

**THE DEPARTMENT OF
CLINICAL AND SOCIAL SCIENCES
IN PSYCHOLOGY
(CSP)**

GRADUATE HANDBOOK

2009 - 2010

PSYCHOLOGY

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INTRODUCTION TO GRADUATE PROGRAM

The Department of Clinical and Social Sciences in Psychology offers programs of study leading to the Ph.D. degree in Clinical, Social-Personality or Developmental Psychology. Graduate students apply and are admitted to study in one of these areas, and that is the point of closest affiliation for them. However, 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. This section of the Handbook details some of those regulations and procedures. When in doubt, assume that there is a policy and someone knows it: **ASK!!!**

The Department appoints a faculty advisor for every student. 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 represents the advisee's concerns to the faculty and serves as a conduit for communication from the faculty to the student. In most cases, the faculty advisor also mentors students in research and provides advice about career issues. 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.

In addition to the advisor, designated individuals are available to assist with questions and concerns. Questions about the Clinical Program should be directed to the Director of Clinical Training. For specific regulations, such as those concerning registration, academic loads, and dissertation requirements, students should consult the Academic Coordinator for the Department, Maryann Gilbert. **However, it is the student's responsibility to make sure that he or she is following the correct path toward the Ph.D. degree.** For questions of a financial nature, see Loretta Pratt, Administrator for the department. On general and/or specific departmental procedures and for questions on University regulations, check the current Graduate Studies Bulletin and the Regulations Concerning Graduate Study or ask Maryann Gilbert.

As indicated earlier, the Department has appointed various faculty members and staff to fulfill designated roles in advising students and dealing with difficulties that may arise. Students may also bring up any concerns with the Department Chair or their Area Head. However, sometimes interpersonal or sensitive problems may arise that may not be easily resolved through these established channels. For these instances, the Department has appointed an Ombudsman: Professor Richard Ryan, 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 Intercessor.

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

GENERAL GUIDELINES FOR COMPLETION OF REQUIREMENTS

DEPARTMENTAL ACADEMIC REQUIREMENTS

All graduate students in the Department of Clinical and Social Sciences in Psychology must fulfill the following 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 and Developmental 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.

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 Department Chair.

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., 90 hours of study beyond the bachelor's degree or 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 and in statistics 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 Meliora 441 (Academic Coordinator's office) for further explanation of this policy and its procedures.

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; or (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 immediate dismissal.

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, and the Graduate Coordinator's Office regarding proper procedure.

M.A. AND PH.D. PROGRAMS OF STUDY

Graduate students must obtain approval for and officially register their planned program of study for their degree(s). The Program for the Master's Degree, which is a University form, is normally filed with the appropriate Dean before the second semester of study. Programs for the Ph.D. are filed after two years of coursework. These programs of study must first be approved by the advisor and signed by the Department Chair. 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's Office.

The courses listed on the Master's Program need to be relisted on the Ph.D. Program. The student should list all courses which he or she has taken, or plans to take before completion of the Ph.D. An estimate of the number of research hours which will be cumulative is then used to bring the total number of credit hours to at least 90. When a student registers for Ph.D. research, it is necessary to register for at least the same number of hours that are proposed. Both programs should be submitted to Maryann Gilbert for approval by the Office of the Chairman. The programs of study are then submitted to the Dean of Graduate Studies for final approval. Students should note that the cumulative number of credits that may be charged to tuition scholarships may 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. Maryann Gilbert keeps track of upcoming deadlines and will assist you in filling out the forms. All forms can be found in her office, Meliora 451.

Master's Degree (Comprehensive Exam)

PLEASE NOTIFY THE ACADEMIC COORDINATOR'S OFFICE 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. The requirements of the graduate school are spelled out in detail in the Official Bulletin: Regulations Concerning Graduate Study, 2008-2010 University of Rochester (<http://www.rochester.edu/GradBulletin/>). **Both paths 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.**

To qualify according to 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.

To qualify for a Master's degree according to 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.

Most students in the department earn the Master's degree through Plan B, though both paths are available.

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 Maryann Gilbert for inclusion in the student's file.

NOTE: Elevation to Ph.D. Candidacy is not a requirement for the Dissertation Oral 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" (<http://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

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

The student schedules the final exam with the members of his or her advisory committee and must do the following:

1. Inform the Academic Coordinator **approximately one month in advance**, and provide that office with a copy of the title page and abstract. The Academic Coordinator will check to see that the student's record complies with regulations and will assist the student with the necessary forms.
2. Complete the Microfilming Form and pay the required fee (\$70) at the Bursar's Office.
3. **Register the thesis in final form with the Office of the Dean of The College, Arts and Sciences at least 20 WORKING DAYS before the date of the defense. (Note: 25 WORKING DAYS for a summer defense).** In addition to the thesis, the student must also present an extra copy of the title page and abstract, a departmental statement that the student has completed all requirements, the

received micro-filming form, and the examination appointment form, Ph.D. Advisor Form, e-mail address form, and a current advising record. This copy of the thesis must be bound in a spring binder available from the Bookstore, or spiral bound.

The University Council on Graduate Studies will appoint a representative to serve as Chairman of the Examining Committee and will send confirmation of the scheduling of the exam to all members of the committee, the Department and student. 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.

