DOCTORAL STUDENT HANDBOOK

2023–2024

PhD in Clinical Psychology

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

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INTRODUCTION

The purpose of this handbook is to outline the standing, metrics, staffing, philosophy, requirements, policies and procedures, and resources for current students in the PhD Program in Clinical Psychology at Montclair State University, as well as graduates of the program and those who may be interested in it. Additional program information is shared with current students via the program's general Canvas course site, as well as via email announcements.

An updated version of this handbook is posted each academic year. Current students should review in full the handbook published at the time of their initial enrollment as well as versions published in the subsequent years of enrollment. Students must complete the curriculum requirements as outlined in the version of the handbook current at the time of their initial enrollment, though they may receive permission from the Director of Clinical Training to complete curriculum requirements outlined in the handbook from the current year so long as the two sets of requirements are commensurate.

Students should be familiar with the entirety of this handbook and regularly refer back to the version in place at the time of their initial enrollment and the current version throughout their time in the program.

Students are also expected to be familiar with and adhere to the rules and requirements outlined in the *Graduate Policy Manual*, *Doctoral Procedures Manual*, *Terms and Policies of the Assistantship*, and any other autorotative sources from The Graduate School. The current versions of these sources are to be followed. For policies issued by The Graduate School represent the minimum, or floor, standards to which all graduate programs and students at Montclair State University must adhere. Individual programs may, however, set higher standards than those required by The Graduate School, as reflected in a program's handbook or other source readily accessible to students in the program. In the event of an alleged conflict between a Graduate School policy and that of an individual program, a student can contact The Graduate School for the allegation to be reviewed by Graduate School staff toward resolution.

Common Abbreviations Throughout This Handbook

- **MSU:** Montclair State University (a public university in New Jersey)

- **TGS:** The Graduate School (the primary administrative unit for all graduate students at MSU)

- **CHSS:** The College of Humanities and Social Sciences (the MSU administrative unit that houses the Psychology Department, and which is also responsible for students in the program)

- **Program:** PhD Program in Clinical Psychology (housed within MSU's Psychology Department)

- **DCT:** Director of Clinical Training (the primary administrative faculty member for the program—who reports directly to the Chair of the Psychology Department, and coordinates with other Psychology Department staff members, such as its Coordinator for Graduate Student Advancement—regarding all aspects of the program and its students)

- **Associate DCT:** Associate Director of Clinical Training (a secondary administrative faculty member for the program, who reports directly to the DCT, and to whom the program delegates primary responsibility for externship and internship training and the program's Brown Bag Series)

- **IRB:** Institutional Review Board (the MSU entity responsible for reviewing, approving, and monitoring research projects involving human subjects research)

- **APA:** American Psychological Association (the external accreditor of the program)

ACCREDITATION STATUS

The PhD Program in Clinical Psychology is accredited, on contingency, by the American Psychological Association, 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

PROGRAM DATA, CURRENT STUDENTS, AND ALUMNI

Public Disclosure of Student Admissions, Outcomes, and Other Data

Consistent with the program's accreditation requirements, student admissions, outcomes, and other data are publicly disclosed promptly each year on the landing page of the program's webpage.

Internal Data Collection by the Program for Administrative Purposes

The program makes frequent use of surveys and other data collection methods for administering the program with applicants, current students, and alumni, including for annual accreditation-related reporting. All current students should promptly and completely respond to any requests for information reporting for program administration purposes. It is hoped that applicants and alumni will honor such requests too.

Current Students

Profiles for students currently enrolled in the program are posted on the Current Students page of the program's webpage. The program invites reports from students at the end of each semester about notable accomplishments for broadcasting, including presentations and publications; award and grants; and diversity, equity, and inclusion activities. Students can report such accomplishments via a survey linked on the program's Canvas site.

Alumni

Profiles for alumni of the program are posted on the Alumni page of the program's webpage.

Consistent with the program's accreditation requirements, the program requests that alumni promptly respond to follow-up inquiries from the program about their early career accomplishments (e.g., postdoctoral fellowships, employment positions, licensure) for at least five years post-graduation, and that alumni keep the program informed of any changes to their contact information.

Alumni of the program who have any requests (e.g., for letters or records) may contact the currently listed DCT.

Disclosure on Professional Licensure

MSU provides a disclosure on professional licensure. Additional information concerning professional licensure is posted on the Degree Requirements page of the program's webpage. All may contact the DCT for further information.

TRAINING PHILOSOPHY

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

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 accomplish the following.

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.

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.

Prepare students to be ethical, culturally-responsive, and professional scientist-practitioners

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. In addition, 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. Furthermore, students are encouraged to pursue leadership, innovation, and excellence in advancing equity, diversity, and inclusion.

Areas of Emphasis

The program offers 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.

Mentor Model

The program utilizes a mentor model of training. Each student has a faculty mentor (identified at the time of admission) with shared 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.

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. The program encourages prospective students to consider any of its core or associated faculty members as prospective mentors; students are free to pursue research projects related to any of the areas in which our faculty currently work.

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, from faculty and student recruitment through to completion of the program.

As directed by the MSU Office of the Provost and Human Resources, recruitment efforts for new faculty include provision of notice of MSU being an equal opportunity/affirmative action institution; search committees consisting of multiculturally diverse members; and required training for search committee members in practices to advance the mission of diversity, equity, and inclusion in recruitment.

The faculty also aspire to bring together cohorts of students that represent a wide variety of lived experiences and perspectives. Those from diverse multicultural backgrounds, or with interests in and a commitment to advancing equity, inclusion, fairness, dignity for all, social justice, and human rights, are strongly encouraged to apply to our program.

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, research, and service interests in multicultural psychology and social justice issues. Furthermore, students are encouraged to connect with the broader diverse university community of which they are a part, including through the MSU Office for Social Justice and Diversity.

Students and faculty with concerns or suggestions for opportunities for growth with respect to the program's commitment to diversity, equity, and inclusion are encouraged to alert the DCT, either directly; or via faculty mentors and other program faculty, student cohort representatives, or student members of the Psychological Organization of Doctoral Students (PODS) Diversity Committee.

In fostering these opportunities, the program hopes to create leaders who value equity, diversity, and inclusion; are innovative and committed to excellence; and promote human rights, fairness, and dignity for all people—both within and outside their academic and professional communities.

FACULTY AND STAFF

The Psychology Department consists of over 30 full-time faculty members, including the core and associated faculty of the program. For contact information and office hours, please visit the faculty and staff listing on the [Psychology Department webpage](#), and individual faculty and staff profile pages linked thereat.

A reminder about important contact information for the DCT and Associate DCT; the [Psychology Department's Coordinator for Graduate Student Advancement, other staff, and Chair](#); and staff in the Dean's Offices for [CHSS](#) and [TGS](#) is provided on the program's Canvas site.

Core Faculty (all serving as faculty mentors)

Samantha Coyle, PhD
Assistant Professor
coyles@montclair.edu
- **Education:** PhD, 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, PhD
Associate Professor
foxjer@montclair.edu
Lab Website
- **Education:** PhD, 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, PhD, NCSP
Associate Professor
grapins@montclair.edu
- **Education:** PhD, School Psychology, University of Florida
- **Research Interests:** Social justice and multicultural issues in psychology; preparation and training of social justice advocates; impact of online racial discrimination on student outcomes
- **Clinical Interests:** Academic assessment and intervention with K-12 students

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Erin Kang, PhD

Assistant Professor
kange@montclair.edu
Lab Website

- **Education:** PhD, 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, JD, PhD

Associate Professor
Director of Clinical Training
kingch@montclair.edu
Lab Website

- **Education:** JD, PhD, Clinical Psychology, Drexel University
- **Research Interests:** Forensic mental health assessment, correctional psychology, police and public safety psychology, and mental health law
- **Clinical Interests:** Forensic mental health assessment, police and public safety services, severe mental illness, cognitive behavior therapy, and psychotherapy integration

Carrie Masia Warner, PhD

Professor
masiac@montclair.edu
Lab Website

- **Education:** PhD, 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, PhD

Assistant Professor
oconnors@montclair.edu
Lab Website

- **Education:** PhD, 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, PhD

Assistant Professor
Associate Director of Clinical Training
reyesportilj@montclair.edu
Lab Website

- **Education:** PhD, 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, PhD

Associate Professor
zottolit@montclair.edu
Lab Website

- **Education:** PhD, 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, and wrongful conviction
- **Clinical Interests:** Forensic assessment of adolescents and adults, with primary practice areas in legal competencies, sentencing mitigation, and risk assessment

Associated Faculty (serving as faculty mentors)

Tarika Daftary Kapur, PhD

Associate Professor, Justice Studies
daftarykaput@montclair.edu
Lab Website

- **Education:** PhD, Psychology, Psychology and Law Specialization, Graduate Center and John Jay College of Criminal Justice, City University of New York
- **Research Interests:** Guilty plea decision making, adolescent development and legal competencies, reentry research, and translating research to policy

Laura Lakusta, PhD

Professor
lakustal@montclair.edu
Lab Website

- **Education:** PhD, Cognitive Developmental Psychology/Cognitive Science, Johns Hopkins University
- **Research Interests:** 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; specifically, how infants' representations can support language development and how language input from the environment can influence development

Nicole Lytle, PhD

Associate Professor, Social Work and Child Advocacy
lytlen@montclair.edu
Lab Website

- **Education:** PhD, Experimental Psychology, University of Toledo
- **Research Interests:** Eyewitness testimony, forensic interviewing, children's memory and suggestibility, and investigative decision-making

Joshua Sandry, PhD

Associate Professor
sandryj@montclair.edu
Lab Website

- **Education:** PhD, Cognitive Psychology, New Mexico State University
- **Research Interests:** Cognitive impairment and neuropsychological changes in multiple sclerosis and traumatic brain injury

Yingying (Jennifer) Yang, PhD

Assistant Professor
yangyi@montclair.edu
Lab Website

- **Education:** PhD, 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; application of developmental research to real-world educational and clinical settings

Other Associated Faculty (not serving as faculty mentors)

Paul Amhrein, PhD (Cognitive Psychology)

Kevin Askew, PhD (I/O Psychology)

Michael Bixter, PhD (Cognitive Psychology)

Milton Fuentes, PsyD (Clinical Psychology)

Kenneth Sumner, PhD (I/O Psychology)

Peter Vietze, PhD (Emeritus)

John Paul Wilson, PhD (Social Psychology)

ADMISSION

Application and Due Date

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

All applicants must adhere to the application guidelines of TGS and Office of Graduate Admissions (OGA), and for international applicants, additional guidelines provided by the Office of Global Engagement (OGE).

To submit an application, please follow these steps.

1. Complete the online application on TGS/OGA's webpage, including the $60 non-refundable application fee.

2. Upload or send the following *required* supplemental items:

    a. Official undergraduate and, if applicable, graduate transcripts. (TGS/OGA provides additional instructions about the interim submission of unofficial transcripts; and TGS/OGA and OGE provide additional instructions about course-by-course transcript evaluations for international students.)

    b. For international students, unless eligible for a waiver, English Language Proficiency Test scores (TOEFL IBT [Test of English as a Foreign Language, Internet Based Test]; IELTS [International English Language Testing System]; Duolingo; PTE-A [Pearson Test of English-Academic]; or iTEP [International Test of English Proficiency]).

    c. Curriculum vitae/resume.

    d. Three letters of recommendation, preferably from faculty familiar with the applicant's work.

    e. Personal statement (two to three single-spaced pages).

        ▪ Articulate clearly, concisely, and in specific terms relevant academic, research, and psychology-related experiences and interests, as well as long-term career goals.

        ▪ Applicants may also highlight any additional strengths that will make them an excellent candidate for our program, as well as explain any areas of relative weakness in their application.

- Applicants should explain the reasons for applying to the program and indicate up to three faculty members with whom they would like to work and be mentored.

f. A writing sample that demonstrates the applicant's ability to write in a scientific and scholarly manner.

- Writing samples authored by the applicant alone are preferred.

- Applicants who submit a co-authored writing sample are recommended to describe in their personal statement their specific contributions to that sample.

3. Upload or send the following *optional* supplemental items:

a. GRE General Test scores.

b. GRE Psychology Subject Test scores.

Most supplemental items can be uploaded through the TGS submission portal once an applicant has filed their online application and application fee. Supplemental items needing to be sent via postal mail (e.g., transcripts) should be sent directly to TGS/OGA at:

Montclair State University
Office of Graduate Admissions
1 Normal Avenue
Montclair, NJ 07043

Questions about the application process should be directed to TGS/OGA:

Email: graduate@montclair.edu
Telephone: 973-655-5147
Fax: 973-655-7869

Any questions about our program that cannot be addressed by TGS/OGA can be directed to gradclinical@montclair.edu. A program staff member will reply as soon as possible.

Upon receiving an applicant's required application materials, TGS/OGA will review the application and forward it to the program if it meets the minimum requirements delineated below. Please note that TGS/OGA will only review an application once it is complete, and the application fee has been paid. Program faculty then review the forwarded applications and selects prospective candidates to which to extend interview offers. Prospective candidates are typically notified of the interview invitation via email. Following the interview, the program notifies TGS/OGA of its recommendations for admission, and the DCT or TGS/OGA extends select candidates an offer of admission.

Admission Considerations and Requirements

Admission to the program is competitive. The program looks for applicants who demonstrate a high level of preparedness for doctoral-level training in professional psychology in the scientist-practitioner tradition. This may include applicants' demonstrations, via well-written application materials, of

- having a mature appreciation of professional psychology relative to other human services disciplines, and of the scientist-practitioner model of training in professional psychology relative to other training models in professional psychology.

- having a clear vision for how a PhD degree in professional psychology will advance the applicant's professional goals.

- having strong writing, analytical, and critical thinking skills.

- having a strong undergraduate and potentially master's academic record relevant to professional psychology.

- having a strong record of research experiences.

- having other professional experiences relevant to professional psychology (such as prior field training or professional employment in allied human services).

- being thoughtful about the mission of diversity, equity, and inclusion.

- garnering strong recommendations from professionals who know the applicant well and who understand doctoral training in professional psychology.

- there being a strong fit between aptitude indicators like those above and the mission of the program, and the research and professional interests of a faculty mentor or mentors with whom the applicant hopes to work.

The program is also committed to diversity, equity, and inclusion, as MSU is as a whole, including as reflected by its Notice of Non-Discrimination and Office for Social Justice and Diversity. The program aspires to bring together cohorts of students that represent a wide variety of lived experiences and perspectives. Those from diverse multicultural backgrounds, or with interests in and a commitment to advancing the missions of diversity, equity, inclusion, fairness, dignity for all, social justice, and human rights, are strongly encouraged to apply.

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 the program should be aware of the following additional requirements.

1. Per TGS policy, a minimum GPA of 3.0 is required for those entering with a bachelor's degree, while a minimum GPA of 3.5 is required for those entering with a master's degree

(i.e., the master's degree GPA). Please note that competitive applicants entering with a bachelor's degree typically have undergraduate GPAs in or above the 3.2–3.5 range. The program also recommends an undergraduate GPA of at least 3.5 for psychology courses specifically.

2. Neither the GRE General Test nor the GRE Psychology Subject Test are required for admission. However, applicants may submit these scores for consideration by the admissions committee. Competitive applicants who have submitted GRE scores typically have GRE Quantitative and Verbal scores at or above the 50th percentile.

3. Applicants should have completed a bachelor's or master's degree in psychology (or a closely related field). Applicants will be considered as long as they have completed at least 15 credits specifically in psychology (preferably including courses in statistics and research methods). As the program is one in professional *psychology*, prospective applicants who have not previously completed at least 15 psychology credits need to satisfy this requirement via postbaccalaureate or master's coursework to be eligible for admission. Relatedly, applicants who did not major in psychology are encouraged to submit the scores for the optional GRE Psychology Subject Test with their materials toward demonstrating their readiness for doctoral training in professional *psychology*.

Because of the complexities involved in competitiveness for admission to a PhD program in clinical psychology, prospective applicants are encouraged to work closely with their current academic, research, and clinical mentors for further advising about increasing their competitiveness, and to avail themselves of published resources about such (see here, for example). The program does not generally provide feedback to candidates about their applications. The program encourages applicants who are not offered admission to the program to not give up on their human services aspirations. In addition to potentially trying to increase their competitiveness for future admissions cycles to the program, they might also consider alternative training routes in professional psychology and allied disciplines.

Admission Interview (Interview Day)

An interview with program faculty is required before one may be extended an offer of admission to the program. Select applicants will be invited to the program's interview day, which is typically scheduled in **February** each year. In recent years, the interview day has been conducted remotely to remove any travel burdens for interviewees. Current students also participate in interview day processes, including to share their experiences in the program with candidates.

