



PSYCHOLOGY

Graduate Student Handbook
2015 - 2016 Edition

University of Rochester
Department of Clinical & Social Sciences in Psychology

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History & Introduction

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

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

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

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

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

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

Advisors

In most cases, the faculty member with whom the graduate student applied during the admission process will also be the graduate's mentor—an individual who guides students in research and provides advice about career issues—and faculty advisor. Faculty advisors provide assistance with Department and University regulations as well as other academic matters. In particular, the advisor assists the student in planning a program of study. Whenever necessary, the faculty advisor relays the advisee's concerns to the faculty and serves as a conduit for communication from the faculty to the student. Sometimes, the functions of academic and research advising may be delegated to two separate faculty members. Also, it may be appropriate for two faculty members to serve as co-advisors for a particular student. Students may change their faculty advisor as their needs develop or change.

Points of Contact

In addition to the advisor, designated individuals are available to assist with questions and concerns. For specific regulations, such as those concerning registration, academic loads, and dissertation requirements, students should consult the Academic Coordinator. However, it is the student's responsibility to make sure that he or she is following the correct path toward the M.A./Ph.D. degrees. For questions of a financial nature see the department Accountant. On general and/or specific departmental procedures and for questions on University regulations, check the current Graduate Studies Bulletin, www.rochester.edu/GradBulletin, or ask the Academic Coordinator in the department.

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

Department Contacts

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Program Requirements

Departmental Academic Requirements

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

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

CSP 504: General Linear Approaches to Data Analysis I

CSP 510: Research Methods in Psychology (Social-Personality students)

CSP 519: General Linear Approaches to Data Analysis II

CSP 572: Introduction to Clinical Research Methods (Clinical students)

- 2. Distribution Requirement:** Students must take one course in each of two different areas outside their area of specialization from the following list. Clinical students should take notice of the note below.

Clinical	CSP 574: History and Systems of Psychology and Psychotherapy CSP 575: Psychopathology I CSP 576: Psychopathology II
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Developmental	CSP 562: Developmental Methods CSP 569: Developmental Theory and Research
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Social	CSP 553: Seminar in Social Psychology
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Motivation	CSP 552: Human Motivation and Emotion
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Note: In order to meet Department, New York State, and APA distribution requirements in only two courses, Clinical graduate students must take:

1. Seminar in Social Psychology; **and**
2. Human Motivation and Emotion; (up to and including the class entering in 2011); **and**
3. Developmental Theory and Research (beginning with the class entering in 2010).

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

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

The TA requirement has two purposes:

1. As graduate students may go on to teaching positions within universities, and because the communication of knowledge is a necessary part of scholarship, supervised teaching experience within the Department is an essential component of its training mission.
2. As a scholarly community, the Department is responsible for providing the necessary support systems for conducting its courses. The TA requirement is intended to provide some of these support activities

(e.g., recitation sections, individual assistance, grading), so as to maximize the quality of the Department's instructional activity. Additionally, the requirement helps integrate graduate students into the Department's overall mission, and its place as a scholarly community within the University.

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

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

Timetable

First Year

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

Second Year

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

Third Year

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

Evaluation of Students

In the Spring of each year, every area makes a preliminary evaluation of the progress of its students; the results of that review are brought to the Committee on Graduate Studies and later discussed at a meeting of the full faculty.

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

The minimum acceptable grade in core courses is B-.

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

Minimum passing grades for other courses and research carrying credit are C or S, although C is considered a failure for any student on probation. Any student who receives a grade of C in two courses

(or one course with eight hours of credit) is considered to have an unsatisfactory record, which must be reviewed by the Dean for Graduate Studies in consultation with the student and the department. This may result in the student being placed on academic probation by The College, Arts and Sciences. Students should consult the "Regulations Concerning Graduate Study" available in the Academic Coordinator's office or online (<http://www.rochester.edu/GradBulletin>) for further explanation of this policy and its procedures.

Probation, Remediation, and Due Process

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

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

Unethical conduct of any kind, including academic dishonesty or misconduct involving scientific or professional behavior, will be grounds for disciplinary action. The [Graduate Bulletin](#) (pp. 35-45) reviews University rules and regulations, including those for academic honesty, as well due process in reviews considering disciplinary action.

