

**NEUROPSYCHOLOGY DOCTORAL SUBPROGRAM
OF THE
CITY UNIVERSITY OF NEW YORK
AT
QUEENS COLLEGE**

CLINICAL PSYCHOLOGY: NEUROPSYCHOLOGY STUDENT HANDBOOK

revised February 2011

This handbook is designed to provide information on all aspects of the Program for current and prospective students and to facilitate student progress through the Program. Current students are expected to be familiar with the material contained here and in the CUNY Graduate Center handbook, as well as in the APA “Ethical Principles of Psychologists and Code of Conduct” (<http://www.apa.org/ethics/code2002.html>). In accord with the Guidelines and Principles for Accreditation of Programs in Professional Psychology, this handbook includes information about Program and CUNY Graduate Center policies and procedures regarding degree requirements, evaluation, due process and grievance procedures and grounds for termination. The Program recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality and ethical sensitivity. Note that students enrolled in the program prior to 2011 can choose to follow policies and procedures of a past version of this Handbook, i.e., the handbook that was in effect when enrolled. Suggestions and comments about this handbook are welcome and should be directed to the Subprogram Head or Director of Clinical Training.

Neuropsychology Program webpage
<http://qcpages.qc.cuny.edu/Psychology/Grad/phd/NP/index.html>

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INTRODUCTION

PROGRAM MISSION The mission of the Clinical Psychology: Neuropsychology doctoral program is to train students to become first-rate, ethical scientist-practitioners with an empirically-based understanding of the neural aspects of psychopathology and cognitive dysfunction, as well as the skills to apply this knowledge to the assessment and treatment of people. All students will also receive specialized training in Neuropsychology, which will follow basic didactic and practical training in Clinical Psychology. Students receive high quality education and training in preparation for the practice of Professional Psychology, as researchers and educators, and as clinicians. The Program follows the Conference Policy Statement of the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992). In addition, with its focus on Clinical Neuropsychology, our Program fully endorses the training model proposed by Division 40 of the American Psychological Association (APA), and, in particular, the progression of training suggested by the Houston Conference <http://nanonline.org/content/pages/prof/houston.shtm>.

DOCTORAL PROGRAM IN PSYCHOLOGY AT CUNY The Neuropsychology Subprogram (more commonly referred to as the Neuropsychology Program) is one of 11 subprograms that together comprise the CUNY Doctoral Program in Psychology (<http://web.gc.cuny.edu/Psychology/>). Each subprogram is semi-autonomous and generally self-governing. However, all aspects of each subprogram are subject to review and/or approval by the CUNY Psychology Council. The functions of the Psychology Council are detailed in the Governance Plan of the Doctoral Program in Psychology. Among its most important functions are: approval of subprogram requirements, approval of nominations to the doctoral faculty, serving as a forum for discussion of issues affecting all of the subprograms, and hearing student appeals. The Executive Officer (EO) of the Doctoral Program in Psychology serves as spokesperson for the Psychology Program as a whole and represents the interests of Psychology to the Graduate Center administration. As a result, many matters of direct concern to students must be funneled through the EO's office. Information about the Doctoral Program in Psychology, including a complete listing of all doctoral courses, can be found at the Graduate Center Student Web Site (http://www.gc.cuny.edu/current_students/index.htm). You can also find information on the Psychology Program's site (<http://web.gc.cuny.edu/Psychology/>).