Standard or Individualized Course Sequence for Students

All students follow an approved coursework program (i.e., course of study) provided by the DCT. There is a standard course sequence, although it may be modified for individual students by the DCT for different purposes (typically due to transfer credits and course waiver requests). Students who wish to make changes to their coursework program must receive approval from the DCT.

Transfer Credits, Waivers, and Substitutions

Upon admission, students with prior graduate training may apply for individual review of transfer credits. Per TGS policy, students can transfer a maximum of 24 graduate-level credit hours into the program, per equivalency review and approval by the program, and provided that the student received a "B" or better and the course was taken within 10 years of the student's date of matriculation. Still additional courses can be waived by the program, most typically in the case of students who completed the terminal MA Program in Clinical Psychology at MSU. However, all students must complete a minimum of 48 non-dissertation credits in the program. Further information about credit transfer and course waivers can be found in TGS's _Graduate Policy Manual_.

All transfer credits must be approved by the DCT and processed by TGS and the Office of the Registrar. For transfer or waiver of a course, excepting students who completed students the terminal MA Program in Clinical Psychology at MSU, newly admitted 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 the comparable course instructor for our program must agree that the prior course is equivalent to that offered by the program. Per TGS policy, all credit transfer requests must be made at the time of matriculation; additional course waiver requests must be completed within the first semester of the student's enrollment in the program.

With prior approval from the DCT, certain course substitutions may also be possible (e.g., for a student to take a novel elective course offering).

Students entering the PhD program who have completed a master's thesis as part of a prior graduate degree program in clinical psychology or a related field may seek to have their second-year project requirement waived. Students requesting this must provide the final version of a successfully defended master's thesis to the DCT and the student's faculty mentor, who must then agree that it reflects equivalency to the second-year project requirement. Students seeking to receive credit for a previous master's thesis must do so by the first semester of enrollment in our program, with approval granted by the end of that semester.

All students in the program must complete the comprehensive examination and dissertation requirements regardless of whether they fulfilled similar requirements in a prior graduate program.

FINANCIAL ASSISTANCE AND HEALTH INSURANCE

Tuition and Fees

Information about current tuition and fees for graduate students at MSU can be found on the [Red Hawk Central](#) webpage.

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 three credits to qualify for half-time status and at least six credits to qualify for full-time status. 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 their financial aid during the fall, winter, and spring semesters. Students must also be registered for at least three credits to be eligible for summer financial aid.

For additional information about financial aid and loans, please visit the relevant section of the [Red Hawk Central](#) webpage.

Assistantships, Teaching Assignments, and Other Potential Funding Mechanisms

The program makes every effort to fund students through their first four years of study, unless otherwise agreed to at the time of admission. Support is provided through mechanisms such as doctoral (or similar graduate) assistantships, adjunct instructor contracts, and clinical or research contracts. Any tuition and fees beyond the fourth year typically incur to the student.

Students in their first two years of study typically receive a full-time doctoral assistantship. These assistantships are 10-month contracts that provide a stipend and full tuition remission for each academic year. Doctoral assistants are assigned to a faculty member and expected to assist the faculty member with their research and teaching responsibilities. Assignments require approximately 20 hours of work per week. Specific duties can vary depending on the particular assignment but may include coordinating a faculty member's research program and team, proctoring exams, grading assignments and 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 as adjunct faculty. Funding from teaching is typically supplemented by a part-time doctoral assistantship that provides a stipend and tuition remission for approximately 10 hours per week of work under the supervision of a faculty member, typically the student's mentor. Students will typically spend some of their part-time doctoral assistantship hours on research activities that help to advance their progress on their dissertations, and achieve greater independent functioning as researchers, including assembling

their own research teams and mentoring more junior undergraduate and graduate student researchers.

Special Notes About Funding and Billing

Funding for the next academic year is arranged for incoming and current students each summer. Students will hear from TGS and potentially the DCT concerning funding during the summer. Incoming students should monitor their new @montclair.edu email address for such correspondence, and promptly complete any acceptance processes for funding offers.

TGS processes all doctoral assistantships and includes various conditions with those assistantships. Students must abide by all such conditions included in their assistantship paperwork from TGS and conditions described in the current version of TGS's *Terms and Policies of the Assistantship.*

Students should also appreciate that there may sometimes be a delay in the application of their tuition waiver for a term, such that they may receive an interim bill from MSU's Student Accounts. Unless the DCT has directed students to pay for certain tuition credits, they should promptly confer with the DCT before paying any unexpected bills received from Student Accounts.

Tuition remission may be used to cover winter or summer term courses if the student has not used all allocated tuition remission in the preceding term, and as long as the student remains enrolled in the program during the winter or summer term. Students must request that TGS use remaining tuition remissions for a winter term by **December 1st** of each year, and for a summer term by **May 1st** of each year.

Master's Degree Applications and Teaching

To be eligible to teach undergraduate courses at MSU, instructors must have a master's degree. If a student in the program does not have a prior master's degree, they will become eligible for the master's degree in clinical psychology at MSU based on the credits they complete in the PhD program. Information about applying for a master's degree to enable teaching beginning in the third year of the program is posted on the program's Canvas site. The Psychology Department's Coordinator for Graduate Student Advancement will also advise students about these processes.

Teaching During the Third and Fourth Years of the Program

Teaching in the third and fourth years of the program relates chiefly to funding rather than program milestones or annual evaluations of students' demonstrations of discipline-specific knowledge and profession-wide competencies per se. Accordingly, students can decline an offer to teach for partial funding, including if they are offered commensurate funding via other means (e.g., via an offer of research-related funding connected to a faculty member's grant). Holistically, reported concerns about students' teaching can impact evaluations of students concerning certain discipline-specific knowledge or profession-wide competencies. Significant

concerns may give rise to remediation plans tied to such discipline-specific knowledge or profession-wide competencies.

Students take PSYC 894 (Seminar in Professional Practice) in their third year of the program in part to provide them with support as junior instructors. TGS and the Office of Faculty Excellence (OFE) also typically require student instructors to complete mandatory trainings and offer a variety of optional resources and supports for student instructors. Prior syllabi are shared with student instructors, and faculty mentors are available to support student instructors as well.

Teaching Beyond the Fourth Year of the Program

Whether teaching assignments will be offered beyond the fourth year of the program (e.g., for students taking an additional year beyond the fifth) depends on students' prior teaching performance and course availability/Psychology Department needs.

Research and Travel Awards and Funding

Depending on the annual budgets of the program, Psychology Department, CHSS, and TGS, competitive awards and other funding may be available to support students' research projects and attendance at professional conferences to present research.

Students who plan to attend a professional conference as an author of a paper, poster, or other presentation may be eligible to receive up to several hundred dollars each year across funding afforded by TGS, the CHSS Dean's Office, the Psychology Department, and the program. As amounts available for travel awards are often finite, students serving as first authors on conference presentations are generally prioritized for travel awards. Information about conference travel reimbursement is posted on the program's Canvas site. Students and faculty mentors can contact the Psychology Department's Coordinator for Graduate Student Advancement or Program Coordinator for further information and assistance about student travel support from CHSS and Psychology Department.

The program may also offer internal research and special travel awards (the latter being prioritized for students seeking to present at international conferences). Application instructions for these funding mechanisms are posted on the program's Canvas site. Students can contact the DCT about whether internal research and special travel awards are being offered in a given year.

In addition, information about competitive travel awards from TGS is available here. TGS also offers competitive research awards.

Faculty mentors may advise students about still other research funding opportunities at MSU and elsewhere.

Health Insurance

All full-time graduate 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. Students may stay enrolled in this plan or waive it by the established deadline. Please visit the Red Hawk Central webpage for additional information about student health insurance.

Establishing Residency

To qualify for in-state tuition at the start of enrollment at MSU, students must have resided in New Jersey for at least one year. Visit the relevant section of the Red Hawk Central webpage for additional information, including the documentation considered as evidence of residency and process for obtaining residency status.

NEW AND CONTINUING STUDENT RESOURCES

Information about resources for graduate students at MSU—including academic and professional, functional, health, and recreational—is provided by TGS on its Graduate Student Resources webpage. TGS also provides information about certain opportunities for graduate students—Alpha Epsilon Lambda Honor Society (AEL), The Graduate Development Conference, TGS Advisory Board, TGS Listserv & Website, Student Research & Conference Travel Fund Awards on its Graduate Student Opportunities webpage.

About MSU

MSU defines what it means to be a university with a public purpose—one that not only creates transformational opportunities for students, but also partners with communities to make a difference in the lives of others.

Montclair invites students to imagine the world they want to live in and empowers them to develop the skills and knowledge to create it. As a solutions engine, we ask: How can we harness the power of 21,000 students and 1,800 professors to be a force for good in the world?

This distinctive approach continues to attract students, propelling Montclair to become New Jersey's second largest institution of higher learning, and one of its most diverse. Under President Jonathan Koppell, the University enrolled the largest entering class in the University's history two years in a row.

Founded in 1908, Montclair has grown big enough to offer more than 300 programs across 13 colleges and schools at all degree levels—and yet, with a student-to-faculty ratio of 17 to 1, is still small enough for students to receive personalized attention from professors and staff who truly care. Students have numerous opportunities to conduct research with professors who are respected leaders in their fields.

More than 50% of Montclair's students identify as underrepresented minorities. It is one of New Jersey's two Hispanic-Serving Institutions, serving more Latinx students than any other university in the state.

Montclair's highly diverse students thrive in the University's supportive, welcoming environment. Their graduation rates outperform state and national benchmarks and predictions with U.S. News & World Report ranking Montclair as seventh among national universities in graduation rate performance in 2022. It is consistently recognized as one of the most inclusive and best value universities and ranked No. 21 in the country in social mobility.

Many of Montclair's students are working and raising families, and the University offers flexible programs that give them the opportunity to learn in ways that work best for them, on campus or online, in real time or asynchronously.

Faculty include winners of a MacArthur fellowship, Fulbright grants and Emmy awards, and NSF, NEH and NIH grants, among many other distinctions. These highly respected researchers,

scholars and creators are dedicated to student success, and they are always innovating to meet the needs of learners and of the state. Montclair has launched dozens of new degree and certificate programs and offers more combined bachelor's and master's degree programs than any other university in New Jersey—empowering students to enter the workforce faster, with stronger skills and for less cost.

Montclair's mission is to elevate its students and partners, and in so doing, help make the world a better place.

Students can read more about MSU "by the numbers."

About Montclair, New Jersey

MSU's park-like, 252-acre campus is primarily located in Montclair, New Jersey, a diverse suburban community of nearly 40,000 residents. Montclair is just 12 miles west of New York City. Two campus train stations provide regular service into and out of Manhattan. A picture-perfect college town, Montclair is filled with cafés and bistros, boutiques and restaurants, and movie theaters and art galleries. It is home to the Montclair Film Festival, the Montclair Literary Festival, and the Montclair Art Museum, which is nationally known for its diverse collections. Live theater venues include the Wellmont Theater.

Consistently named among New Jersey's best cities, Montclair is rich in cultural, recreational, and outdoor activities, including public tennis courts, skating rinks, and swimming pools. Students have access to 175 acres of parks and rivers and a funky, eclectic downtown, complete with a robust arts scene and lots of great food. Montclair's public schools serve students from kindergarten through grade 12, as do a number of private and parochial schools. The neighboring towns of Bloomfield, Clifton and Little Falls each offer restaurants, shops, and cultural activities to explore, while Newark—New Jersey's largest city and hub for professional sports and big-name concerts—is minutes away.

Housing

Most of the program's students opt to live off campus, and current students are a good source of information about this for new incoming students. However, campus housing is available for graduate students at MSU. Further information about this option can be found by visiting the webpage of the MSU Office of Residence Life.

New Student Checklist

New students are strongly encouraged to review TGS's New Student Checklist for steps to take upon deciding to enroll at MSU. The checklist provides important information that will help students 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 any term bills.

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 MSU [Information Technology Division](#) webpage. Various workspaces for students are located in many campus buildings. Popular spots for students to work with their own laptops include Dickson Hall, the Center for Clinical Services (CCS), Feliciano School of Business, and University Hall (a campus map is available [here](#)). Computer lab facilities for student use are also available on the fifth floor of University Hall. CCS also has a computer lab intended for use by students who are working in one of its clinics. Students can look up the [hours of operation](#) of these buildings.

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 webpage of the MSU [Information Technology Division](#).

Technology Resources and Support

Software for students—including word processing, data base management, and statistical software—is also available from the Information Technology Division via its [Software Repository application](#). In addition, MSU has enabled a range of [Google Applications](#) and [Zoom videoconferencing software](#) for all employees and students with an @montclair.edu email account. Information about still other technology resources for students is available from MSU's [Information Technology Division](#). Students may request assistance with MSU-owned computers and MSU software by contacting the Information Technology Division's [Information Technology (IT) Service Desk](#) (located on the fifth floor of University Hall). Please note that Information Technology does not provide assistance with personal computers.

Shuttle Services

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

Other Student Resources and Services

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

Harry A. Sprague Library

The Harry A. Sprague Library subscribes to over 6,000 journals and contains over 500,000 books and media. Researchers have online access from the Harry A. Sprague Library webpage to education, human services, and health databases as well as full-text access to online journal and e-book collections. These databases include EBSCOhost, PsycINFO, ERIC, and other resources commonly used for educational and social science research. Harry A. Sprague Library is also a depository for United States and New Jersey government publications. Research materials not held in the library can be borrowed through its Interlibrary Service, which has access to academic and research library collections around the globe.

At the Harry A. Sprague Library, students can consult with an expert subject librarian who is available to advise on resources, assist with literature review searching, and facilitate access to critical resources. Other library services include orientations to research methodology and resources, consultation on student research, interlibrary loans, and computer labs. Librarians are available for assistance at the Harry A. Sprague Library Reference Desk. In addition, students may request individual consultations regarding research papers or presentations. A computer lab is maintained by the Information Technology (IT) Division at the library and can be used by students for word processing, electronic mail, Internet access, and other computing needs.

Center For Academic Success and Tutoring (CAST)

The mission of the CAST is to provide comprehensive learning support programs to encourage academic excellence and help students acquire skills to become independent learners. CAST offers free Tutoring, Academic Coaching, Supplemental Instruction and Academic Workshops to all students on campus. Students are encouraged to take advantage of CAST tutoring, covered within their tuition, which fosters active learning, reasoning, and critical thinking. CAST staff works to create a comfortable and engaging environment for students to further develop their academic skills and knowledge. Additionally, the tutors working at the Center 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.

Career Services

The Center for Career Services provides resources and support designed to advance student' career development through the job search process. The Center can provide assistance with career advising, networking, job search strategies, application materials, and interviewing.

Center for Writing Excellence (CWE) and TGS Writing Consultations

The CWE offers individual and group conferences with experienced writing consultants to assist with all stages of the writing process. The CWE is also a resource for preparation of curriculum vitae and cover letters.

TGS also typically makes available a staff person to provide writing assistance to doctoral students who are working on their dissertations.

Counseling and Psychological Services (CAPS)

Located in Russ Hall, CAPS provides a range of free personal counseling and psychological services for MSU students, including consultation; short-term individual counseling; group therapy (drop-in and therapy groups); psychiatric evaluations and medication management; referral services; self-help screenings; the Let's Talk program (easily accessible informal, confidential one-on-one consultations); the TAO (Therapy Assistance Online) Connect program; and Sanvello (an app for iPhone and Android phones that offers clinically validated techniques and support modules to help with stress, anxiety, and depression). CAPS is fully accredited by the International Association of Counseling Centers (IACS). CAPS services are free, voluntary, confidential, and available to all MSU students. Though a brief wait for services might occur at busier times of the year, urgency of need is always taken into consideration when scheduling an appointment. Students are typically seen for an average of six individual sessions. 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. Students should always use emergency and crisis services, as needed.

University Health Center (UHC)

The UHC is a comprehensive outpatient health care facility serving all registered MSU students. The department 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; gynecological care; STI and HIV screening; specialist referrals; men's health screening and consults; LGBT health screening and consults; laboratory services; contraception; on-site prescription medication; immunizations; emergency contraception; sexual assault services (available 24/7); and medical advisement for travel abroad.

Disability Resource Center (DRC)

MSU 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 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 provides assistance to students with physical, sensory, learning, psychological, neurological, and chronic medical disabilities. The DRC provides accommodations to assist students in their academic and student life-related activities. Mandated by law, accommodations are determined on a case-by-case basis and require supporting documentation and an appointment with one of the DRC professional staff. The DRC will assist students in receiving the accommodations and services necessary to equalize access.