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

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

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

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

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

Joint-Area Students

Students enrolled in a joint program must complete both areas' core courses. In addition their requirements vary as follows: (a) for the Master's Degree, completion of 30 credit hours and completion of the comprehensive exam in one area of study (b) for elevation to Ph.D. Candidacy, completion of two distribution requirement courses and the comprehensive exam in the second area of study. All other department requirements remain the same. Consult page 37 of Regulations & University Policies Concerning Graduate Studies, and the Graduate Coordinator's Office regarding proper procedure.

M.A. and Ph.D. Programs of Study

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

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

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

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

Master's Degree (Comprehensive Exam)

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

All graduate students in the Department of Clinical and Social Sciences in Psychology are enrolled in the program that normally leads to a Ph.D. Part of that program entails earning a Master of Arts degree. There are two ways by which the Master's degree can be earned, Plan A and Plan B. The requirements of the graduate school are spelled out in detail in the Official Bulletin rochester.edu/GradBulletin. Both

plans to the M.A. require a minimum of 30 semester credit hours. At least 18 of these hours must be from Clinical and Social Sciences in Psychology graduate courses with the remainder being additional courses and no more than 6 credit hours of research without the approval of the Dean of Graduate Studies. Most students in the department earn the Master's degree through Plan B, though both paths are available.

Plan A

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

Plan B

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

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

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

Oral Defense of Dissertation Proposal

Students must submit a written proposal for their dissertation including a thorough literature review, experimental design and techniques, a description of the types of analyses to be performed, and a justification of the significance of the research. Each student will defend his or her dissertation proposal orally before an advisory committee of at least three full-time faculty members of the rank of assistant professor or higher:

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

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

Before a student collects his/her dissertation data, he/she is expected to present and defend a written dissertation proposal in a meeting with the dissertation committee. Data collection can proceed only once the committee gives its approval of the proposal, including any changes. In cases where the dissertation entails analyses of already collected data (e.g., secondary data analyses or analyses of data collected as part of the larger project), the proposal meeting should also occur before the analyses are conducted. There may be other exceptional circumstances that prevent submitting a proposal before

the data are collected, but in these cases, the student must petition in writing the Committee on Graduate Studies for an exception to the rule and provide an adequate justification. These exemptions will be granted only under unusual circumstances.

Notify the Academic Coordinator's Office, and provide a copy of the proposal for your committee members two weeks prior to the proposal defense. Other faculty may participate in the defense but not vote. The defense of the dissertation proposal must be scheduled at least two weeks in advance, at which time the proposal is to be distributed to the members of the committee. The student may proceed with the research only after it has been approved by the committee.

After the defense and the approval of the proposal, a copy of the proposal, along with a signed statement of the committee's approval, must be turned in to the Academic Coordinator for inclusion in the student's file.

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

Writing the Thesis

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

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

In the Department of Clinical and Social Sciences in Psychology, the Ph.D. dissertation is to be written as a journal article or series of articles but with figures, tables, and footnotes incorporated in the body of the text. The student should refer to the University manual on "The Preparation of Theses" (www.rochester.edu/Theses) for regulations on necessary elements, margin size, etc. The dissertation will also include the literature review done for the proposal, any hypotheses formulated at the time of the proposal, modifications of the plan of research or special problems of execution, and anything else needed to give a full account of the research.

Please note that the Department does not pay for any costs involved in the actual preparation of the dissertation (e.g., typing, copying, illustrations, etc.). This is true even if the student's research budget has not been fully consumed. If these expenses are considered allowable on a research grant or contract, they may be charged to those sources.

Registration of Thesis and Final Oral Exam

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

Steps Prior to Registering Your Thesis

1. Assemble your committee, nominate a defense chair and secure a date for the oral exam. Your committee must include 2 members from the Department (your advisor can "double" as the 1st "inside" person), and 1 member outside the department. Then you and your advisor must appoint an individual to serve as defense chair (this person is not considered as part of the committee) for a total of at least 4 people.