After the examination, the student must turn in to the University Council on Graduate Studies: two corrected copies of the thesis (if required by defense committee) unbound and without perforations, a diploma card, the completed Survey of Earned Doctorates, which the student receives at the time of the exam, and any additional paperwork.

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.

AREA PROGRAM OPPORTUNITIES AND REQUIREMENTS

CLINICAL PSYCHOLOGY PROGRAM

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, 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:

Assessment I: Psychometrics and Assessment II: Individual Differences (CSP 570 and 571)
Psychopathology I and II (CSP 575 and 576)

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

Psychotherapy Practicum I and II (CSP 584 and 585)

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

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

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

History and Systems of Psychology and Psychotherapy (CSP 574)
Neurobiological Foundations (CSP 566)
Issues in Cultural Diversity (CSP 573)
Cognitive Foundations (CSP 502 / 1 credit)

Child Abuse Course

Effective January 1991, New York State has required 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.

Elective Courses

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

Clinical Preceptorial (CSP 588)
Research at the Ph.D. Level (CSP 595)
Reading course at the Ph.D. level (CSP 591) - see the Academic Coordinator for correct forms

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

In the third year of residency, but after completion of the two-year research project, students are required to sit for a written Major Comprehensive Examination. After successfully completing the major examination, students are advanced to candidacy. The exam is offered on approximately January 15th and September 15th of every year.

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.

Table 1

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)*
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.

C. Developmental Psychopathology Track in Clinical Psychology

The University of Rochester has extensive training resources in developmental psychopathology. These include opportunities to do research alongside faculty investigating family issues, child maltreatment, and interparental violence (Patrick Davies, Thomas O'Connor, Fred Rogosch, Melissa Sturge-Apple, and Sheree Toth), antisocial and risky behaviors (Mandi Burnette), and specific disorders such as Autism (Loisa Bennetto, Rafael Klorman), Attention-Deficit Hyperactivity Disorder (Rafael Klorman), Personality Disorders (Mandi Burnette), and Depression (Sheree Toth). 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 specialized research and clinical training in this area. The goal of the track is to produce clinical psychologists with a unique background in developmental psychopathology.

Graduate students in Clinical Psychology who wish to participate in this track 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:
Developmental Theory Research (CSP 569)
or
Developmental Methods (CSP 562)
 - b. Evidence-Based Child Psychopathology (CSP 586)
 - c. Practicum in Developmental Psychopathology (CSP 582) or the equivalent.

NOTE: This track is open to all students enrolled in the Clinical Psychology Doctoral Program and no special application is required for this specialization. This track 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: A 15-20 minute presentation of whatever research the student has conducted or planned during their first year. All first-year presentations will be given in an area-wide symposium, attended by all current faculty and students, held at a standard time in mid-May.
2. Second-year proposal: Similar to the current two-year proposal, an hour-long session in which the student presents and defends an original proposal for research. The presentation is based on a written proposal, and includes responses to written critiques from other students, as well as whatever questions are asked during the presentation. The proposal may include data from ongoing work or pilot projects (this is an important change from the current two-year proposal), 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 must be completed and approved by the end of May during the student's second year.
3. Third-year Master's 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 research. These presentations will take place during the same mid-May area-wide symposium at which first-year students' research is presented. If students have completed their Master's research in time to be

presented during their second year, then the third-year presentation may be based on whatever other research, completed or planned, the student wishes to present. 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 two weeks to approve the document or request revisions.

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.

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, social interaction and close relationships, socialization, gender differences, self-determination and human motivation, physical attractiveness, 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 two 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, moral development, adolescent-parent relationships, depressed and alcoholic families, neurocognitive processes in developmental disabilities, development of romantic relationships, and resilience in high-risk children. As students progress in the program, they are expected to do more independent research; a Master's thesis (in the form of a Second Year Project) is expected at the end of the second year. Students take a comprehensive exam in developmental psychology in their third 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 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.)
 - a. CSP 569 Developmental Theory and Research *
 - b. CSP 562 Developmental Methods *
 - c. CSP 575 Psychopathology I
 - d. CSP 576 Psychopathology II
 - e. CSP 570 Assessment I: Psychometrics
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: Family Processes in Childhood (CSP 560), Adolescent Development (CSP 563), Neurobiological Foundations (CSP 566), Assessment II: Individual Differences (CSP 571), Clinical Research Methods (CSP 572), Moral Development (CSP 583), and Evidence-Based Child Psychotherapy (CSP 586).
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 area.

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 the nature and development of self-determination and achievement goals. Work in the Motivation Research Group involves basic research in the laboratory or field and applied research in education, health care, organizations, 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 exist, 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. 55550). 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 in 2009-2010 includes a full tuition scholarship and a stipend of \$16,000, 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.

Loretta Pratt 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.

The basic health coverage is mandatory at \$576.00 per year (the mandatory fee is paid by the College of Arts and Sciences through the fifth year) and Blue Cross/Blue Shield insurance is available at an additional cost **to the student** of \$1,152.00 per year. The registration fee of \$925.00 per semester 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, Kristin Ludwig, regarding the latter possibility.

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 found in the "Regulations Concerning Graduate Study". Students are advised to consult closely with the Department's Academic Coordinator.

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 of \$925.00 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 of \$60/semester and leaves do not stop the seven-year clock.

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 Kristin Ludwig, and all expenditures must be processed through the Department's Administrator, Loretta Pratt.