Center for Faith and Spirituality

Through interfaith dialogues, programs, services and interaction, the Center for Faith and Spirituality at MSU works to advance understanding and appreciation of all faith, spiritual, and religious communities and traditions. The Center for Faith and Spirituality seeks, among other goals, to assist students in their spiritual development through involvement and participation in programs/activities such as interfaith dialogues, service projects, and other interfaith programs; develop intercultural and interfaith understanding; engage with other religious, spiritual, and secular students to help foster spiritual awareness and understanding; and participate and engage with others in the expression of their religion or faith.

LGBTQ Center

Through leadership development, education, advocacy and support services, the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ) Center at MSU 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; provide resources, programs, and experiences that support and expand student leadership development; increase community awareness and allyship of LGBTQ people and issues; and consult with campus partners on LGBTQ-inclusive programs, procedure, services, and policies.

Women's Center

Through education, empowerment and leadership programs, the Women's Center at MSU works 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; celebrate the contributions and achievements of women and allies; encourage women to advocate for themselves and others; and develop women's empowerment, involvement, and leadership in all aspects of university life.

Multicultural Center

Through advocacy, education, empowerment, and support services, the Multicultural Center at MSU aims to establish and sustain community, develop leadership opportunities, and create a campus environment inclusive and supportive of students of color. The Multicultural Center operates with an intersectional lens. The Multicultural Center seeks, among other goals, to advocate, at an individual and systems level, on issues of racial and ethnic inequality and injustice; build community amongst students of color across ethnic and cultural lines; provide a safe space for students of color to hold discussions; promote cross-cultural discussion and connection; empower students of color to advocate for themselves and others; recognize and celebrate the achievements and contributions of students of color; and educate the campus community about the issues facing students of color including racism, colorism and other forms of discrimination and oppression. The Multicultural Center address all forms of oppression and discrimination and promote an understanding of intersectionality, including but not limited to

age, body image, citizenship, class, culture, disability, ethnicity, gender, gender identity and/or expression, nationality, race, religion, sex, sexual orientation and spirituality.

Office for Social Justice and Diversity

Through student-focused education, advocacy, and engagement, the Office for Social Justice and Diversity supports the community in building and enhancing an inclusive campus climate at MSU. The Office for Social Justice and Diversity includes the following identity-based centers on campus: the Center for Faith and Spirituality; the Lesbian, Gay, Bisexual, Transgender, Queer Center; the Multicultural Center, and the Women's Center. As a department, the Office for Social Justice and Diversity collaborates with various MSU community members to develop programs and initiatives that bring awareness to our campus community on issues of identity and inclusion. The Office for Social Justice and Diversity also offer diversity and leadership conferences and events for students, faculty, and staff.

MENTORING, ADVISING, AND EVALUATION

Faculty Mentorship

Each student is paired with a faculty mentor—a core or associated faculty member of the program who mentors students in research—upon admission to the program. The student's faculty mentor 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), faculty mentors provide advisement regarding other aspects of the program, including coursework and clinical training. Students who are assigned faculty mentors with a doctoral degree in an area outside of health service psychology (i.e., associated faculty members of the program) will be provided with additional clinical mentorship and guidance from the DCT and 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 get involved in ongoing projects.

At a minimum, faculty mentors meet with their students regularly (e.g., at least monthly) to discuss student goals and progress; provide guidance to students on program milestones; provide advice to students about teaching; provide feedback to students in a timely manner; and evaluate their students' progress annually. The program encourages faculty mentors to further engage their mentees in other activities, such as affording them with opportunities to co-author presentations for academic conferences, journal article manuscripts, and book chapter manuscripts.

Potential Change of Faculty Mentor

Most students will work with their initial faculty mentors through the completion of the second-year project and dissertation. Moreover, the program supports students receiving informal secondary mentorship from a faculty member other than their primary mentor so long as the student continues to meet the expectations of their primary mentor. That is, although a student's faculty mentor should be a primary source of information and advisement, students are encouraged to develop relationships with other program faculty members. In this vein, the program welcomes students to form collaborations with other students and faculty members of the program, while maintaining open communication with their mentors about these additional experiences. Students are further encouraged to utilize the DCT, Associate DCT, and the Psychology Department's Coordinator for Graduate Student Advancement for additional advisement about any aspect of the program.

The program views a change of faculty mentorship as a significant event. Nevertheless, the program appreciates that some students' interests may evolve over the course of their time in the program, and some may not develop satisfactorily productive working relationships with their initial faculty mentor. In such cases, the student may arrange for a meeting with the DCT to discuss their concerns and potentially identify other core or associated faculty members of the program who might be willing to serve as a new mentor for the student. With the approval of the DCT, the student may then seek to arrange a meeting with a faculty member to discuss this

possibility. Students need be aware, however, that many faculty members are already working with numerous mentees and may not be able to accommodate additional ones.

Core and associated faculty members of the program may accept students as new mentees at their discretion and with the agreement of the student's original mentor and DCT. If all are agreeable to a new mentoring relationship, the student must complete the *Change of Mentor Form* provided on the program's Canvas site, including obtaining signatures from the original faculty mentor, new faculty mentor, and DCT.

Other Frequent Sources of Advising for Students

Faculty mentors generally serve as the first point of contact for the program's students. The Associate DCT serves as the next point of contact for all externship, internship, and Brown Bag Series matters, and the DCT for all other curricular and program matters. Students will also frequently contact Psychology Department staff members, especially its Coordinator for Graduate Student Advancement, about certain matters—either in the first instance or as directed by faculty mentors or the Associate DCT or DCT. Similarly, students frequently contact staff members of TGS about various matters. Students may also contact their peer cohort representatives and members of the Psychology Organization of Graduate Students (PODS).

Evaluation Procedures

Student Evaluation Processes for DSKs and PWCs Considering MLAs

Consistent with the program's accreditation status, the program faculty monitor students' ongoing development and demonstration of discipline-specific knowledge (DSKs) and profession-wide competencies (PWCs) commensurate with their level of training, with reference to minimum levels of achievement (MLAs). In short, over their time in the program, these are the areas about which students must come to demonstrate that they "know" as relevant to assessment, treatment, research, and integrating this all; and the skillful things that they must increasingly demonstrate they can "do" as relevant to research, clinical work, and professionalism. Satisfactory demonstration of all the below, as variously assessed throughout the program, is required to graduate from the program. That is, to graduate from the program, students must be recognized by the program as having demonstrated sufficient preparation for entry-level practice in health service psychology (e.g., independent practice and licensure) and integration of science with that practice. As is consistent with the program's philosophy and mission in relation to current professional standards and regional and national needs.

Discipline-specific knowledge includes student application of instruction in

- History and systems of psychology

- Basic content areas in scientific psychology (affective aspects of behavior, biological aspects of behavior, cognitive aspects of behavior, developmental aspects of behavior, and social aspects of behavior)

- Advanced integrative knowledge in scientific psychology

- Research methods, statistical analysis, and psychometrics

Profession-wide competencies for students to demonstrate include assorted aspects of

- Research

- Ethical and legal standards

- Individual and cultural diversity

- Professional values and attitudes

- Communication and interpersonal skills

- Assessment

- Intervention

- Supervision

- Consultation and interprofessional/interdisciplinary skills

Regarding minimum levels of achievement, in the simplest terms, the program generally uses the thresholds of "B– or better," "meets expectations for level of training," and "pass" on everything for which students are evaluated in the program. Not meeting minimum levels of achievement is grounds for the development and implementation of a remediation plan for the student.

Formal annual evaluation of students takes place at the end of each spring semester. The program faculty meet to evaluate each student's progress over the past academic year. This meeting is attended by the core faculty of the program and associated faculty who serve as faculty mentors. The review is facilitated by students' submission of an *Annual Student Activity Report (ASAR)* and biannual submission of evaluations of the practicum site(s) and supervisor(s); as well as their practicum supervisor(s)' submission of biannual evaluations of their demonstration of profession-wide competencies. All these surveys are linked on the program's Canvas site.

Evaluations are based on performance across all areas of training over the preceding year, including coursework, research training, clinical training, and professionalism. A variety of indicators of performance are reviewed, including course and course assignment grades; progress on program milestones; other indicators of professional productivity, engagement, service, and leadership within and beyond the program (including Brown Bag Series attendance); and observations by program faculty and practicum supervisors concerning students' demonstrations of profession-wide competencies.

As part of the formal evaluation, faculty mentors complete the program's *Profession-Wide Competencies Evaluation Form (MSU-PWCEF)*. Associated faculty of the program further consult with the DCT in the completion of this form. Each profession-wide competency element is rated on the following scale: *exceeds expectations for level of training*, *meets expectations for level of training*, *below expectations for level of training*, or *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, with constructive feedback. Associated faculty of the program co-author this letter with the DCT.

Both the evaluation form and letter are reviewed with the student in a conversational meeting with their faculty mentor. Students who are making satisfactory progress in the program—in reference to demonstrations of minimum levels of achievement of discipline-specific knowledge, demonstrations of profession-wide competencies commensurate with expectations for level of training, and demonstrations of satisfactory and timely progress on program milestones—will continue to advance in the program.

Program Evaluation Processes

The program faculty monitor and refine the functioning of the program in an ongoing way. They meet regularly as a body to discuss successes and opportunities for growth. They receive feedback from applicants, students and student cohort representatives, the program's Psychological Organization of Doctoral Students (PODS), and alumni. The program solicits

anonymous feedback from current students at the end of each semester using a survey linked on the program's Canvas site; both identified and anonymous feedback from graduating students via an exit survey distributed by the DCT; and identified feedback from alumni via surveys distributed by the DCT. The program also engages in accreditation-related annual reporting and periodic self-study.

Remediation Procedures

If concerns arise about a student's progress and performance in the program (i.e., students not meeting variously assessed minimum levels of achievement for discipline-specific knowledge or profession-wide competencies), as part of the annual evaluation procedure or sooner in a given year, the following procedures will be implemented.

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. Student cohort representatives will not be present for any discussions about student concerns.

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). The faculty mentor, DCT, and any other appropriate program faculty will then meet with the student to notify them of remedial steps with rationales, as well as a timeline for carrying out the remedial steps and evaluation procedures. The student will have an opportunity to express their own concerns and opinions related to the matter(s) and will be an active participant in the development of a remediation plan.

The remediation plan will be developed using a *Competency Remediation Plan* template posted on the program's Canvas site, and will reflect a specific course of action that may include, but is not limited to, the student making up any coursework or course assignments; repeating a course or training experience; following a modified course sequence to take fewer courses each semester or additional courses to strengthen the student's knowledge and competencies; increasing practicum training; increasing supervision; or formally requesting to take a leave of absence or other leave or temporary withdrawal via TGS, Office of the Dean of Students, Counseling and Psychological Services (CAPS), University Health Center (UHC), or Disability Resource Center (DRC).

The remediation plan will include narratives written by the DCT and faculty mentor summarizing the plan, progress review dates and expectations, and meetings and results of progress reviews. The remediation plan document will be signed by the student, the faculty mentor, the DCT, and any other applicable faculty members of the program. The DCT will furnish all involved parties with a copy of the remediation plan, which will be stored in the student's record.

The student's faculty mentor will monitor their progress and consult with the DCT and program faculty for guidance and feedback throughout the remediation process. If concerns are not satisfactorily addressed by the student in a timely manner, the program faculty will meet to discuss consequences and vote on next steps, which may include a revised remediation plan or the DCT submitting a recommendation to TGS for the student's dismissal from the program. The DCT will communicate such decisions to the student in writing.

If the program faculty vote in favor of a recommendation that the student be 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 as well as the program faculty members centrally involved in the dismissal recommendation decision. The Chair will render a decision within 10 days from receipt of the student's appeal. The student will have the opportunity to appeal the decision of the Chair of the Psychology Department to the TGS Assistant Dean for Student Affairs. If the dismissal is deemed appropriate, the DCT will submit a request for dismissal to TGS. If approved by TGS, the student will be dismissed from the program.

STUDENT INVOLVEMENT

Earning a doctoral degree in the program involves much more than just taking courses and completing a dissertation. Students' time in the program should be focused on developing their identity as a burgeoning professional psychologist. To accomplish this, the program encourages students to take advantage of and innovate professional development and service opportunities in the program; Psychology Department; MSU broadly; the local surrounding community; and regional, national, and international professional organizations.

The following are some ways in which students frequently pursue professional involvement and leadership, including conferring regularly with the program community; attending and developing program-wide events; joining student organizations within and beyond the program; representing their fellow students within and beyond the program; and pursuing research and other professional initiatives and collaborations with the program's students and faculty members. The program especially encourages student excellence and innovation in professional involvement and leadership to advance the mission of diversity, equity, and inclusion.

Email Communications

Many program-related communications are accomplished by direct email using students @montclair.edu email address. Students should use this email address for all program-related correspondence. Students should aim to respond promptly (e.g., within 24 hours or as soon as possible) of program-related correspondence.

Program Canvas Site

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 information exchange about our program to complement this handbook. At the beginning of the first semester, students will be enrolled automatically to the program's dedicated Canvas site.

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 *PhD in Clinical Psychology* link. This will bring you to the main page of the program's Canvas community.

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

Announcements: An archive of information and updates related to the program and events. Student should turn on notification settings so that announcements are also sent to their MSU email address alerting when new announcements are posted.

Modules: Where students can access important program-related resources, including information and forms for the program in general, its Brown Bag series, conference travel reimbursement, research awards, teaching, program milestones, practica and internship, postdoctoral training and licensure, and self-care and support.

Requests by students and program faculty members to post an announcement on the program's Canvas community should be directed to the Psychology Department's Coordinator for Graduate Student Advancement, who will confer with the DCT or Associate DCT as appropriate. Please provide the title, content, and intended audience of the post with the request. If approved, the announcement will be posted as appropriate.

Brown Bag Series

The program hosts a Brown Bag Series during the academic year that features supplemental clinical, research, and professional development didactics and discussions of readings; invited scholarly speakers on diversity, equity, inclusion topics; and practica case conferences. Regular attendance at the Brown Bag series is required by the program. Attendance is monitored and forms a part of students' annual evaluations.

For supplemental didactic meetings, a faculty member or guest presenter engages students in discussion of a research, clinical, or professional development topic. Students may be assigned one or more professional readings related to the topic which they should be prepared to discuss at the meeting. Faculty members in a variety of areas of scientific psychology—such as biological, cognitive, developmental, or social psychology, may lead these didactic meetings, so that students are further exposed to the connections between the difference scientific bases of psychology, and their connection to professional psychology. In addition, the Psychological Organization of Doctoral Students (PODS) Diversity Committee and program faculty seek to feature a scholarly expert within or beyond MSU each semester to speak about a diversity, equity, or inclusion topic.

During the second or third year of the program, students deliver a deidentified practicum case presentation for the Brown Bag Series. The purpose of cases conferences is for students to practice efficiently presenting essential information about clinical cases that highlights case questions. This is an important skill relevant to several profession-wide competencies and may facilitate students' initial preparation of a case report for their comprehensive examination. Students rapidly present (15 minutes using PowerPoint slides) the essence of a deidentified practicum case that raises at least one question for each of the following areas.

1. Individual and cultural diversity.

2. Assessment methods, interpretation of assessment results, differential diagnosis, or case conceptualization.

3. Intervention goals or strategies.

4. Issues pertaining to ethical and legal risk management, or supervision.

There will then be approximately 10 minutes after each presentation for consultation with peers and a faculty or practicum supervisor facilitator about these questions.

Center for Clinical Services (CCS)

The MSU Center for Clinical Services (CCS) is the on-campus, faculty-supervised clinical services training site that includes students in the Psychology Department's clinical training programs. Although originally founded in 2013, the CCS is in many ways a continuation of the MSU Assessment Center that was established decades ago. Under the guidance of doctoral-level supervisors, graduate students in the Psychology Department may be engaged at CCS in conducting psychological assessment and interventions, including psychoeducational evaluations for children, adolescents, and adults.

In 2016, the CCS moved to its current location at the edge of MSU's campus and easily accessed by clients, students, and faculty. The CCS is a 25,000 square foot facility featuring numerous rooms for service delivery and faculty offices. Service delivery rooms include state-of-the-art technology that allows supervisors and students to directly observe clinical work in real time or via recordings. Clinical activities in these rooms can be monitored at any faculty computer station in the building, and observation software also allows for recording client sessions for supervisory observation and feedback. 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 (HIPPA) and the Family Educational Rights and Privacy Act (FERPA).

Student Organizations and Committees, and Cohort Representatives

The program appreciates the input of all students about the functioning of the program, toward the program's on-going self-study, problem solving, refinement, and innovation. This includes via reports from student organizations and committee and cohort representations, who additionally engage in various activities to enhance our program community for all (e.g., participating in the program's annual interview day).

