573 (3 cr)*
Clinical Assessment *PSYC 575 (3 cr)*		Cognitive Assessment *PSYC 574 (3 cr)*	
Multicultural Psychology *PSYC 506 (3 cr)*		Developmental Psychology *PSYC 561 (3 cr)*	
Statistical Methods *PSYC 550 (3 cr)*		Research Methods *PSYC 510 (3 cr)*	

Year 2			
Fall	**Winter**	**Spring**	**Summer**
Evidence-Based Interventions 2 *PSYC 702 (3 cr)*		Ethics and Professional Issues *PSYC 678 (3 cr)*	Psychometrics *PSYC 578 (3 cr)*
Social Psychology *PSYC 552 (3 cr)*		Cognitive Psychology *PSYC 504 (3 cr)*	
Multivariate Statistics *PSYC 739 (3 cr)*		Elective/Emphasis	
Elective/Emphasis		Practicum *PSYC 780 (1 cr)*	
Practicum *PSYC 780 (1 cr)*			

Year 3			

Fall	Winter	Spring	Summer
Seminar in Professional Practice *PSYC 894 (3 cr)*		Theory Building and SEM *PSYC 740 (3 cr)*	
Elective/Emphasis		Elective/Emphasis	
Practicum *PSYC 780 (1 cr)*		Practicum *PSYC 780 (1 cr)*	

Year 4		Year 5	
Fall	**Spring**	**Fall**	**Spring**
Dissertation *PSY 900 (3 cr)*	Dissertation *PSY 900 (3 cr)*	Dissertation *PSY 900 (3 cr)*	Dissertation *PSY 900 (3 cr)*
Practicum *PSYC 780 (1 cr)*	Practicum *PSYC 780 (1 cr)*	Internship I *PSYC 895 (1 cr)*	Internship II *PSYC 896 (1 cr)*
History and Systems *PSYC 745 (3 cr)*			