2. Give each committee member (except the chair*) a copy of your final thesis, printed or electronic, well in advance. *Your chair will receive a copy of your dissertation from University Dean office.
3. You must have 90 credits and no missing or incomplete grades BEFORE registering your thesis. The Academic Coordinator will check your advising record to make sure there are no inconsistencies.
4. You must submit your dissertation 20 working days prior to your defense date via the online PhD Process website (phdprocess.ur.rochester.edu). Working days exclude holidays or University blackout dates. *Keep in mind the university submission deadline, this date must be adhered to regardless of 15 day rule.
5. Reserve MEL 352 for private defense/closed exam or MEL 366 for a public presentation via Department secretaries.
6. Be sure your thesis is in its FINAL FORM, not a draft, and adheres to the University's The Preparation of Doctoral Theses. You can find the latest version of the manual at: www.rochester.edu/Theses (do not save the PDF onto your computer, always recheck the link as the manual is periodically updated).
7. Please assure you return your keys to the department.

Details About the Committee

All members of your committee must sign the Appointment Form testifying that they have read your dissertation and agree that it is ready to be presented. Therefore it is highly recommended that you provide a copy of your dissertation to your committee members and begin acquiring your members' signatures far in advance of registering your dissertation.

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

Steps After Your Defense

1. Submit the final copy of your dissertation online via ProQuest: <http://www.etsadmin.com/rochester>. It is suggested that you familiarize yourself with the website beforehand.
2. Complete the online Exit Survey https://universityrochester.co1.qualtrics.com/SE/?SID=SV_1yP8ARTM51xVSoI

At the option of the student, the closed exam may be preceded by a public presentation. The choice of presenting the public address is viewed as a very positive precedent to the formal defense.

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

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

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

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

CSP Certificate in Quantitative Methods in Psychology Program

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

Enrollment

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

Program Requirements

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

Coursework

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

Quantitative Methods Presentation

Students are required to present a talk at an HSDg colloquium meeting that is instructional in nature and is of scholarly interest to the quantitative/methodology field. This presentation is equivalent to what might be presented in a statistics/methods course. Possible topics include an overview of a recent methodological technique, an application of a technique in a novel way to answer a substantive

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research question of interest, an introduction to statistical software/programming, etc. Students can meet with a member of the Quantitative Administrative Committee to help determine what topic is acceptable for the requirement. In addition, the Quantitative Administration Committee will determine if the presentation to the HSDg colloquium is acceptable for fulfilling the requirement through verbal feedback and a P/F rating.

Quantitative Psychology Colloquium Series (HSDg Colloquia)

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

Approval

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

Oversight

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

Courses

Data Analysis I – CSP 510

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

Data Analysis II – CSP 519

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

Hierarchical Linear Modeling – CSP 515

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

Structural Equation Modeling I – CSP 516

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

Structural Equation Modeling II – CSP 517

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

Research Methods in Social-Personality Psychology – CSP 510

Discussion of research design, reliability, and related topics in the first part. Consideration of data analysis with particular emphasis on analysis of variance, contrast analysis, and meta-analysis in the second part.

Secondary Data Analysis – CSP 525

Secondary data analysis refers to empirical research that uses data collected by someone else for another primary purpose. This methodology is well-established across disciplines and offers the potential to conduct high-impact research using considerably less time and resources than is usually required with primary data collection. The goal of this course is to equip junior scholars with the ability to incorporate secondary data into their program of research. Although the same basic research principles apply to all data analysis (whether primary or secondary), the experience of using secondary data is unique in some ways. This course will review skills, techniques, and issues that are necessary for accurate and high-quality use of secondary data. Using an applied approach, students will acquire knowledge of secondary data analysis through completing each step of their own empirical project.

Developmental Research Methods – CSP 562

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

Introduction to Clinical Research Methods – CSP 572

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

Quantitative Courses Outside of CSP

Measurement and Evaluation of Research – PM 472

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

Area Program Opportunities and Requirements

Clinical Psychology Program

The Rochester Clinical Psychology program follows the Clinical Scientist model. The training program has the following two goals and related objectives:

- A. *To prepare graduates to have the requisite knowledge and skills for the scientifically informed professional practice of clinical psychology.*
 - 1. *Acquiring knowledge of and skills in scientifically based assessment techniques of cognitive and intellectual functioning, psychopathology, and personality*
 - 2. *Acquiring knowledge of and skills in scientifically based approaches to psychological treatment*
 - 3. *Acquiring knowledge and practicing principles of ethical professional practice*
 - 4. *Acquiring knowledge of the history and methods of psychology and theories relevant to the understanding of behavior and the practice of clinical psychology*
 - 5. *Acquiring knowledge of research and theory relevant to cultural and individual diversity as well as developing sensitivity to these issues as they apply to the developing sensitivity to these issues as they apply to the professional practice of psychology*
 - 6. *Acquiring knowledge of and integrating current research and theories of psychopathology, psychological assessment, and psychological intervention.*