Students independently formed the Psychological Organization of Doctoral Students (PODS) as a student-led community for students in the program. It includes the PODS Diversity Committee. PODS engages with all students and faculty in the program, and student leaders within PODS may liaison with the DCT, Associate DCT, and other program faculty on behalf of all the program's students—about initiatives, events, concerns, and other matters. The program also seeks to furnish PODS with an annual operating budget.

Each cohort of students in the program elects a cohort representative every year to liaison with the DCT, Associate DCT, and other program faculty on behalf of all students in their cohort. Cohort representatives relay any cohort-specific concerns to the DCT for sharing with and discussion among the program faculty at its meetings, and with other persons as appropriate. Cohort representatives are invited to attend portions of the program's faculty meetings to discuss any concerns that their cohort may have directly with the program faculty.

Student Involvement in Professional Organizations

Students are encouraged to hold membership in one or more professional organizations relevant to scientific and professional psychology. Most professional organizations offer student memberships at discounted rates. Organizational memberships typically provide access to resources and affiliated publications, networking and mentorship opportunities, scholarships and research funding opportunities, and discounted conference registration rates. Students are also encouraged to pursue student leadership positions within the professional organizations they join, such as by serving on student committees therein.

The following organizations are examples that may be of particular interest to students, for their resources, conferencing, and networking benefits. Based on their expertise and experience in the field, faculty mentors often also suggest professional organizations for their mentees to join.

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, and includes the constituency group, American Psychological Association of Graduate Students (APAGS).

In addition to joining APA, students can also separately become members of various divisions within the association. Division memberships may afford additional benefits. Divisions that may be of particular interest to students in the program include the following.

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

Association for Behavioral and Cognitive Therapies (ABCT)

The 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, or disseminate behavioral and cognitive approaches. The association offers a student membership.

National Association of School Psychologists (NASP)

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

Eastern Psychological Association (EPA)

The 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 students in the program, providing the opportunity to attend and present their research at a relatively low cost. EPA offers a graduate student membership.

New Jersey Psychology Association (NJPA)

The NJPA represents New Jersey practitioners, researchers, and students in all areas of professional psychology, including via its constituency group, NJPA Graduate Students (NJPAGS). The association offers a student membership.

New Jersey Association of School Psychologists (NJASP)

The NJASP is a professional association for school psychologists and graduate students who work, attend school, or live in New Jersey. The association offers a student membership.

PROGRAM REQUIREMENTS AND MILESTONES

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 study. This includes credits for required coursework, elective coursework, and at least three years of supervised practicum training. Students must also pass a comprehensive examination; successfully defend a second-year research project and dissertation; and complete a one-year, full-time internship in professional psychology.

Continuous full-time enrollment is required throughout the program, including at least three full-time academic years of 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, which includes taking four courses in those areas. Instead of the optional emphasis, students may choose to complete four elective courses of their choosing.

Program requirements are summarized below.

Code	Title	Credits
Required Courses: General Psychology		**18**
[PSYC 504](#)	Cognitive Psychology[1]	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

Code	Title	Credits
PSYC 894	Seminar in Professional Practice	3
Required Courses: Research and 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[2]	3
Elective Courses[3] (select Option A, B or C for 12 credits)		**12**
Option A: Open Electives		
PSYC 594	School-Based Interventions	3
PSYC 601	Behavioral Assessment and Intervention	3
PSYC 659	Special Topics Seminar in Psychology	3
PSYC 661	Introduction to School Psychology	3
PSYC 664	Criminal Forensic Assessment	3
PSYC 665	Child and Family Forensic Assessment	3
PSYC 668	Consultation Methods in Psychoeducational Settings	3
PSYC 671	Interventions in Forensic Psychology	3
PSYC 679	Family Systems and Therapy	3
PSYC 709	Seminar in Clinical Child Psychology	3
PSYC 725	Psychological Science and the Law	3
Option B: Emphasis in Clinical Child Psychology		
PSYC 679	Family Systems and Therapy	3
PSYC 709	Seminar in Clinical Child Psychology	3
Select two of the following:		
PSYC 594	School-Based Interventions	3
PSYC 601	Behavioral Assessment and Intervention	3
PSYC 659	Special Topics Seminar in Psychology	3
PSYC 661	Introduction to School Psychology	3

Code	Title	Credits
PSYC 665	Child and Family Forensic Assessment	3
PSYC 668	Consultation Methods in Psychoeducational Settings	3
Option C: Emphasis in Forensic Psychology		
PSYC 664	Criminal Forensic Assessment	3
PSYC 665	Child and Family Forensic Assessment	3
PSYC 671	Interventions in Forensic Psychology	3
PSYC 725	Psychological Science and the Law	3
Clinical and Research Activities		**20**
PSYC 780	Pre-Doctoral Practicum[4]	6
PSYC 895	Pre-Doctoral Internship I	1
PSYC 896	Pre-Doctoral Internship II	1
PSYC 900	Dissertation Advisement[5,6]	12
Second-Year Project		
Complete a second-year research project in accordance with program's requirements.		
Comprehensive Examination		
Successfully complete the program's comprehensive examination.		
Admission to Candidacy		
Following completion of the first two years of course work, the second-year project, and the comprehensive examination, students may be admitted to doctoral candidacy.		
Dissertation		
Complete a dissertation in accordance with the requirements of TGS and the program.		
Total Credits		**86**

[1] Or similar substitute course approved by the program: PSYC 659 (Special Topics in Psychology: Seminar on Cognition, Learning, and Emotion). This is due to the program currently undergoing a curricular revision. In the interim, current or prospective students can contact the DCT with any questions about this curricular revision.

[2] Or similar substitute course approved by the program: PSYC 741 (Hierarchical Linear Modeling). This is due to the program currently undergoing a curricular revision. In the interim, current or prospective students can contact the DCT with any questions about this curricular revision.

[3] Students may contact the DCT if interested in exploring other possible elective courses.

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

[5] Complete PSYC 900 twice for a total of 12 credits.

[6] Once students have acquired 12 credits of PSYC 900, they must enroll in 1 credit of PSYC 901 (Dissertation Advisement Extension) in every semester in which they continue to work on the dissertation, up to and including the semester of the defense. PSYC 901 may be repeated until the time limitation for completion of the doctoral program has been reached, as specified in TGS's *Graduate Policy Manual*.

Note that reminders about deadlines for program milestones are posted on the program's Canvas site.

Course Sequence (see also the end of this handbook)

The program is designed to be completed in five years of full-time study. The typical course sequence (curriculum plan) for students presenting with no transfer credits nor course waivers is included at the end of this handbook, to help you appreciate the standard ordering of the above program requirements. Students presenting with cause for transfer credits or course waivers will be furnished with an individualized course sequence by the DCT before beginning their first semester in the program.

Rigor of Courses and Course Instructors, and Minimum Levels of Achievement

The program engages in a review process to ensure the rigor of all courses and course instructors in the program, inclusive of core faculty, associated faculty, and other contributors (e.g., adjunct faculty).

Certain courses and course assignments in the program also carry expectations for minimum levels of achievement—generally the earning of a B– or higher in all such courses and on all such assignments. Students not meeting a minimum level of achievement in their coursework is grounds for the implementation of a remediation plan, which may include the student being required to repeat the course at their own expense. Students should also be aware of TGS's policies concerning C-range and F grades in graduate courses, the limits to course repeats, and standards for academic probation and dismissal. These policies are set forth in TGS's *Graduate Policy Manual*.

Note that are also minimum levels of achievement for non-coursework aspects of students' training in the program. Thus, there are grounds within the program for remediation and dismissal beyond insufficient coursework performance.

Students who have questions about these policies should contact the DCT for advising.

Practicum (aka externship)

Students must complete a minimum of six semesters of practicum (also referred to as *externship*) before completing a full-year, full-time predoctoral internship in professional psychology.

The Associate DCT is responsible for monitoring, evaluating, and coordinating practicum and internship placements in general, in conjunction with the DCT and core faculty. Externship and internship supervisors provide specific and detailed evaluations of students' clinical work every semester. Students also provide feedback about their sites and supervisors every semester. Program faculty review all these ratings.

Practica are conceptualized by the program as clinical experiences in which students apply didactic and theoretical training from their coursework and research experiences (e.g., discipline-specific knowledge) toward strengthening their profession-wide competencies in ethical and legal standards; individual and cultural diversity; professional values, attitudes, behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills.

Student clinical work begins with a more introductory-level practicum experience and progresses each year to more advanced externship experiences in which students perform clinical tasks with greater responsibility and demonstrable competencies. This sequence is intended to prepare students for their predoctoral internship.

Each year in the program, students typically prepare their practicum applications in the late fall and winter terms and apply and interview for positions during the spring term. Immediately following acceptance of a practicum position offer in the spring term, students report administrative information about the practicum site and supervisor(s) for entry into the program's Time2Track portal. Students, supervisors, and the program also immediately begin completing university- and program-level training agreements and any additional paperwork that the site may require. The inability to reach training agreements with sites may result in the student not being permitted to apply or train at certain sites, such that students will need to apply elsewhere. The Associate DCT orients students to and oversees completion of all these processes.

Students typically then start their first practicum in the summer after their first year in the program, or the fall of their second year in the program. Individual exceptions to when practicum training may begin may be granted by the Associate DCT following consultation with a student's faculty mentor and DCT. For example, when a student may be able to accrue practicum hours during their first year in the program through aa faculty-led practicum through the Center for Clinical Services (CCS), or via a clinical research study in which their mentor is involved and with supervision from a licensed psychologist.

Practicum Application Processes

Students must receive approval from the Associate DCT to apply to any practicum site. Students typically apply to 8 to 10 practicum sites per annual application cycle.

Students apply for and 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 rich clinical training experiences. Practicum sites include, among others, hospitals and 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 professional psychology.

Most of these practicum sites are members of a longstanding, well-organized partnership between university-based directors of clinical training in New York and New Jersey, called the New York New Jersey Association of Directors of Training (NYNJADOT). The program is a member of this organization. There is also a parallel organization of externship site training directors, called the Psychology Directors of New York State (PSYDNYS). Students typically participate in the local practicum match system run by NYNJADOT and PSYDNYS, which has received assistance from APA. Practicum sites that participate in this system have been vetted by NYNJADOT and PSYDNYS as to their understanding of, and agreement to, an annual set of externship guidelines. Additional information about the match system and externship guidelines and can be found at the [NYNJADOT website](). Students will need to obtain an eligibility letter each year from the Associate DCT before applying to NYNJADOT practicum sites.

With permission from the Associate DCT, students may also apply to and train at "homegrown" practicum sites that do not participate in this NYNJADOT match system. The program has vetted these sites as to their ability to adhere to the program's practicum experience requirements, which seek to approximate the annual NYNJADOT guidelines and Association of State and Provincial Psychology Boards (ASPPB) Task Force on Practicum Guidelines for Licensure. The program has established good working relationships with numerous general and specialized non-match practicum sites. The program may prioritize first-time practicum applicants for these sites.

Students may occasionally wish to participate in more distally located practicum match systems, such as the one operated by the [Pennsylvania and Delaware Directors of Training Consortium (PENDELDOT)](), or pursue a novel practicum site that has not yet been vetted by an external partner or the program. Approval from the Associate DCT is required before a student may participate in the PENDELOT match or apply to a novel practicum site not yet approved by the program.

The Associate DCT advises students regarding application procedures for practicum placements, and the Associate DCT oversees this process overall. The Associate DCT meets with prospective

practicum students to share with them lists of sites at which our students have previously trained, or else for which training agreements are nonetheless in place. These sites include general (e.g., child/adolescent and adult) and specialized placements (e.g., forensic psychology, neuropsychology). Students are advised about the processes involved in applying to sites through the NYNJADOT system as well as to homegrown sites. Students who apply to practicum sites through the match system must follow the established procedure and timeline for receiving and responding to interview and acceptance offers from practicum sites. Application and acceptance instructions for homegrown sites are provided by the Associate DCT. Typically, students will be invited to interview at practicum sites with the prospective supervisor. All students must receive approval from the Associate DCT before accepting a practicum offer.

Practicum Site, Supervisor, and Experience Requirements

While the program encourages 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 or correctional setting.

Students are expected to spend between 8 and 16 hours per week at their practicum sites, typically spread across two days that do not conflict with the scheduling of their coursework nor other program activities (e.g., doctoral assistantships, teaching positions, Brown Bag meetings). Students who wish to work more than 16 placement hours per week (e.g., 20 hours for their second or third externship) must receive permission from their mentor and the Associate DCT. The Associate DCT advises students about which days are suitable for practicum training.

Students must only accept positions within the defined geographic area of New Jersey, New York State, Connecticut, and Pennsylvania, so as to ensure that their involvement in courses and other activities on campus are not compromised. Special exceptions to this policy may be granted by the Associate DCT in consultation with the student's mentor.

Students complete practica in training-committed settings that provide appropriate and adequate supervision and a wide range of training experiences, including evidence-based or -informed practice. The program follows the ASPPB Task Force on Practicum Guidelines for Licensure. Practicum experiences are expected to consist of two sequential academic terms, with evaluation ratings partially based on direct observations conducted once per semester. Each year of practicum should consist of approximately 600 hours, 150 of which are spent in the provision of face-to-face client service (intervention or psychological assessment). In addition to direct client care, students are expected to engage in professional writing (e.g., charting, psychological assessment scoring, report writing); structured learning activities (e.g., attending case conferences, presenting cases, and attending didactic trainings); and any other site-specific requirements. Students should work with their supervisors to try to achieve a good balance among intervention, assessment, supervision, and support activities hours across the practicum year. Students who have concerns about the distribution of hours they are amassing at their

practicum site, or across practicum sites across years in the program, should contact the Associate DCT and their mentor for advising.

Practicum site must agree to provide students 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 a doctoral-level psychologist who is licensed as a psychologist in the jurisdiction where the practicum site is located. Students who may receive supervision from a non-licensed psychology professional who is being supervised by a licensed psychologist (e.g., a postdoctoral fellow) should inform the Associate DCT about this for the Associate DCT to determine the suitability of such an arrangement on a case-by-case basis considering all the details. Students also typically receive weekly group supervision, such that students should 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 observing a student's session with a client, which may be a telehealth session (e.g., with the supervisor's audio and video turned off); observation of an in-person session through a one-way mirror; or review of a recording of a session.

Face-to-face intervention and assessment activities are accompanied by hours spent completing assorted "support" activities, such as time spent completing clinical documentation and scoring assessment measures. Students are also encouraged to participate in still additional learning activities at their sites, such as additional individual or group supervision; observation or shadowing; staff meetings; case conferences; seminars or didactic trainings; and program development or evaluation.

In addition, for clinical hours to count for student's Association of Psychology Postdoctoral and Internship Centers (APPIC) Application for Psychology Internships (AAPI), the practicum placement must satisfy the following criteria.

- It must be sanctioned and periodically reviewed by the program.

- Feedback must be provided about the student to the Associate DCT.

- The supervisor needs to be a licensed psychologist.

- The supervisor needs to keep count of the number of trainees and report them to the program upon request.

It is important that students only participate in practicum placements sanctioned by the program. Otherwise, among other concerns, clinical hours amassed at an unsanctioned site may not count for the APPIC AAPI for predoctoral internships.

Telesupervision Policies

Telesupervision may be offered virtually, as needed, due to safety or health reasons, or else as an adjunct to primary in-person supervision.

Prior to the onset of the COVID-19 pandemic, telesupervision was envisioned by the program to be a potential adjunctive modality to primary in-person supervision, such as when a supervisor was temporarily unavailable for in-person supervision for a reason beyond simple inconvenience but available for telesupervision. The program recognizes the utility of videoconference and phone technology, when competently and securely implemented with appropriate safeguards, to flexibly facilitate students and supervisors discussing students' experiences relevant to their developing profession-wide competencies. Accordingly, adjunctive telesupervision is understood to be capable of lending to the program's overall aims and training outcomes for students.

However, public health recommendations during the pandemic to generally avoid in-person meetings warranted allowance by the program for telesupervision to be the primary or possibly sole modality of supervision, in the interest of maintaining continuity of care for clients and training and supervision for students, consistent with the program's overall aims and training outcomes. While the APA Commission on Accreditation (CoA) is continuing to allow telesupervision, the program is continuing to monitor public health recommendations and the position of the APA CoA and will reevaluate a return to in-person supervision being the required primary modality, with telesupervision only being permitted in an adjunctive way. Exceptions for sites that operate exclusively via telehealth for legitimate reasons may be made by the Associate DCT and DCT when determined to be in the program's and a practicum student's interests (e.g., a secondary placement for a second- or third-time practicum student to expose students to the pros and cons of a site that operates exclusively via telehealth).