- B. *To prepare professionals capable of conducting and evaluating clinically relevant research.*
 - 1. *Acquiring knowledge and skills of modern approaches to data analysis*
 - 2. *Acquiring knowledge to conduct, evaluate, and analyze results of clinical psychology research*
 - 3. *Acquiring knowledge of and practicing principles of ethical practice in research*
 - 4. *Acquiring knowledge of social, emotional, cognitive, and biological bases of behavior*

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

Following the accreditation guidelines of the American Psychological Association (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002-4242; Phone: (202) 336-5979; Website: www.apa.org/ed/accreditation), the Clinical program has instituted the following **residence requirement**. The program requires a minimum of 3 full-time academic years of graduate study (or the equivalent thereof). At least two of the three academic training years (or the equivalent thereof) must be at the University of Rochester, and at least one year of academic training (or the equivalent thereof) must be in full-time residence at the University of Rochester.

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

A. Department Requirements

The Department's academic requirements (Quantitative Methods, Distribution requirement, and teaching) are described above.

B. Clinical Area Requirements

Core Courses

The Clinical area requirements include satisfactory completion of core courses. All these courses are three credits unless otherwise noted. The following courses are typically offered in **the first year of residence**:

CSP 570: Clinical Assessment I
CSP 571: Clinical Assessment II
CSP 575: Psychopathology I
CSP 576: Psychopathology II

The following **practicum** is taken in the **second year of residence**:

CSP 584: Psychotherapy Practicum I
CSP 585: Psychotherapy Practicum II

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

CSP 572: Introduction to Clinical Research Methods
CSP 501: Ethical Issues in Clinical Psychology

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

CSP 574: History and Systems of Psychology and Psychotherapy
CSP 566: Neurobiological Foundations
CSP 573: Culture and Diversity
CSP 502: Cognitive Foundations (1 credit)
CSP 5xx: Affective Foundations (beginning with class entering in 2012)
CSP 569: Developmental Theory and Research (beginning with the class entering in 2010)

Outline of Approximate Sequence of Courses Taken by Clinical Students

Year 1

Quantitative Methods I and II
Psychopathology I and II
Clinical Assessment I and II

Year 2

Psychotherapy Practicum I and II
Ethical Issues in Clinical Psychology (CSP 501)
Introduction to Clinical Research Methods (572)
History and Systems of Psychology and Psychotherapy (CSP 574)*
Cognitive Foundations (CSP 502 / 1 credit)**
Department requirements
(Clinical Preceptorial or clinical assignment)

Year 3

Issues in Cultural Diversity (CSP 573)**
Neurobiological Foundations (CSP 566)*
Developmental Theory and Research (CSP 569)*
Affective Foundations (CSP 5XX)
Department requirements

Electives
(Clinical Preceptorial or clinical assignment)
(Comprehensive Examination)

Year 4

Distribution requirements
Electives
(Clinical Preceptorial or clinical assignment)
Dissertation

Year 5

Dissertation or Internship

Year 6

Internship (if not done in Year 5)

* This course is offered in alternate years so that timing in a student's program may vary.

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

Elective Courses

Students may also enroll for additional credit in graduate courses offered by Clinical and Social Sciences in Psychology or other departments.

CSP 588: Clinical Preceptorial

CSP 595: Research at the Ph.D. Level

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

Developmental Requirement

Starting with the entering class of 2010-2011, clinical students are required to take the following course before graduating:

CSP 569: Developmental Theory and Research

Supervision and Consultation Requirements

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

1. CSP 574: History and Systems of Psychology and Psychotherapy (one dedicated unit in this class)
2. Completion of reading lists on theory and methods of supervision and theories and methods of consultation. The readings are found in separate sections on Blackboard (my.rochester.edu). On the Main menu tab, go to "My Organizations;" the readings lists will be found there. These readings are mandatory and there will be questions on the Clinical Comprehensive Examination based on them.
3. Workshops on supervision and consultation, respectively, which will be offered on alternate years. Clinical students will be required to attend at least one of each type of workshop before graduating. Attendance of the workshops will be documented by workshop leaders and placed in student files.

Child Abuse Course

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

Research Requirements

In addition to coursework, the Clinical area requires:

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

2. The doctoral dissertation, as outlined above.

Major Comprehensive Examination

Revised September 22, 2015

- Initially consult with Advisor and then submit prospectus (3-5 pages with references) to advisor by July 1 following 2nd year
- Relevant to students' research and/or clinical interests & ultimately could contribute to literature review for Dissertation
- Scholarly review of theoretical & empirical lit or a meta-analysis in an area of clinical psychology. In style of MS for major review outlet such as *Psych Bull*, *Clinical Psych Review*, or *Clinical Psych: Science & Practice*, *Annual Review of Psych*, or *Psych Review*
- Length should be approximately 35-50 double-spaced pages including single-spaced references
- Advisor should assist with topic identification, conceptualization and meta-analytic techniques, but should not be otherwise assist with writing or editing prior to submission to other committee members
- Student/advisor choose 2 additional readers (at least 1 in clinical). The 3rd member can be a UR faculty member in another department or a CSP adjunct faculty member (e.g., MHFC). Please provide the prospectus to other committee members via email for any input/comments they may have
- Paper is due to all Committee members by 11/1 of Year 3
- Each committee member (including advisor) reviews and evaluates the paper consistent with a journal review
- Each writes a formal review and provides written feedback to student. Paper will also be rated according to guidelines
- Reviews are to be completed within 15 academic days of paper receipt and are submitted to DCT, who forwards to student's advisor, along with scores

- Student revises based on feedback and re-submits for final review by all members; include a cover letter with point-by-point discussion of each comment
- Revision due 30 days after receiving feedback from Committee
- All members vote on pass/fail for final paper based on the scores. If any significant discrepancies are identified in scores, then all Committee members will convene to determine whether the student has passed/failed
- If not passed, then student can start over with the same topic or choose another. Two opportunities to pass.
- Goal is publication but not required to pass
- Following completion of this process, student and advisor will work to ready for publication and determine authorship

Pre-Internship Clinical Experiences

As an integral part of their professional training, and in preparation for internship, clinical students are expected to complete an organized, sequential series of practicum experiences. Examples include practicum experiences at Mt. Hope Family Center, the University Counseling Center, and at other faculty-approved sites. Practicum experiences are defined as supervised training in the use of evidence-based assessments and therapies by clinical psychologists and other qualified professionals. Training requirements will vary but normatively students complete at least 450 face-to-face hours of assessment/intervention supported by at least 150 hours of supervision by a clinical psychologist (Note that students who apply for the part-time internship at the University Counseling Center may have accrued fewer clinical hours at the time of application). Formal evaluations are collected from practicum sites and reviewed at least two times per year by the core faculty. The program's recommendation for formal internship training is contingent on positive reviews of performance and professional ethics and demeanor in these pre-internship experiences.

New Externships

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

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

Clinical Internship

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

spans a variety of clinical approaches and populations. Students are strongly encouraged to complete their internship training in an APA-accredited agency.

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

Readiness to Apply for Internship

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

The following criteria are considered in the approval process:

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

Students need to submit the following materials to the DCT by September 1 of the year they wish to apply for internship for review by the faculty:

- Readiness for Internship Summary Form
 - o *This would be a brief department form listing dates students completed requirements listed above, list of practica completed, summary of hours completed to date, type of internship seeking, and preliminary list of sites. This would give faculty a good overview and allow us to easily decide if the student is ready and allow us to provide any initial feedback that would be helpful for the student in the internship application process*
- Transcript, CV and printout of clinical hours.