In the interim or unless a special exception occurs, telesupervision should only be used when necessary for health and safety, or when a supervisor is temporarily only available for telesupervision. First-time externs are encouraged to inquire about telesupervision during their interviews with potential externship sites, and to prioritize acceptance of offers from externship sites that offer primarily in-person supervision. Unless precluded for health and safety reasons, students and supervisors should establish a satisfactory in-person relationship before telesupervision is implemented. The off-site supervisor engaging in telesupervision maintains full responsibility for the extern's training at the site, including their clinical cases and documentation. As needed, students should contact their supervisors by phone or videoconference for non-scheduled consultation and crisis coverage in between both in-person and remote supervision sessions. If the supervisor is not immediately available, another licensed psychologist or appropriate staff member at the externship site should be contacted for assistance.

To maintain privacy and confidentiality of both clients and externs, telesupervision, when it occurs, should utilize secure videoconference and electronic medical records platforms, with the extern's requisite training in the use of these technologies being ensured by the supervisor.

Professional Liability Insurance

Students are insured under MSU's annual blanket professional liability policy. If a practicum site requests proof of this coverage from a student, the Associate DCT can furnish the student with a copy to provide to their site or can furnish it directly to the site.

Students may also have professional liability coverage through their practicum site or their practicum supervisor's own insurance policy.

However, for several reasons, it is also prudent for a student to take out their own professional liability policy while engaged in supervised clinical work. Yearly policies are typically quite affordable for students. While it is not required, it is highly recommended that students obtain their own professional liability insurance coverage. The program does not recommend nor endorse any particular professional liability insurance provider, beyond noting that students have several options from which to choose. Students can direct questions about personal professional liability coverage to the Associate DCT or their instructor of PSYC 678 (Ethics and Professional Issues in Psychology).

Registration, Scheduling, and Time Off

Students must register for 1 credit of PSYC 780 (Pre-Doctoral Practicum) ahead of every fall and spring semester during which they will be completing externship training. Failure to do so may result in, among other things, financial consequences for the student.

A practicum placement occupies as many as 20 hours per week of a student's schedule. As such, it is important that students consider how their prospective practicum hours would fit with their coursework and other program activities. This includes checking with their faculty mentors and doctoral assistantship supervisors (if not one in the same) to ensure their prospective practicum schedule will not pose conflicts for their research and work with the faculty member. General questions about practicum scheduling and how it relates to the scheduling of courses and other program-wide activities should be directed to the Associate DCT. The program may remove students who schedule practicum during non-approved days or times from that placement.

- **Mondays:** Available for fourth-year externship only.

- **Tuesdays:** Available day for externship for all cohorts. There will be no required courses or program activities on Tuesdays, though students are encouraged to keep the schedule of elective courses in mind.

- **Wednesdays**: A day set aside for program activities (e.g., Brown Bag Series) and are available for fourth-year externship only, and only with prior approval by the Associate DCT. Such approval must be sought by the student prior to applying to the site, with the understanding that approval will only be given under very special circumstances (e.g., the externship is an exceptional and unique opportunity and requires Wednesday availability). Students must still be available to attend class on Wednesdays at 5:30 PM if needed.

- **Thursdays:** Available day for externship for all cohorts. There will be no required courses or program activities on Thursdays, though students are encouraged to keep the schedule of elective courses in mind.

- **Fridays:** Available for second-year and third-year externship only. A fourth-year course, PSYC 745 (History and Systems), is typically scheduled for Friday morning/early afternoon in the fall semester. If you will be taking this course in the fall, you should not schedule your externship for Fridays.

In addition, students who will be teaching during the third and fourth years are encouraged to keep either Mondays/Thursdays or Tuesdays/Fridays free in order to be eligible to teach during daytime hours. Otherwise, students may have to teach in the evenings (5:30 or 8:15 PM, or even later depending on which courses are available).

Students are required to follow the leave, vacation, and other time-off policies designated by their particular practicum site. Requests for time off should be made as early as possible to the student's supervisor or other appropriate staff person at the practicum site. Students should be aware that their practicum site may not recognize holidays on the university calendar (e.g., Winter Break, Spring Recess), such that students may need to continue reporting in for practicum during such intervals.

Tracking Clinical Training Hours

Students should carefully track their supervised clinical hours each day from the beginning of their practicum placements. Detailed tracking of clinical hours is required for APPIC AAPI for predoctoral internships. Clinical hours include, among other activities, direct provision of assessment and intervention services; scoring psychological tests; administering assessment or intervention protocols for research; phone contacts with clients and contacts with collateral informants; individual and group supervision; case conferences; and time spent writing clinical records and reports. All students have access to Time2Track for the purpose of logging their practicum hours. Students should use their best judgment in reasonably and accurately classifying their practicum activities. The Associate DCT is available to answer questions students may have about how to classify their practicum hours.

Practicum Placement Evaluations

All practicum supervisors complete a standardized practicum student evaluation form twice per year, toward the end of the fall and spring terms, respectively. This form is digitized and administered via an online link. Supervisors rate students on profession-wide competencies from a developmental perspective—exceeds expectations for level of training, meets expectations for level of training, below expectations for level of training, or not enough information to judge— on all elements of the following profession-wide competencies: ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and 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 further provide an overall performance rating for students: outstanding, above average, average, below average, or poor, with requests for comments if the overall performance rating is below average or poor.

The supervisors' evaluations are reviewed by the Associate DCT and the student's faculty mentor. Supervisors' ratings inform the program's annual review of students' profession-wide competencies development. For the end-of-year (spring term) evaluation, a preponderance of "below expectations" ratings for profession-wide competencies, and an overall rating of below average or lower, are below the minimum acceptable level of achievement for the student. Problems reported by the supervisor, and achievement ratings that fall below the minimally acceptable level, during either the fall or spring terms will necessitate meetings with the student, their faculty mentor, the Associate DCT, and the DCT, toward planning for remediating the deficient competencies; potential determination of cause for dismissal for grave ethical or professional violations; or to otherwise resolve the problems.

Students also complete a digital evaluation form of their practicum site(s) and supervisor(s) twice per year along the same timeline as their supervisors' evaluations. This form is likewise administered via an online link. Students' biannual evaluations of their site(s) and supervisor(s) lend to the program's audit of practicum sites, including appraisals of the types of experiences students are afforded at their sites, strengths of the sites, and identification of problems with sites or supervisors calling for the intervention of the Associate DCT and program. However, students should also more promptly report any concerns they have about their practicum site(s) or supervisor(s) as they arise to their faculty mentor and Associate DCT, rather than awaiting administration of the evaluation form toward the end of the fall and spring terms. Students' biannual evaluations of their practicum site(s) and supervisor(s) are not shared directly with site(s) and supervisor(s). Rather, the student's faculty mentor, Associate DCT, or DCT confer with students about their reported concerns and may provide a summary to practicum supervisors as part of intervention efforts to resolve problems reported by students.

All evaluations must be received by the deadline set by the Associate DCT to facilitate pass/fail grading of PSYC 780 each fall and spring semester, and for the student annual review process each summer.

Credits for Practicum Experiences

For training and liability reasons, all students must register for 1 credit of PSYC 780 for each fall and spring semester in which they are engaged in a practicum placement. Grading for PSYC 780 is pass/fail. A pass grade is awarded when the following conditions are met.

1. The Associate DCT receives a mid-term evaluation of the student completed by the primary supervisor (for fall semester grading and annual review). Students will receive a pass grade for the fall term if their supervisors' ratings are satisfactory (i.e., a preponderance of at least "meets expectations for level of training" ratings and an overall rating of "average" or higher), or if unsatisfactory, the student is receptive to a remediation plan. Whereas students may receive a fail grade if they engaged in serious ethical and professional violations, which may result in dismissal from the program.

2. The Associate DCT receives an end-of-year evaluation of the student completed by the primary supervisor (for fall semester grading and annual review). Students will receive a pass grade for the spring term if their supervisors' ratings are satisfactory (i.e., a preponderance of at least "meets expectations for level of training" ratings and an overall rating of "average" or higher), and if a remediation plan had been in place, they were satisfactorily responsive to that plan. If the end-of-year evaluation is unsatisfactory and there had been no remediation plan in place, the student must be receptive to a remediation plan to receive a pass grade. If there had been a remediation plan in place, a pass grade may be conditioned on the student's continued involvement in remediation, which may include the student being required to complete an additional year of practicum training beyond the typical three-year sequence. Whereas students may receive a fail grade if they were seriously unresponsive to a remediation plan, or engaged in serious ethical and professional violations, which may result in dismissal from the program.

3. The Associate DCT receives a mid-term evaluation of the practicum site and supervisor completed by the student.

4. The Associate DCT receives an end-of-year evaluation of the practicum site and supervisor completed by the student.

Second-Year Project (vs. a master's thesis)

Students are required to complete a second-year project, conceptualized as a meaningful and rigorous research project. It is one of the qualifying experiences for students to proceed to the program's comprehensive examination, and in turn, doctoral candidacy. In many ways, the second-year project is akin to a master's thesis, both in terms of spirit and some procedures. It could also be thought of, procedurally, as a streamlined simulation of the dissertation, but without some of the involved procedures (e.g., certain forms, meetings, and outside observation). However, for most students, the second-year project, while similar, is not actually a master's thesis (which carries with it additional credit requirements for students to pay, final draft submission to TGS, etc.).

Accordingly, TGS's policies concerning master's theses, including its *Thesis Procedure Manual*, are advisory rather than mandatory. However, the program uses some of TGS's master's thesis forms for administrative purposes. These forms should be submitted to and will be stored by the DCT, rather than being submitted to TGS.

While atypical, some 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 which they may not be afforded tuition waiver by the program. In such cases, a student and the chair would also need to adhere to all TGS's master's thesis policies.

Potential Waiver of the Second-Year Project

Students who begin the program with a master's degree in psychology or closely related discipline and who successfully defended a master's thesis as part of that prior program may submit, by no later than their first semester in the program, their final approved master's thesis manuscript, for review by their faculty mentor and DCT. The student's faculty mentor and DCT will determine whether the prior thesis is commensurate with the second-year project requirement, such that the second-year project requirement may be waived.

Allowable Types of Projects and Formatting and Style

The second-year project can take one of four forms.

1. The collection and analysis of primary data.

2. Secondary data analysis.

3. A meta-analysis.

4. A systematic literature review, prepared in accordance with an authoritative set of guidelines approved by the chair of the second-year project (e.g., Preferred Reporting Items for Systematic Reviews and Meta-Analyses [PRISMA]; Cochrane Handbook for Systematic Reviews of Interventions).

The end-product must constitute original research and should be suitable for publication in a peer-reviewed journal. Students should prepare their second-year project in accordance with TGS's *Thesis Procedure Manual*. Students should also adhere to the current version of the *Publication Manual of the American Psychological Association* for style. Students are also encouraged to refer to APA's *Journal Article Reporting Standards*. See here for a completed example. The length of second-year projects frequently exceeds that of a typical journal article manuscript. Students should appreciate that the final second-year project manuscript would likely need to be abbreviated and reformatted for potential submission to a peer-reviewed journal for publication.

Committee Member Composition

The second-year project committee must consist of at least three members.

1. The student's faculty mentor will serve as the chair (first member) of the second-year project committee. While the student is developing their proposal, they should confer with their chair to identify a minimum of two additional committee members.

2. The second committee member must be a core or associated faculty member from the program.

3. More flexibility is allowed for the third committee member: they may be a core or associated faculty member from the program, an MSU faculty member (within or outside the Psychology Department) who is not affiliated with the program, or a professional with relevant expertise from an external institution. If the third member is from outside of MSU, the student should complete the *Request for Approval of an External Thesis Committee Member* form from TGS, and submit it to the DCT along with a copy of the external committee member's CV.

The DCT must approve the proposed composition of the committee prior to the student's proposal, including any prospective committee member from outside MSU.

Proposal (and optional proposal defense meeting)

Students should work with their faculty mentor to develop the aims of their second-year project beginning in the first semester of their first year in the program. Once reasonably crystalized, these plans should be drafted in the form of a proposal manuscript, consisting of an overview of the extant literature on the topic; specification 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. Put more simply, the proposal should consist of an Introduction and Method section; and it should be worded in the future tense. The deadline for approval of the proposal is **August 1st during the summer after the student's first year in the program.**

Whether a proposal defense meeting will be required for the second-year project is at the discretion of the chair. That is, such a meeting is optional. If the chair wishes to conduct a proposal defense meeting, it is recommended that the student and chair make use of an online

scheduling platform with the rest of the committee members. A proposal defense meeting may be conducted in person, remotely, or via a hybrid approach. Note that the student and chair will need to identify a location for an in-person or hybrid proposal meeting (e.g., the faculty member's research lab, a free room in the department or college). For assistance with scheduling a free space in the department or college, contact the Psychology Department's Coordinator for Graduate Student Advancement. Only the student, chair, and committee members typically attend a proposal defense meeting. A recommended structure for this meeting is as follows.

1. Introduction by the chair about the second-year project, student, structure of the meeting, and attendees.

2. Presentation by the student (typically planned ahead of time with the chair to be 20 to 30 minutes, per the chair's preference, and taking into account the other portions of the meeting).

3. Question and answer (Q&A) between the student and committee members.

4. The chair asks the student to leave the room and the committee deliberates.

5. The student rejoins the committee for its decision and feedback.

If using a videoconference platform for a proposal defense meeting, the student and chair will want to think ahead of time about how each procedure will be accomplished via the platform (e.g., use of a main room and waiting room and/or breakout rooms).

Regardless of whether a proposal defense meeting is conducted, all committee members must approve of the second-year project proposal manuscript. Specifically, the decisions the committee may render on a proposal are *Approved*, *Approved with Modifications*, and *Not Approved*. If the committee votes to approve the student's second-year project to proceed (including the "with modifications" option), the student should immediately seek to obtain the signatures of the chair and committee members on the *Approval for Writing a Master's Thesis and Committee Membership* form from TGS. It is also recommended that the student and chair immediately meet for the chair to provide a summary of committee member feedback. The student should promptly submit the aforementioned form to the DCT, along with a copy of the approved proposal manuscript.

Completing and Defending the Final Second-Year Project (including IRB approval)

After the student's proposal is approved, the student should begin working on their second-year project to facilitate its completion by the deadline of **July 5th in the summer after the student's second year in the program (for summer comps exam eligibility), or at latest, December 5th in the fall of the third year in the program (for winter comps exam elibility).** In short, students will be conducting the remainder of the project as they indicated in their proposal, writing a Results and Discussion section, and redrafting prior future tense language into the past tense.

Students must obtain approval from the MSU IRB prior to the initiation of any aspects of a project that involves human subjects research. The chair serves as the principal investigator of projects submitted to the IRB and must approve of all student submissions to the IRB. Students serve as a primary contact for the project.

Some chairs may prefer that the student solicit ongoing feedback from other committee members on sequential drafts of the student's full second-year project manuscript. Other chairs may prefer that students only solicit feedback from other committee members on what the chair regards as the penultimate draft of the full manuscript. In either case, students should expect that their committee members will take approximately two weeks to review drafts of their second-year project and should plan accordingly. Students must address all feedback to the satisfaction of the committee members. The chair will resolve any disagreements among committee members and ultimately decide when the second-year project is ready to be formally defended. Once the chair of the second-year project is so satisfied, the student and chair will arrange for a final defense meeting with the rest of the committee; unlike for proposals, this final defense meeting is required by the program for second-year projects.

Much of what was described for the optional proposal defense meeting applies in equal measure to the final defense meeting for the completed second-year project. The final defense meeting may be observed by other faculty, staff, and students in the Psychology Department, as well the student's friends and family (an invitation can be extended to members of the department by contacting the Coordinator for Graduate Student Advancement with the date and location of a defense meeting). The recommended structure/order for the meeting is as follows.

1. Introduction by the chair about the second-year project, student, structure of the meeting, and attendees.

2. Presentation by the student (typically planned ahead of time with the chair to be 30 to 45 minutes, per the chair's preference, and taking into account the other portions of the meeting), with the general audience allowed, including family and friends.

3. Q&A from the general audience (if the chair opts to invite this).

4. The chair asks the general audience to leave the room.

5. Q&A from the committee.

6. The chair asks the student to leave the room and the committee deliberates.

7. The student rejoins the committee for its decision and feedback.

8. Family and friends may also be invited back as well. This may be a casual, celebratory final portion of the meeting. Or, if the committee does not vote to pass the student's defense, then this portion of the meeting may be dropped.

The decision rendered by the committee following the final defense meeting are *Pass*, *Pass with Conditions* (a decision reserved for major substantive revisions being required), and *Fail* (akin to a decision of pass with conditions but also involving another formal defense).