Applying for Internship

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

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

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

APA-Accredited Internships

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

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

<http://www.asppb.net/> (general information on licensing requirements and specific licensing requirements of every jurisdiction in the US and Canada)

<http://www.uky.edu/Education/EDP/psyinfo2.html> (links to psychology boards and licensure laws in all U.S. jurisdictions)

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

Specialty Internships

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

Guidelines for Non-APA Accredited Internships

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

1. The student must be clearly designated as a trainee in a formally identified training program, in contrast to being hired as a junior staff member of the facility itself.
2. The program must have a licensed/certified psychologist (Ph.D. or Psy.D.) who functions as training director and who is responsible for the following:
 - a) establishing a contract with the trainee regarding the content of the training program. This contract should take into account the trainee's specific skill deficits. It should specify a set of required training experiences (number of hours of direct client contact, seminars, conferences, etc.), and a set of elective training experiences.
 - b) insuring that the trainee's program is evaluated periodically, so that the training program can be modified, if necessary.
 - c) insuring that mid-year and end-of-year evaluations are made of the trainee's skills and deficits as a clinical psychologist and that these are sent to the CUA Director of Clinical Training.
3. The trainee must receive broad exposure to a reasonable variety of significant clinical problems. It is difficult to specify in advance just what constitutes "broad exposure" or "significant problems." For example, exclusive contact with just one of the following problem groups would constitute too restricted a training experience: an incarcerated prison population, or a chemically dependent sample (even if both in-patient and out-patient). The internship facility itself could provide direct service only to a limited clientele, as in the case of a prison. However, the training director will be responsible for providing supplementary training experiences at outside training agencies, in order to insure broad exposure to diverse problems as well.
4. It is desirable that the trainee gain experience in a wide variety of treatment modalities, such as individual, group, marital/family, long-term, short-term inpatient and outpatient treatment. Moreover, it is desirable that the trainee receive exposure to a variety of theoretical approaches to treatment (e.g., cognitive-behavioral, psychodynamic). However, exposure to a variety of treatment modes and models does not substitute for experience with a broad client population.
5. The trainee's internship experiences should represent a reasonable balance of activities undertaken by a clinical psychologist, including direct treatment, consultation, assessment, and research. Formal seminars and case conferences are also desirable components of the training year.
6. Adequate supervision time must be allocated for all training activities in which the intern is engaged. This supervision must be provided by two or more licensed/certified psychologists (Ph.D. or Psy.D.) on the training program staff. Total supervision time should amount to at least 5 or 6 hours per week, at least 2 hours of which should constitute individual supervision by a licensed/certified staff psychologist. In addition, it is desirable that the trainee receive some consultation with, and/or supervision by, other mental health professionals, in order to foster a multidisciplinary perspective.

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

C. Developmental Psychopathology Emphasis in Clinical Psychology

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

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

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

1. A comprehensive supervised one-year traineeship at an approved agency (e.g., Mt. Hope Family Center, Division of Child and Adolescent Psychiatry in the Department of Psychiatry at the University of Rochester Medical Center, Division of Neurodevelopmental and Behavioral Pediatrics in the Department of Pediatrics), and
2. Three additional courses to those required for completion of the Ph.D. in Clinical Psychology, including:
 - a. One approved course in Developmental Psychology
CSP 569: Developmental Theory Research or CSP 562: Developmental Methods
Note: *all students entering in 2010-2011 and later are required to take CSP 569*
 - b. CSP 586: Evidence-Based Child Psychotherapy
 - c. CSP 582: Practicum in Developmental Psychopathology or the equivalent

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

Social-Personality Psychology Program

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

1. **First-year Presentation:** During their first year, all students will make at least one presentation, which could be a 15-minute presentation of whatever research they have conducted or planned during their first year. This presentation will be given in an area-wide symposium, attended by all current faculty and students, held at a standard time in mid-May. The alternative is that first year students will present their two-year proposal sometime during the first year either at a special meeting or at the year-end symposium.
2. **Second-year Proposal:** A presentation in which the student presents and defends an original proposal for research to all Social-Personality faculty and graduate students. The length of the presentation will vary somewhat, depending on scheduling constraints. The presentation is based on

a written proposal, and includes responses to questions from faculty or students at the end of the presentation. In some circumstances, the written document may be completed later than the presentation, but the two-year proposal requirement is not considered complete until after this document has been approved by the faculty. The proposal may include data from ongoing work or pilot projects, but it is expected that some portion of the proposed research will not have been conducted until after the proposal has been accepted. This proposal can be completed at any time during the student's first two years in the program but must be completed and approved by the end of May during the student's second year. It would be presented at the spring symposium if it has not been presented prior to that. If the two-year-proposal is presented during the student's first year, he or she will make some other presentation—for example, the completed two-year project or some other piece of research—at the spring symposium at the end of the second year.