If the committee votes to pass the student's second-year project (including the "with conditions" option), it is recommended that the student and chair immediately meet for the chair to provide a summary of committee member feedback to the student regarding any necessary final revisions. The student should then obtain the signatures of the chair and committee members on the title page of the final version of their second-year project manuscript. The student must then email the fully signed final manuscript to the DCT.

Following a student passing the final defense stage of the second-year project, if appropriate, the student and chair are encouraged to revise the final manuscript into the form of a manuscript for submission to a peer-reviewed academic journal.

Comprehensive Examination

The program's comprehensive examination (*comprehensive exam* or *comps exam* or *comps* or *exam*) is designed to thoroughly assess students' development in several profession-wide competencies (PWC) and discipline-specific knowledge (DSK) areas. The exam consists of two components. First, students will write a clinical case report (CR) in which they will detail the assessment and treatment of one of their clients (likely one from their second-year externships), along with ethical, diversity, and supervisory issues pertaining to the case. Second, students will complete an integrative literature review (ILR) in which they will integrate peer-reviewed literature and address how factors within two DSK domains (affective, biological, cognitive, developmental, and social) combine to influence a diagnosis from the [current version of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM)](#) or other indicated clinical phenomenon. The CR assesses students' development in the PWCs of Assessment, Intervention, Ethical and Legal Standards, Individual and Cultural Diversity, Supervision, and Communication and Interpersonal Skills. The ILR assesses Advanced Integrative Knowledge of DSK areas as well as the Research PWC and Communication and Interpersonal Skills PWC.

Two faculty members who are not a student's mentor will assess each student's performance on each component of the exam. Students are expected to complete the exam independently without consultation with other students, faculty, the DCT, or anyone else.

Eligibility

Students are eligible to complete the comprehensive exam after they have completed their first two years of coursework in the program, as well as their second-year project (including if the latter requirement was waived for a student owing to prior completion of commensurate master's thesis). More specifically, students must have received passing grades for all courses taken over the first two years of the program; and if any grades are lower than B–, successful completion of a corresponding remediation plan. Additionally, students must have orally defended their second-year project and submitted the final draft with all committee members' signatures to the DCT upon declaring their intention to complete the exam during the next cycle. It is recommended that students aim to complete all components of their second-year project at least one month before the next exam cycle commences, to ensure that they will be approved to proceed to the exam.

Timing

Students must complete the comprehensive exam during their third year of the program. Only in exceptional circumstances can a student complete the exam during the fourth year of the program or beyond. Students who may be delayed in proceeding to the exam during their third year (e.g., due to being on a remediation plan) should arrange to meet with the DCT and their mentor to develop a timeline that ensures that the student can complete the exam as soon after the third year as possible.

The exam is offered twice per year; students can opt to complete either the summer or winter exam cycle. The choice of exam period (summer or winter term) is up to the student, in

consultation with their mentor, and has no effect on their timeline to graduate. Students should choose the exam cycle that fits best with their clinical, research, teaching, and personal schedules and responsibilities.

Students can only attempt the exam once per academic year. For example, a student who takes the exam during the 2025–2026 academic year (offered during the Summer 2025 Term and Winter 2026 Term) and does not pass cannot take the exam again until the 2026–2027 academic year (offered during the Summer 2026 Term and Winter 2027 Term).

A summary of each exam cycle's timeframe (summer and winter) is provided on the program's Canvas site. Students must closely adhere to all exam-related deadlines.

Declaration of Intent

Students must email the DCT stating their intent to take the comprehensive exam during the next cycle and confirm that they have completed all aspects of the second-year project, attaching the completed manuscript signed by all their committee members. Alternatively, students may indicate that they anticipate completing the second-year project and providing the aforementioned proof by the start of the next exam period. If the student has not provided evidence of completion of the second-year project by the start of the exam period, they will not be eligible to take that exam.

Consultation

Students are not permitted to consult with (i.e., solicit or receive feedback on the content of their comprehensive exam) their mentor(s), faculty graders, other faculty members, peers, MSU's Center for Writing Excellence, or any other entity during the exam period. This rule is limited to the *content* of the exam. Students are welcome to discuss other matters, such as effective time management and self-care, with their mentor, peers, or others.

Formatting, Submission, and Academic Integrity

The DCT adds exam takers to the program's dedicated Canvas site for the comprehensive exam following their declaration of intent. Students should submit a separate Word file for each of the two components of their exam via the Assignments page on this site. Students should utilize APA Style 7 for document formatting, writing style, and reference formatting.

Students are expected to adhere to Montclair State's Academic Dishonesty Policy. Both submitted components of the exam will be subjected to Turnitin for evaluation of potential plagiarism. The DCT will review Turnitin scores to identify any students suspected of violating this guideline (e.g., for commission of plagiarism). Turnitin scores are not dispositive, and the DCT will render a final decision as to whether there is sufficient evidence that a student had violated this rule.

Grading, Revision Period, Grade Grievances, and Remediation

The DCT provides students taking the comprehensive exam with the current version of the program's guidelines concerning the grading of the exam and a potential revision period. These guidelines also include policies concerning grade grievances and remediation.

Limit on Number of Attempts

Students who fail either component of the comprehensive exam during two exam cycles with intervening remediation may be dismissed from the program.

Doctoral Candidacy

Students who have passed the comprehensive exam will be promoted to doctoral candidacy upon coordinating with the DCT to submit *Form A (Notification of Completion of the Qualifying Assessment and Notification of Admission to Doctoral Candidacy)* to TGS.

An important aspect of doctoral candidacy is allowance for proceeding to the dissertation program milestone. Upon passing the comprehensive exam, students should work swiftly with their faculty mentor on the basic idea for their dissertation and arrange the members of their dissertation committee (policies about the composition of which are provided in the Dissertation section below). Students should then complete TGS's *Form B (Approval of Dissertation Committee)* and, as may be applicable, *Form C (Request for Approval of Outside Dissertation Committee Member)*. Note that *Form C* requires attaching an outside committee member's CV. Upon the DCT approving and signing a student's *Form B* (and *Form C* and attached outside committee member CV as applicable), the student may submit these documents to TGS.

The student will then be able to submit *Forms G/H (Dissertation Advisement or Advisement Extension Application)* via an online portal to TGS to register for PSYC 900 (Dissertation) and, as may be eventually needed, PSYC 901 (Dissertation Extension). Students should plan to register for dissertation credits via this process during the terms indicated in the program's course sequence.

Other dissertation-related forms that students will need to submit throughout the dissertation process are *Form D (Approval of Dissertation Proposal)*, *Form E (Approval for Dissertation Defense Date)*, and *Form F (Report of Dissertation Defense)*, as well as the *Electronic Thesis/Dissertation Release Form*.

Students should copy the DCT on all emails concerning TGS forms for doctoral candidates.

Dissertation

Allowable Types of Projects and Formatting and Style

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 plan to

1. collect and analyze primary data,

2. conduct a novel analysis of secondary data, or

3. complete a meta-analysis that fills a significant gap in the literature.

The end-product must constitute original research and should be suitable for publication in a peer-reviewed journal. Students must prepare their dissertation in accordance with TGS's *Doctoral Procedures Manual*. Students should also adhere to the current version of the *Publication Manual of the American Psychological Association* for style. Students are also encouraged to refer to APA's *Journal Article Reporting Standards*. TGS provides numerous other resources to assist students in writing their dissertations. The nature of a dissertation calls for a lengthier manuscript than that of a typical journal article manuscript. MSU directs for completed dissertations to be archived via ProQuest, and it also publishes completed dissertations in the MSU Digital Commons archive. Students should appreciate that the final dissertation manuscript would need to be abbreviated and reformatted for potential submission to a peer-reviewed journal for publication.

Students are encouraged to complete the dissertation prior to embarking on internship and, if not, during their internship year. Students who require additional time beyond the internship year must register (and pay for) PSYC 901 (Dissertation Extension) each fall and spring semester that they continue to work on finishing their dissertation. They must also provide monthly updates on their progress to their chair until the dissertation is complete. Only in extenuating circumstances, and in consultation with their chair, will students be permitted by the DCT to work on their dissertation more than one academic year after completion of their internship.

Committee Member Composition

As informed in part by TGS's *Doctoral Procedures Manual*, a dissertation committee consisting of three members must be comprised of the following persons.

1. Chair (doctoral program mentor; i.e., a core or associated faculty member of the program).

2. Another core or associated faculty member of the program.

3. An MSU faculty member within or outside the Psychology Department who is not associated with the program.

A dissertation committee consisting of four members must be comprised of the following persons.

1. Chair (doctoral program mentor; i.e., a core or associated faculty member of the program).

2. Another core or associated faculty member of the program.

3. An MSU faculty member (who may or may not be associated with the program).

4. A professional from another institution (e.g., a professor at another university, or an externship supervisor with sufficient scholarly or content area expertise).

Note that the different rules regarding the third committee member for committees that do vs. do not include a member external to MSU concern the program's objectivity-based interest in ensuring that there be at least one committee member at the dissertation stage who is detached from the program (and generally encouraging the inclusion of fourth member external to MSU).

Requests for deviations (e.g., a committee of five members) should be directed to the DCT by the chair and student. The chair of the dissertation works with their mentee to determine the composition of the committee.

The chair and student should then complete the following form(s) from TGS (the second if applicable) and submit one or both to the DCT for signing: *Form B (Approval of Dissertation Committee)* and, as applicable, *Form C (Request for Approval of Outside Dissertation Committee Member)*. The student will then forward the completed forms to TGS.

Proposal and Proposal Defense Meeting

Once the dissertation committee has been approved, the student will draft their dissertation proposal manuscript, which should comprehensively review the extant literature on the dissertation topic; describe how the dissertation will represent a novel contribution to the field by fulfilling its specific aims; and outline the planned methodology, including a description of data sources and statistical analysis procedures. Put more simply, the proposal should consist of an Introduction and Method section; and it should be worded in the future tense.

Unlike with second-year projects, a proposal defense meeting is required by the program for dissertations. Students should plan to submit a complete first draft of good quality of their dissertation proposal to their chair by **June 1st of the summer before the fall in which the student plans to apply for internship**; or else another date directed by their chair. Moreover, a dissertation proposal defense meeting must occur by **October 15th during the year that the student plans to apply for internship (typically during the fourth year of the program)**.

Once the chair has approved the dissertation proposal manuscript for defense, the student should distribute the manuscript to their other committee members, who should be given at least two weeks to review it. Prior to the proposal defense meeting, committee members may opt to provide the student with written feedback on the proposal.

Concurrently, the student should schedule a mutually convenient time during which the student and their committee will meet for a dissertation proposal defense meeting, which is required by the program. It is recommended that the student and chair make use of an online scheduling platform with the rest of the committee members. A proposal defense meeting may be conducted in person, remotely, or via a hybrid approach. Note that the student and chair will need to identify a location for an in-person or hybrid proposal meeting (e.g., the faculty member's research lab, a free room in the department or college). For assistance with scheduling a free space in the department or college, contact the Psychology Department's Coordinator for Graduate Student Advancement. Only the student, chair, and committee members typically attend a proposal defense meeting. A recommended structure for this meeting is as follows.

1. Introduction by the chair about the dissertation, student, structure of the meeting, and attendees.

2. Presentation by the student (typically planned ahead of time with the chair to be 30 to 45 minutes, per the chair's preference, and taking into account the other portions of the meeting).

3. Question and answer (Q&A) between the student and committee members.

4. The chair asks the student to leave the room and the committee deliberates.

5. The student rejoins the committee for its decision and feedback.

If using a videoconference platform for the proposal defense meeting, the student and chair will want to think ahead of time about how each procedure will be accomplished via the platform (e.g., use of a main room and waiting room and/or breakout rooms).

As noted, during the dissertation proposal defense meeting, the student will verbally respond to previously provided or newly raised feedback from committee members, and the student and committee will devise a plan for any revisions and refinements to the written proposal manuscript. When the student and committee have agreed that the final proposal manuscript is ready for submission to TGS, the student should arrange for completion of *Form D (Approval of Dissertation Proposal)* and submit it along with the proposal manuscript to TGS for further review and approval.

Completing and Defending the Final Dissertation (including IRB approval)

Once TGS approves the dissertation proposal, the student must file for approval from the MSU IRB if the project involves human subjects research. Per TGS policy, the dissertation chair may waive the requirement for the student to wait until the proposal is approved to file for IRB approval. The chair serves as the principal investigator of projects submitted to the IRB and must approve of all student submissions to the IRB. Students serve as a primary contact for the project.

Students will then conduct the remainder of the project as they indicated in their proposal, writing a Results and Discussion section, and redrafting prior future tense language into the past tense.

Some chairs may prefer that the student solicit ongoing feedback from other committee members on sequential drafts of the student's full dissertation manuscript. Other chairs may prefer that students only solicit feedback from other committee members on what the chair regards as the penultimate draft of the full manuscript. In either case, students should expect that their committee members will take at least two weeks to review working drafts of their dissertation and should plan accordingly. Students must address all feedback to the satisfaction of the committee members. The chair will resolve any disagreements among committee members and ultimately decide when the completed dissertation is ready to be formally defended. Once the chair of the dissertation is so satisfied, the student and chair will arrange for a final defense meeting with the rest of the committee.

It is recommended that students share the penultimate draft of their dissertation with their committee members upon seeking to schedule the final defense meeting. It also further recommended that the student and chair make use of an online scheduling platform with the rest of the committee members. Committee members should be afforded with a sufficient length of time to review the penultimate draft of the completed dissertation before the final defense meeting (e.g., approximately one month; the chair should use their judgment about the appropriate length of time).

TGS currently allows for final defense meetings for dissertations to be conducted in person, remotely, or via a hybrid approach. Students and chairs should refer to TGS's *Doctoral Procedures Manual* for any updates to this policy. Note that the student and chair will need to identify a location for an in-person or hybrid defense meeting (e.g., the faculty member's research lab, a free room in the department or college). For assistance scheduling a free space in the department or college, contact the Psychology Department's Coordinator for Graduate Student Advancement.

As soon as the date and time of the final defense meeting has been determined, the student should submit *Form E (Approval for Dissertation Defense Date)* to TGS. Note that TGS will then publicly post information about the dissertation and final defense meeting.

The student and chair should also immediately alert the Coordinator for Graduate Student Advancement about the date and time of the final defense meeting so that this staff person can extend an invitation to faculty, staff, and other doctoral students in the Psychology Department interested in attending.

Furthermore, the student and chair should also immediately seek to identify an outside observer (i.e., a non-committee member) who is willing and able to attend the final defense meeting. Typical examples of an appropriate person to serve as an outside observer include the DCT, Associate DCT, or another core or associated faculty member of the program. Note that the presence of an outside observer at the final defense meeting is required per TGS policies.

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Per TGS policy, all members of the committee are required to attend the final defense meeting along with the outside observer. Final defense meetings have a public portion, which anyone can attend (family and friends are welcome); and a closed portion, which only the student and dissertation committee (and the outside observer) may attend. The public portion of the final defense meeting must include the student's presentation. It is recommended that the chair welcomes all to the meeting and, following the student's presentation, opens the forum for Q&A from the general audience. Next, the chair asks the general audience to leave the room. The committee then asks the student questions. Note that the outside observer does not ask questions, but rather just observes to ensure that an appropriate final defense meeting is conducted. Finally, committee deliberations must take place during the closed portion of the meeting; the student and general audience are not permitted during the deliberations. The outside observer will also be present during deliberations but will not opine. In summary, the following is a recommended structure/order for final defense meetings for dissertations.

1. Introduction by the chair about the dissertation, student, structure of the meeting, and attendees.

2. Presentation by the student (typically planned ahead of time with the chair to be 30 to 45 minutes, per the chair's preference, and taking into account the other portions of the meeting), with the general audience allowed, including family and friends.

3. Q&A from the general audience (if the chair opts to invite this).

4. Chair asks the general audience to leave the room.

5. Q&A from the committee.

6. Chair asks the student to leave the room and the committee deliberates (with the outside observer continuing to monitor).

7. Student rejoins the committee for its decision and feedback.

8. The outside observer may then leave (or they may opt to stay for the remainder of the meeting).

9. Family and friends may also be invited back as well. This may be a casual, celebratory final portion of the meeting. Or if the committee does not vote to "pass" the student's defense, then this portion of the meeting may be dropped.

Note that if using a videoconference platform, the student and chair will want to think ahead of time about how each procedure will be accomplished via the platform (e.g., use of a main room and waiting room and/or breakout rooms).

It is also recommended that the chair take notes about the committee's feedback, which they can then provide to the student to facilitate final revisions. Ideally, the chair will immediately meet with the student after the final defense meeting to plan with the student about what the student needs to address in the final draft of their dissertation (i.e., addressing all the committee's

feedback). The student also needs to submit *Form F (Report of Dissertation Defense)* to TGS within 24 hours of the final defense meeting.