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

4. Comprehensive Exam: It is expected that students will have taken and successfully completed the Social Area Comprehensive Exam no later than September at the beginning of their fourth year of study. Students are strongly encouraged to take the exam in August or September prior to or at the beginning of their third year of study.

Students who do not complete these requirements by the expected dates will be placed on probation. Decisions about probation will be accompanied by a written description of the requirements and deadlines for removing probation, as well as the consequences of not removing probation. These rules went into effect on Sept 1, 2007, and were revised in April and June, 2011.

Students are expected to be actively involved in research from the first semester, working with one or more of the faculty, whose research interests include social cognition, coping, emotion, social interaction and close relationships, self-determination and human motivation, social psychophysiology, and cross-cultural psychology.

Developmental Psychology Program

In addition to completing the departmental requirements, students in the Developmental Program take two core courses in developmental psychology (Theories and Research Methods) and three or more advanced seminars in developmental psychology. Students are strongly encouraged to take additional advanced statistics courses offered in the department.

Beginning in their first semester, students in the Developmental program are expected to participate in one or more faculty members' research. Faculty research interests currently include emotion recognition, inter-parental processes and their effects on children, parent-child relationship

disturbances, peer relationships and social competence, early moral judgments and development, adolescent-parent relationships in diverse cultural and ethnic contexts, children's temperament, depressed families, resilience in high-risk children, and positive youth development and civic development among socioeconomically and ethnically diverse children and adolescents. As students progress in the program, they are expected to do more independent research; we expect that they will begin their Master's thesis (in the form of a Second Year Project) by the second year and complete it by the end of the third year. Students take a comprehensive exam in developmental psychology in their fourth year and then begin their dissertation research.

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

Developmental Science Research Track

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

The curriculum of the Developmental Program is as follows:

- 1. Departmental Requirements:** Students must fulfill the departmental quantitative and research methods, departmental distribution and teaching requirements outlined in this Graduate Handbook.
- 2. Core Courses:** Students also must take the developmental core courses
CSP 569: Developmental Theory and Research
CSP 562: Developmental Methods
- 3. Developmental Elective Courses:** Students must take three of the following elective courses:
CSP 523: Positive Development: Childhood & Adolescence
CSP 560: Family Processes in Childhood
CSP 563: Adolescent Development
CSP 565: Early Child Development
CSP 566: Neurobiological Foundations
CSP 583: Moral Development
And other specialty seminars offered in developmental psychology

Developmental Psychopathology Research Track in Developmental Psychology

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

The curriculum of the Developmental Psychopathology Program is as follows:

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

2. Core Courses: Students must also take the following core courses (courses denoted by asterisks indicate required courses for the developmental psychology Ph.D.):

- CSP 569: Developmental Theory and Research *
- CSP 562: Developmental Methods *
- CSP 575: Psychopathology I
- CSP 576: Psychopathology II
- CSP 570: Clinical Assessment I

3. Developmental Psychopathology Elective Courses: To further specialize in substantive areas of developmental psychopathology, students must also take three of the following additional elective courses:

- CSP 560: Family Processes in Childhood
- CSP 563: Adolescent Development
- CSP 566: Neurobiological Foundations
- CSP 571: Clinical Assessment II
- CSP 572: Clinical Research Methods
- CSP 583: Moral Development
- CSP 586: Evidence-Based Child Psychotherapy

4. Developmental Psychopathology Research Placement: Students are also required to gain direct experience in a semester long, developmental psychopathology research placement approved by the developmental psychology program faculty. Given the research orientation of this program, the goal of this experience is to advance understanding of how to translate knowledge to formulate programs designed to improve the welfare of individuals, conduct the programs, and analyze their effectiveness.

Additional Area of Study

Human Motivation

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

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

Graduate Student Awards

Alfred Baldwin Award

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

Emory Cowen Award

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

Helen and Vincent Nowlis Award

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

Procedure for Award Decisions

1. Assuming a pool of promising candidates exists, each program will be responsible for informally nominating 1 or 2 students for each of the awards.
2. Members of the Committee on Graduate Studies will be responsible for collecting information about suitable candidates during October. Relevant information for the Baldwin Award includes evaluations of the quality of research and publications, demonstrated ability to secure research grants, and faculty and/or collaborator evaluations of the quality of an individual’s current research and research skills, i.e., theoretical, methodological and/or statistical skills. Relevant information for the Nowlis Award includes course evaluation ratings (for teaching assistants or instructors), verbal and written communications by students and faculty regarding performance as a supervisor of research, teaching and clinical activities, and the quality of teaching and mentoring experiences.
3. The Committee on Graduate Studies will evaluate this information and submit recommendations to the faculty for both awards.
4. The faculty will review the recommendations and make a final decision by early November. Because the goal of these awards is to recognize excellence and facilitate the winners’ future endeavors, the November deadline is designed to allow award winners to include this information with job applications.

Accommodations for a Disability

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

APPENDICES

Graduate Student Support

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

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

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

Registration Categories and Procedures

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

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

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

Students are usually registered for courses or research (595) or some combination of both. Special registration categories are summarized below and more detail including necessary approvals can be

2015-2016 Support Figures

Nine-Month Stipend
\$20,000

Mandatory Health Fee*
\$528

Annual Health Insurance
\$2,460

**paid by the College of Arts and Sciences through the fifth year*

found in the "Regulations Concerning Graduate Study." Students are advised to consult closely with the Department's Academic Coordinator. Note that beyond the fifth year, the semesterly registration fee is the student's responsibility unless support is available through a grant, scholarship, or waived during the year(s) of the clinical internship. Students should consult the Department's Accountant regarding the latter possibility.

990: Summer in Residence

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

995: Continuation of Doctoral Enrollment

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

999: Doctoral Dissertation

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

985: Leave of Absence

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

Dissertation Budget

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

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

International Students

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

Once on campus, all international students MUST go to ISO in person to sign important documentation which will officially inform the university that you have arrived in the country. Remember, you must assure you maintain a valid status on your visa in order to remain a student, receive a stipend and work for the University. Be sure to read the guidelines and events that affect your valid visa status: www.iso.rochester.edu/study/enrolled/status

International Services

www.iso.rochester.edu

213 Morey Hall

PO Box 270446

questions@iso.rochester.edu

Phone: (585) 275-2866

Fax: (585) 276-2943

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

Here are some informative pages from ISO's website:

Incoming Student Info

In addition to ISO contacting incoming students, this thoroughly informative page lays out the many steps and includes the forms international students must fill out, please start here!

www.iso.rochester.edu/study/incoming

Here you will find a detailed list of the required steps to processing your visa:

www.iso.rochester.edu/study/incoming/process

Newsletters

Throughout the year ISO emails bi-monthly newsletters informing students of important milestones and dates that may affect their visa. The most recent newsletter can always be found on ISO's website:

www.iso.rochester.edu/newsletter/student

To assure you do not miss an important notice, you can find their archived newsletters:

www.iso.rochester.edu/newsletter/student/archive

Taxes

www.iso.rochester.edu/taxes/glacier

Travel

If you'll be traveling out of the US, to Canada or inviting family to visit please read this page:

www.iso.rochester.edu/travel

Events

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

Note to International Students

From the International Services Office:

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

University Policies and Relevant Information

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

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

Policies regarding the following can be at the link below:

Family Friendly

Academic Probation

PhD Student Expectations & Responsibilities

Standards of Student Conduct

www.rochester.edu/college/gradstudies/policies/

Resources for Disabilities

www.rochester.edu/ada/

Equal Opportunity Policy

www.rochester.edu/gradstudies/policy.html

Harassment

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

Alcohol and Other Drugs Policy

www.rochester.edu/college/odos/assets/pdf/services/ALCOHOLANDOTHERDRUGSPOLICY2012

Observance of Religious Holidays

www.rochester.edu/registrar/policies#holidays

Personal Issues

Several mechanisms and individuals are available for resolving conflicts that may arise between individuals. Students should feel free to consult their advisor, any faculty member, area head, and Department Chair. In general, a student facing a difficulty should approach whoever he/she is most comfortable with. The Department designates a faculty member to serve as Ombudsman. This person's information appears in the department Handbook. For 2014-2015, the Department Ombudsman is Professor Ed Deci. Additional resources include the Graduate Student ombudspersons, who are listed in www.rochester.edu/college/gradstudies/current/ombuds.html. In addition, there are University intercessors, who are listed at www.rochester.edu/intercessor/index.html

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