Regarding *Form F*, the distinction between no substantive revisions (*Pass*) and substantive revisions (*Pass with Conditions*) is left to the judgement of the dissertation chair. If a student has some relatively minor revisions to make to their defense document (which is common), a *Pass* can be selected on *Form F*. The option of *Pass with Conditions* on this form is a more involved outcome, which includes a plan akin to a remediation plan being filed with TGS regarding substantive revisions that the student must make. If this occurs, the dissertation chair should consult with the DCT. Finally, there is the third option of *Fail*, which is akin to *the Pass with Conditions* option but with the additional requirement of another defense meeting.

Note that the chair may direct the student to send a post-final-defense draft of the dissertation manuscript back to the committee for review. But typically, the committee has agreed that just the chair will review the final draft to ensure that the student has addressed all feedback provided by the committee during the final defense meeting (i.e., without the committee needing to review again).

Last Steps Following a Successful Final Defense of the Dissertation

Students need to obtain the signatures from their committee members on the title page of their dissertation (and then the Dean of TGS upon submission to TGS) using the *Signature Page Template – Three (or Four or Five) Committee Members*; and then submit the final draft of the dissertation to TGS, accompanied by the *Electronic Thesis and Dissertation (ETD) Release Form*, by the deadline TGS sets for those seeking to graduate during the university's next graduation cycle. Students should refer to the dissertation final review checklist provided by TGS before submitting.

TGS describes a few additional things for students to confirm, do, and pay in submitting the final dissertation draft in its *Doctoral Procedures Manual*. Note that the ProQuest filing fee paid at the end of the dissertation process is in reference to copyrighting the dissertation, which TGS requires (see also MSU's Digital Commons).

The chair is minimally involved in these final administrative steps, if at all. Generally, they are steps for students to complete unilaterally. However, the chair, as the instructor of record for the student's dissertation credits, will need to enter a final grade in NEST for the final PSYC 900 credits or PSYC 901 credit for which the student is registered at the time of passing their final defense. In some instances, this may require the chair to submit a *Change of Grade Form* in NEST (i.e., for a student who passes their final defense in the summer).

Roughly, students hoping to participate in the Spring commencement ceremony for ceremonial hooding short of actual degree conferral will need to request a defense date by late March, pass their final defense and make any necessary revisions to the dissertation in April, and submit the final dissertation manuscript and complete all related final steps by early May. However, working ahead of these deadlines is recommended.

Internship

Students are required to complete a year-long, full-time predoctoral internship in professional psychology. Along with the dissertation, the internship is a culminating training experience for students prior to graduation. The internship milestone is often completed during a student's fifth year in the program. The program appreciates, however, that students opting to take an additional year in residence before applying for internship, to amass more practicum hours and make more progress on their dissertation, may make good sense for some students.

The Associate DCT, in conjunction with the DCT and program faculty, are deeply committed to supporting students in procuring internships. For instance, the Associate DCT holds meetings with students applying for internship to review the [Association of Psychology Postdoctoral and Internship Center's (APPIC)](#) application process; the program provides numerous resources concerning internship on its Canvas site; and faculty mentors may arrange for mock interviews to help their students prepare for this part of the application process.

Timeline and Sequence

Students typically apply for internship in the fall semester of their fourth year in the program. To be eligible to apply for internship, students must have successfully completed their requisite coursework, completed their second-year project, passed their comprehensive examination, and successfully defend their dissertation proposal. The deadline for having the dissertation proposal approved is **October 15th in the semester in which the student plans to apply for internship (typically in the fourth year)**.

Students must receive approval from the Associate DCT and DCT to apply for internship. **Internship applications are typically due between November and December**. All credits besides dissertation and internship must be completed before students leave for internship. Students are expected to complete dissertation data collection, whenever possible, before they leave for internship, and complete their dissertation by the end of their internship year.

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.

1. Trainee meets or exceeds foundational and functional competencies as outlined by the Assessment of Competency Benchmarks Work Group.

2. Trainee successfully completed a master's thesis (or equivalent).

3. Trainee passed program's Comprehensive or Qualifying Exams (or equivalent).

4. Trainee's dissertation proposal has been accepted at the time of application to the internship.

5. Trainee successfully completed all required course work for the doctoral degree prior to starting the internship (except hours for dissertation and internship).

6. 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.

7. 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.

The program expects students to fulfill the requirements associated with the CUDCP guidelines, and further encourages students to have completed at least 600 face-to-face assessment and intervention hours before they leave for internship.

Applying to Internships Sites Accredited by APA

Students are expected to participate in the APPIC's Match system and, as part of that system, to apply to a minimum of 10 internship sites accredited by APA. All students must adhere to all APPIC guidelines for participation in its Match system.

Students are advised to apply broadly across the country to a minimum of 10 internship sites. Any student who is not successfully matched to an APA-accredited internship during Phase I or II of the APPIC Match should make use of the APPIC Post-Match Vacancy Service (PMVS) before considering non-APA-accredited sites. In some cases, it might be necessary for students to apply to more than one APPIC Match cycle to obtain an internship position. However, the program faculty will do everything possible to help students avoid this outcome.

Applying to Internships Sites Not Accredited by APA

The program generally discourages students from applying to internship sites that are not accredited by APA. However, if a student wishes to apply to such a site, this desire must first be discussed with their faculty mentor, Associate DCT, and DCT. As an initial step, the student must contact the Associate DCT and provide them with the following site-specific information in writing using a form available on the program's Canvas site.

1. The nature and appropriateness of the training activities.

2. The frequency and quality of supervision.

3. The credentials of the supervisors.

4. How the internship evaluates student performance.

5. How interns demonstrate competency at the appropriate level.

A student seeking to apply to a non-APA-accredited internship must then meet with their faculty mentor, Associate DCT, and 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 practicum experience).

Once the student provides the written information and further conferred with the Associate DCT, the Associate DCT will contact the training director at the prospective 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 may request an in-person visit. The primary focus of these exploratory communications and potential site 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; and opportunities for trainees to develop profession-wide competencies commensurate with the expectations of predoctoral interns in professional psychology.

Once the Associate DCT confirms, in consultation with the DCT, that the internship training experiences and supervision are sufficient, at the next faculty meeting, the DCT or Associate DCT will present the rationale for the student's 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-APA-accredited site. Core faculty will discuss and vote on whether the student may apply, and the outcome of this vote will be conveyed to the student by the Associate DCT.

If approved, a formal agreement will be obtained from the non-APA-accredited internship site detailing the responsibilities of the site and the program and university, respectively. As part of the formal agreement, the internship site must document how the intern will be evaluated on profession-wide competencies twice yearly and partially based on direct observation by the primary supervisor.

OTHER PROGRAM AND UNIVERSITY POLICIES

Information about general MSU policies applicable to the program are provided by TGS, including via its *Graduate Policy Manual*, *Doctoral Procedures Manual*, and *Terms and Policies of the Assistantship*. These sources are regularly updated by TGS, and students are expected to adhere to the current version of these sources.

Below is a summary of important information relevant to the program from TGS, especially information from its *Graduate Policy Manual* and *Terms and Policies of the Assistantship*. This summary also incorporates some other MSU-wide, CHSS-specific, and Psychology Department-specific policies.

Full-Time and Part-Time Status

The following information about matriculation and credit requirements is generally specific to fall and spring terms.

Full-time status is defined as at least 9 (and generally no more than 16) credits per semester. This includes full-time status needed for eligibility for the university's health insurance plan, versus a student needing to obtain health insurance beyond the university. However, 6 credits per semester (or 1 or more credits of PSYC 900 [Dissertation Advisement] or PSYC 901 [Dissertation Advisement Extension]) is considered full time for financial aid purposes. Half-time status, for financial aid purposes, is 3 credits per semester.

Students receiving a graduate/doctoral assistantship with a weekly service hour (WSH) commitment of at least 15 hours must register for a minimum of 9 credits and generally no more than 12 credits per semester. Exceptions to this rule include doctoral assistants with fewer than 15 WSH (i.e., 1–14 hours) and those enrolled in Dissertation Advisement/Extension; these doctoral assistants may take fewer than 9 credits per semester. Details about these exceptions will be contained in a student's assistantship paperwork from TGS.

In other circumstances in which doctoral assistants may register for fewer than 9 credits per semester, as may legitimately arise during the course of the program, the student must submit the *Assistantship Underenrollment Request Form* to TGS prior to the end of the add/drop period for the applicable semester. Conversely, in other circumstances in which doctoral assistants may register for more than 12 credits per semester, as may legitimately arise during the course of the program, the student must submit the *Course Overload Application* to TGS prior to the end of the add/drop period for the applicable semester. Note also that practicum and internship credits may not bestow full- or half-time equivalency status.

Students registered for at least 9 credits are automatically enrolled in the MSU health insurance plan. If students do not actively opt out of this coverage by completing the insurance waiver form (in the event that a student has private health insurance), they must pay for it. The cost of the MSU health insurance plan is not covered by a doctoral assistantship. Students enrolled in Dissertation Advisement/Extension who desire MSU health insurance must notify TGS prior to the start of the semester via completing a survey distributed by TGS.

The program course sequence is designed in light of these parameters and procedures, such that students may well have cause, over the course of the program, to utilize the *Assistantship Underenrollment Request Form* and *Course Overload Application*, obtain private health insurance, and plan to defend their dissertations during the spring term of the year in which they are completing their internship.

Registration

The online portal that all students use to register for courses is called [NEST (Network Engagement and Student/Staff Transactions)](). TGS provides helpful information about NEST on its [How to Register]() page.

It is important for students to remember that they must register themselves for all credits connected to the program well ahead of each term. This includes registering for PSYC 780 (Pre-Doctoral Practicum), PSYC 900 (Dissertation), and PSYC 901 (Dissertation Extension) for each fall and spring term during which they are completing an externship or working on their dissertation. Students are not automatically registered for these or any other courses or credits. Any unintentional deviation from the standard course sequence or an individually tailored course sequence provided by the DCT, including due to forgetting to register for certain courses or credits, can result in program delay and costs incurring to students.

It is also important for students to remember to email TGS by **May 1st** each year to request that any remaining tuition waiver be applied to any summer course(s) on their course sequence.

Registration Procedures

Students can register for credits once their admission is fully processed via the program and TGS. During their first semester of admission, students must register for courses or formally request a postponement to begin the second, or at maximum, third semester of admission. Otherwise, students will have to reapply (and pay another application fee) to the program, and there is no guarantee of a second acceptance.

Students accepted directly from an undergraduate program who fail to submit an official final transcript during their first semester in the program will have their registration privileges suspended. In the off chance that a student receives a deferred or conditional matriculation status, failure to complete the conditions of the postponement within three semesters of receipt of this initial status will likewise result in suspension of registration privileges.

Adding/Dropping/Withdrawing from Courses

In all circumstances, students are responsible for adding, dropping, and withdrawing from their own courses. This includes if [granted a permit to register for a course](), or if [requesting a leave of absence via TGS]() subsequent to registering for courses (if seeking a leave of absence and withdrawal from courses after the add/drop deadline, students will be responsible for paying for some or all of the tuition and fees connected to withdrawn courses). Students should contact [TGS]()

and the Office of the Registrar/Red Hawk Central if they have any questions about or encounter any difficulties with the processes described below. Students who wish to register for a course after the add/drop period should contact the Psychology Department's Coordinator for Graduate Student Advancement for advising about making this request with TGS and the Office of the Registrar. The process for such will be similar to a permit request.

The Office of the Registrar/Red Hawk Central provides specific information about policies related to adding or dropping from courses, add/drop adjustments, and leaves of absence on its webpage. This includes semester-specific calendars of important dates for adjustment of tuition and fees and withdraw (WD) grades.

Students add, drop, and withdraw from courses via NEST and are responsible for reviewing their schedule to ensure they have added, dropped, or withdrawn from the courses. If a student has a hold that is preventing their withdrawal, they should contact the Office of the Registrar/Red Hawk Central for assistance. Withdrawals are completed by returning to the current term registration in NEST and requesting the WD option.

Courses dropped through the final add/drop deadline will be removed from the student's record. Courses withdrawn after the final add/drop deadline through the tenth week of the semester (for full-term courses—refer to the semester-specific calendar for other types of courses) will be recorded as "WD" on their record. WDs have no impact on a student's grade point or cumulative averages. Students will otherwise receive a grade unless they submit an online *Course Withdrawal Exception* form to the Office of the Dean of Students for withdrawal from *all of their 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 but by the last day of classes before the start of finals week. Note that withdrawal due to extenuating life circumstances is distinct from a request for a leave of absence. Contact TGS or the DCT for more about course withdrawal exception procedures.

Students will receive a 100% adjustment (refund) of tuition and fees if they drop by the add/drop deadline. Students should refer to the semester-specific calendars for the deadline for withdrawing from a course for a 50% adjustment—and after which no refund is possible unless a tuition/fee appeal is submitted with supporting documentation to the Office of the Registrar/Red Hawk Central and is granted.

Students who do not register for a credit-bearing course or who have not been granted an approved leave of absence in either the fall or spring semesters must register for continuous matriculation (i.e., a 0.5-credit Continuous Matriculation course) by the end of the add/drop period for that semester and pay a continuous enrollment fee. This course is not part of the degree program, its credits do not count towards degree requirements, and it is not assigned a grade. Students who do not register for this course by the deadline will have a registration hold placed on their account. Students may enroll for up to three semesters of continuous matriculation.

Permits to Register for Full or Restricted Courses

When attempting to register, students may find that particular courses are closed to registration because they are fully enrolled or have another type of restriction. In such situations, students may request a "permit" to register for the course from the Psychology Department's Coordinator for Graduate Student Advancement. The link to an online form to do so is posted on the program's Canvas site.

Students will always be able to register for a course (or receive a permit if needed) if the course is listed on their coursework sequence for that particular semester. However, students are not guaranteed a particular section of the course if multiple sections of the course are offered in the given semester. If a student prefers to register for one section over another, they should explain why in their permit request submission (e.g., if a student wishes to register for a particular section due to a scheduling conflict with a different section).

Note that these instructions only apply to courses in the Psychology Department (i.e., with the subject abbreviation of PSYC). For a permit to register for courses in other departments, students should contact the course instructor and the program assistant or administrator for that department.

Holds

If a student fails to register for any credits during the fall or spring term (including the continuous-matriculation course), a registration hold will be placed on their account. In addition, a hold may result for certain international students who fail to take the MSU English as a second language (ESL) placement test before attempting to register. There are many other types of holds that can be viewed in NEST. Students can contact Red Hawk Central or the office that placed the hold on their account to inquire about and address any holds.

Auditing Courses

Auditing a course means that a student registers (via an *Audit Application* form submitted to the Office of the Registrar), pays for, and attends a course consistent with TGS's general attendance requirements. But otherwise, the student 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.

Grading Policy

Available grades for graduate courses are A, A−, B+, B, B−, C+, C, C−, F, IN (Incomplete), IP (In Progress), NC (No Credit), AU (Audit), and S (Satisfactory). A student's GPA is based on all the courses in their program of study. Prerequisite courses and courses transferred from other institutions are not included in the GPA calculation.

"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.

Students who earn a grade of "C" in a course may repeat that course under certain circumstances with the permission of the DCT, as indicated in writing using the [Permission to Repeat a Course Request](#) form The course must require a B− or better for program completion to be eligible for retake; this includes a C grade that is preventing the required 3.0 GPA. The course must also not have been attempted twice already. In addition, the student must not have already retaken three courses in the program. If the petition is denied, students may appeal to the Dean of TGS or their designee. If approval for a retake is granted, the student may repeat the course. The decision will be forwarded to the Dean of CHSS and TGS. The Registrar will also be notified by TGS. If the student achieves a higher grade, the original grade can then be removed from the GPA calculation and replaced with the new grade. However, both the original C grade and the new grade remain in the official transcript. The student is responsible for tuition and fees for the retaken course. Doctoral assistance funding will not be authorized for course retakes.

Courses in which a graduate student receives an "F" may be repeated with the permission of the DCT, as indicated in writing using the [Permission to Repeat a Course Request](#) form. If the petition is denied, students may appeal to the Dean of TGS or their designee. If approval is granted, the student may repeat the course. The decision will be forwarded to the CHSS Dean and TGS. The Registrar will also be notified by TGS. If the student passes the course, the original "F" grade can then be removed from the GPA calculation and replaced with the new grade. However, both the original F grade and the new grade remain in the official transcript. The student is responsible for tuition and fees for the retaken course. Doctoral assistantship funding will not be authorized for course retakes.

Incomplete Grades

The grade of "Incomplete" (IN) is offered at an instructor's discretion following a student's request for the IN grade by the last day of the course. An IN grade indicates that a final grade is being withheld until the student completes the required work as set forth by the instructor in the [Contract for an Incomplete Grade](#) form. This work must generally be completed by **February 15th** for the immediately preceding fall and winter terms, **June 30th** for the immediately preceding spring term, or **October 15th** for the immediately preceding summer term. However, a student can request an extension by submitting the [Request of Extension of an Incomplete Grade](#) form to the Office of the Registrar.

Concerns and Grievances (grade and non-grade related)

MSU, TGS, and CHSS all have clearly defined and interconnected policies and procedures for students who have concerns or complaints (grievances) regarding a grade alleged to be unfair, or in reference to any policy, procedure, or practice that would disrupt completion of a course, academic program, or graduation, among other possible grounds. Below are links to guidelines and procedures in relation to several major types of complaints and grievances.

Grade Grievances (MSU, TGS, and CHSS)

https://www.montclair.edu/policies/student/grade-grievance-procedure/

https://www.montclair.edu/graduate-students/academic-policies-procedures-guidelines/

https://www.montclair.edu/chss/student-services/student-concerns-grievances/

CHSS Academic Program Concerns and Grievances (non-grade related)

https://www.montclair.edu/chss/wp-content/uploads/sites/210/2019/03/non-grade-student-grievance-policy.pdf

Title IX and Gender-Based Misconduct

https://www.montclair.edu/policies/student/gender-based-conduct/

https://www.montclair.edu/sexual-violence/

Appeal of a Violation of the MSU Code of Conduct

https://www.montclair.edu/policies/student/student-conduct/code-of-conduct/#appeals

While informal resolution procedures for grade grievances and many non-grade-related concerns and grievances differ slightly, they generally utilize a similar structure beginning with attempting to informally resolve the matter directly with the involved parties and progressing through review by the chair of the relevant department, dean of the relevant college, and Office of the Provost. For simplicity, the below description seeks to synthesize informal resolution procedures for both grade- and non-grade-related procedures for complaints and grievances. Note, however, that procedures differ markedly for concerns regarding general academic program requirements, academic misconduct, and grievances against individuals (e.g., discrimination, harassment, or sexual assault). Please refer to the above links for these latter matters.

Students are encouraged to initially attempt to informally resolve any concerns or disputes with the relevant party or parties, such as the instructor of a course related to a grade grievance. Students may also opt to report their concern to their student cohort representative for relaying to the DCT and program faculty. If the matter is not resolved after the initial attempt, the student is encouraged to discuss it with their faculty mentor and DCT directly, both of whom attend

program faculty meetings and can discuss student concerns with the rest of the program faculty and report back to students what was discussed in relation to these concerns.

If the matter cannot be resolved informally, the student should arrange to meet with the Chair of the Psychology Department to further discuss the problem and attempt to resolve the conflict. The Chair of the Psychology Department reviews the concern and attempts to resolve the matter and may work with an 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 Chair of the Psychology Department's decision, the student should arrange to meet with the Assistant Dean of CHSS. To facilitate this, the student should complete the Student Grievance and Procedure form, explain the reasons why they feel the decision was unfair or inequitable, and note supportive evidence. If the student is not satisfied with the outcome of the Assistant Dean of CHSS'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 of CHSS will notify, and forward all materials for review by, the Office of the Provost, who will make a final determination and inform the Dean of CHSS and student. Note that for a grade grievance, review at the level of the Provost may involve a distinct formal resolution procedure that involves a Grievance Committee and appeal process. Refer to the grade grievance links above for more about this formal resolution procedure.

Academic Probation and Dismissal

Students must maintain a GPA of 3.0 or higher. Otherwise, they will be placed on academic probation. If placed on academic probation, they must raise their GPA to at least a 3.0 by the time they complete an additional 6 credits of coursework over up to two semesters (from the date of notification of probation). If students fail to adequately raise their GPA to 3.0 in that timeframe, they 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 grade or lower three times 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 (i.e., a remediation plan).

Leaves of Absence and Alternatives

Students requesting a leave of absence for a semester from MSU must submit a [Leave of Absence Request](#) form to TGS by the end of the add/drop period for that semester. Requests are not granted retroactively. In addition to submitting the request for the leave of absence, students must also officially withdraw from any courses for which they are registered.

Students are encouraged to speak with their faculty mentor and the DCT before requesting to take a leave, though students are not required to disclose the reason for requesting a leave of absence. Students may request a leave of absence twice as a matter of course. Exceptions to the two-semester leave of absence limit will be granted for pregnancy or military deployment. And by law, a student who requests leave for pregnancy can take up to two consecutive semesters at once. Beyond this, students can contact their faculty mentor, the DCT, and TGS about any exceptional circumstances that may allow for additional leave time.

MSU also has [medical withdrawal](#) and [student pregnancy](#) policies. TGS does not process requests for medical withdrawals, whether for illness or pregnancy. The policies and procedures for such withdrawals are managed by the [Office of the Dean of Students](#).

Official Withdrawal

Graduate students may voluntarily withdraw from MSU and the program by both submitting an online *[Withdrawal Form](#)* to TGS and withdrawing from individual courses in NEST. Also, if students fail to register for any credits for two consecutive semesters, they will be withdrawn from MSU and the program.

Readmission

If a former student seeks readmission after withdrawing voluntarily or being withdrawn for failure to register, they must reapply and pay a new application fee. Readmission is not guaranteed. If readmitted, the former student will receive readmit status, which factors in their prior semesters to calculate the time they have remaining to complete the program and the number of leaves of absence still available. Students who are readmitted may also be subject to changes in curriculum, policies, and procedures applicable to the specific program in which they are enrolled.

Graduation

All students are strongly encouraged to keep track of their academic progress using the Degree Works Degree Audit tool in NEST. Degree Works provides information regarding program requirements; course selections; comparison of one's course work with the program's requirements for graduation; a record of transfer credit, course substitutions, course waivers, and completion of non-course requirements; and the complete record of a student's progress that is used by the Office of the Registrar to determine that the student has completed all requirements and is eligible to graduate.

To graduate, students must complete the program's required number of credits hours and courses; maintain at least a 3.0 GPA with no "F" grades and no more than six semester hours (typically two courses) with "C" grades (see elsewhere in this handbook about policies for course retakes); successfully complete the comprehensive experience for admission to doctoral candidacy; and present and successfully defend a dissertation. Students must also complete a second-year research project and a predoctoral internship in professional psychology, receiving passing grades for the corresponding internship credits. The program incorporates students' satisfactory demonstrations of achievement of discipline-specific knowledge, and satisfactory demonstrations of profession-wide competencies commensurate with expectations for level of training, in reference to minimum levels of achievement, into these requirements.

Students must apply for graduation through NEST to receive their degree. For filing deadlines, students should refer to the academic calendar provided by the Office of the Registrar. Doctoral degree recipients are required to complete all program requirements in addition to filing a completed dissertation and having it approved by the Dean of TGS. An application for dissertation defense date must be submitted to TGS by the deadlines it indicates for May graduation, January graduation, and August graduation. The dissertation defense should take place by the deadlines TGS indicates for May graduation, January graduation, and August graduation. Students must follow TGS's guidelines when submitting the final manuscript. Students will not be cleared for graduation until formatting requirements are met. A final copy-edited version of the approved dissertation must be submitted no later than the deadline set by TGS before the next graduation cycle.

Permission to participate in commencement exercises will be granted to students who have completed all program requirements and who have applied for graduation and received approval to graduate from the Office of the Registrar. Generally, students are only allowed to participate in the commencement ceremony that corresponds with the semester of their degree conferral. However, an exception to allow participation ("walking") in the May commencement ceremony may be granted for students who have completed all requirements for graduation except internship prior to the deadlines for May graduation, and whose internships will be completed by the deadline for the immediately following August graduation—with the doctoral degree not being conferred until August graduation after a final grade has been entered for the second internship credit (PSYC 896). That is, an actual degree cannot be conferred until a student has completed all program requirements, including their internship in professional psychology. The DCT will advise students about special procedures for requesting an exception to participate in

the May commencement ceremony, such as applying for May and then August graduation, and requesting an incomplete grade for the second internship course in the interim.

MSU and the Office of the Registrar explain the difference between graduation vs. commencement; reviewing one's degree audit, timely applying to graduate in NEST, and paying the graduation fee; taking care of holds and settling financial obligations; completing one's doctoral assistantship and related financial clearance; confirming one's mailing address and diploma servicing; registering for a commencement ceremony, ordering regalia, and wearing a Alpha Epsilon Lambda (AEL) Honor Society cords; completing MSU's post-graduation survey; learning about the benefits and services for MSU alumni; and arranging to begin repayment of loans (if applicable).

The Office of the Registrar provides graduation application deadlines for May, August, and January graduation, as well as information about convocation ceremonies held by individual colleges and schools at MSU; ordering official transcripts; and requesting a Statement of Completion of Degree/Certification/University Certificate Requirements before a student's degree is posted to show for employment, licensing, examination, etc.

Connected to the program's accreditation status, the program directs students to complete a program-specific exit survey upon graduation and requests their completion of a separate alumni survey two years and five years post-graduation.

Student Records Access and Retention

For information about reviewing one's educational records, seeking to modify inaccuracies in one's records, and consenting to disclosure of one's records, refer to MSU's Family Education Rights and Privacy Act (FERPA) policies here and here. The program also adheres to MSU's Record Retention and Destruction policy. If a student has any questions about accessing or the program's retention of their student records, they can contact the DCT.

Ethical and Legal Standards and Professional Behavior

APA *Ethics Codes* and State Laws

Students are taught and expected to abide by APA's *Ethical Principles of Psychologists and Code of Conduct Including 2010 and 2016 Amendments* (*Ethics Code*). As provided 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 payors for health services.*

Accordingly, students are also expected to abide by all state statutes, regulations, and other laws in New Jersey pertaining to the profession of psychology and in whichever jurisdictions they may be completing practica or an internship.

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.

Code of Conduct

Students are expected to review and abide by the MSU Code of Conduct for students. It is organized into a preface, glossary of terms, procedural standards, sanctions/stipulations, violations, University No-Contact Order (UNCO), adjudication of disciplinary cases, appeals, and student organization conduct processes. Faculty, in turn, are expected to, among other things, abide by the MSU *Faculty Handbook*.

Social Media Policy

Students are expected to review and abide by MSU's Social Media Policy. For further information about social media usage while at MSU, including best practice guidelines, please visit the webpage of University Communications and Marketing.

Respectful Dress

With full respect for diversity in personal expression, students are expected to maintain dress and appearance appropriate for professional settings while training on and off campus, especially in

recognition of the community member patrons at MSU's Center for Clinical Services and at their practicum and internship sites.

Commitment to Diversity

The program is guided by respect for individual and cultural diversity. The program adheres to MSU's Notice of Non-Discrimination, 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, and provides equal access to its online programs, services, and activities.

Students and faculty of the program are also expected to abide by the APA's *Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality, 2017*. The program also strives alongside APA "for an accessible, equitable, and inclusive psychology that promotes human rights, fairness, and dignity for all."

Students and faculty of the program are encouraged to engage with MSU's Office for Social Justice and Diversity and its various centers. See here for more about getting involved with this office.

Title IX and Gender-Based Misconduct

Gender-based misconduct is the term that MSU uses to describe the range of behaviors that are prohibited under university policies relating to gender, sex, and relationships. It includes non-consensual sex and sexual contact, sexual harassment, sexual exploitation, dating and domestic violence, and stalking. MSU is committed to eliminating sexual assault, forms of domestic violence, and sexual harassment. MSU's Title IX Sexual Harassment/Sexual Assault Policy and Procedures are adopted to comply with state and federal laws. These policies and procedures cover definitions, confidentiality, interim/supportive measures, internal and external complaints, and other resources. The MSU Title IX and Gender-Based Misconduct webpage also provides information about getting help; training, education, and awareness; and rights of victims in New Jersey. Additional assistive information concerning sexual assault is provided by the University Health Center.

Human Subjects Research (MSU IRB and CITI Program)

Students conducting research with human subjects for courses, theses, dissertations, or comprehensive projects must adhere to the regulations of the MSU IRB. The IRB webpage includes information for both researchers and participants, including 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 (Cayuse IRB); forms and templates; manual and guidebooks; research trainings and certificates; FAQs; and research ethics and legal regulations.

MSU requires that all faculty, staff, students and visitors who conduct research that involves human participants complete an initial training program on the protection of human participants,

via the [Collaborative Institutional Training Initiative (CITI) Program](). Students are encouraged to complete the [CITI Program's Human Subjects Research (HSR) Students / Faculty Basic Course]() as soon as possible. They are also encouraged to review the [FAQs for students conducting research]() provided by the MSU IRB. Faculty mentors who supervise students in research will further advise students about the MSU IRB and ethical standards in conducting human subjects research.

Liability Insurance

MSU has policies governing [contracts and public liability insurance]().

Students participating in practica and internship are covered by a professional liability policy procured by MSU, from September of a given year until the end of August of the following year. The coverage limits are $2 million per occurrence and $4 million in the aggregate.

While MSU assumes no direct responsibility in this regard, the program recommends that students completing practica or internship consider self-insuring as well. For instance, the [American Professional Agency is the current preferred provider of professional and business liability insurance for APA members](). See [here]() for more about student coverage from the American Professional Agency, and [here]() for more about student professional liability and insurance in general.

Outside Employment

The program does not dictate what students do beyond the structure of the program beyond that which has been described in this handbook. However, students are encouraged to recognize the demands of their semesterly course load, research and clinical training 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 an educational 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 timely progress and satisfactory performance in completing program requirements. Students funded through certain assistantships may not be permitted to engage in outside employment and should review all [terms and policies related to their positions](), including that which is included in their assistantship paperwork from TGS.

In addition, students may not engage in paid professional psychology activities unless under direct supervision of a licensed psychologist and registered for the corresponding practicum or internship credits; or are functioning under the direct supervision of a licensed psychologist and approved to proceed by the Associate DCT and DCT. Any activity involving paid supervised training in professional psychology must be approved by the Associate DCT and DCT before the student may participate in the activity.

STANDARD COURSE SEQUENCE

PhD in Clinical Psychology

Full-Time, Full Sequence

PhD in Clinical Psychology (86 credits)

Year 1 *(27 credits)*			
Fall	**Winter**	**Spring**	**Summer**
Developmental Psychopathology PSYC 565 (3)		Evidence-Based Interventions I PSYC 670 (3)	Behavioral Neuroscience PSYC 573 (3)
Clinical Assessment PSYC 575 (3)		Cognitive Assessment PSYC 574 (3)	
Multicultural Psychology PSYC 506 (3)		Developmental Psychology PSYC 561 (3)	
Statistical Methods PSYC 550 (3)		Research Methods PSYC 510 (3)	

Year 2 *(26 credits)*			
Fall	**Winter**	**Spring**	**Summer**
Evidence-Based Interventions II PSYC 702 (3)		Ethics and Professional Issues PSYC 678 (3)	Psychometrics PSYC 578 (3)
Social Psychology PSYC 552 (3)		Cognitive Psychology[1] PSYC 504 (3)	
Multivariate Statistics PSYC 739 (3)		Elective/Emphasis	
Elective/Emphasis		Practicum PSYC 780 (1)	
Practicum PSYC 780 (1)			

Year 3 (14 credits)			
Fall	**Winter**	**Spring**	**Summer**
Seminar in Professional Practice *PSYC 894 (3)*		Theory Building and Model Testing[2] *PSYC 740 (3)*	
Elective/Emphasis		Elective/Emphasis	
Practicum *PSYC 780 (1)*		Practicum *PSYC 780 (1)*	

Year 4 (17 credits)		Year 5[3] (2 credits)	
Fall	**Spring**	**Fall**	**Spring**
History and Systems *PSYC 745 (3)*	Practicum *PSYC 780 (1)*	Internship I *PSYC 895 (1)*	Internship II *PSYC 896 (1)*
Practicum *PSYC 780 (1)*	Dissertation *PSY 900 (6)*		
Dissertation *PSY 900 (6)*			

[1] The DCT may direct students to take the similar substitute course of PSYC 659 (Special Topics in Psychology: Seminar on Cognition, Learning, and Emotion). This is due to the program currently undergoing a curricular revision. In the interim, current or prospective students can contact the DCT with any questions about this curricular revision.

[2] The DCT may direct students to take the similar substitute course of PSYC 741 (Hierarchical Linear Modeling). This is due to the program currently undergoing a curricular revision. In the interim, current or prospective students can contact the DCT with any questions about this curricular revision.

3 Students who have not completed their dissertations by the start of Year 5 will also need to register for 1 credit of Dissertation Extension (PSYC 901) for each semester during which they continue to work on their dissertation.