NEUROPSYCHOLOGY PROGRAM: CLINICAL AND BASIC TRACKS The Neuropsychology program at Queens College has enjoyed a robust history of doctoral education, graduating more than 220 Ph.D. students since 1971. It has a current enrollment of more than 60 Ph.D. students, most of whom are enrolled in the Clinical track. In 1980, the Neuropsychology Doctoral Program reorganized its curriculum to form separable Clinical and Basic tracks. These tracks became formalized in 1991 when these clear distinctions were formally recognized by separate licensure eligibility status with New York State (NYS). The chief difference between these tracks is that students in the Clinical track receive didactic and applied training in the science of Clinical Psychology, followed by specialized training in Clinical Neuropsychology. Students in the Basic track do not receive training in Clinical Psychology and do not complete applied training in Clinical Psychology or Clinical Neuropsychology. Following completion of relevant coursework and externship experiences, students in the Clinical track complete a 12 month, full-time internship and are eligible to apply for NYS licensure. Although there is some overlap in the curriculum and research requirements for these two tracks, the policies and procedures outlined in this Handbook refer to the Clinical Psychology: Neuropsychology Training Program (hereafter referred to as "The Program"). Policies for students in the Basic track are outlined separately in the Basic Track Handbook. Both tracks of the Neuropsychology Subprogram are administered through the Graduate Center/CUNY but the program makes its home at Queens College (<http://qcpages.qc.edu/Psychology/Grad/phd/index.html>). All core coursework and most research is conducted on the Queens College campus.

CORE PHILOSOPHY OF THE CLINICAL PSYCHOLOGY: NEUROPSYCHOLOGY PROGRAM

The core philosophy of the Clinical Psychology: Neuropsychology Training program is based on three broad goals, which focus on: 1) the principles of clinical science and neuroscience, 2) practical applications that are informed by scientific principles, and 3) identification with the profession of clinical psychology. Integral to the latter goal is the expectation that students will develop an understanding of professional issues, including ethical, legal, and quality assurance principles.

PROGRAM TRAINING GOALS AND OBJECTIVES:

Goal 1: Scientific and Theoretical Foundations of Clinical Psychology and Neuroscience

To produce graduates who have a broad understanding of the science of Clinical Psychology, that is informed by the fundamentals of Neuroscience.

Objective 1.1: Students will learn about the scientific, methodological, and theoretical foundations of human behavior with the aim of understanding psychopathology and neural dysfunction relative to normative behavioral development and neural functioning.

Objective 1.2: Students will learn about the scientific and methodological foundations of neuroscience.

Objective 1.3: Students will learn the fundamental principles of measurement, research design and data analysis.

Goal 2: Practical Applications of Clinical Psychology

To produce graduates who have acquired basic competencies in applying evidence-based clinical interventions, and conducting psychodiagnostic and neuropsychological evaluations. Graduates should be able to effectively plan and conduct research, and disseminate research results that contribute to the field of Clinical Psychology.

Objective 2.1: Students will learn to use empirically-based methods to competently diagnose and define problems of behavior, emotion/affect and cognition.

Objective 2.2: Students will learn to formulate and implement evidence-based intervention strategies in clinical psychology and clinical neuropsychology settings.

Objective 2.3: Students will apply the principles of research design and data analysis by conducting empirically-based research that contributes to the field of Clinical Psychology.

Objective 2.4: Students will learn the principles of effective teaching.

Goal 3: Identification with and Contribution to the field of Clinical Psychology

To produce graduates who have fully integrated the principles of science and practice, behave ethically and are sensitive to issues of cultural diversity. Stated another way, to produce graduates who are well-prepared to make a contribution to the field of Clinical Psychology.

Objective 3.1: Students will develop an understanding of the influence of individual and cultural diversity on extant scientific knowledge, clinical practice and research.

Objective 3.2: Students will learn ethical principles of Psychology and will be expected to embody these principles in the classroom, research labs and externship settings.

Objective 3.3: Students will learn to identify with the profession and demonstrate a positive attitude toward life-long scholarship.

GOVERNANCE AND SUBPROGRAM COMMITTEES The Governance is the official set of bylaws for the Neuropsychology Subprogram. In brief, the subprogram is run by a Subprogram Head, aka Program Head (PH), and an Executive Committee (EC). The Executive Committee is composed of two faculty members plus the Subprogram Head, Director of Clinical Training and Psychology Department Chair (*ex officio*) and two students. Faculty members are elected for three-year terms, student members for one year terms. The full Executive Committee deliberates and proposes policies for the Subprogram, but decisions about specific students are made by the Executive Committee in executive session (faculty only). The Clinical Committee, comprised of all Core Clinical Psychology faculty and two clinical students (elected annually), is responsible for curriculum development and review, supervising admissions to the Clinical Psychology Program, advising on comprehensive doctoral examinations, and approving and overseeing externship placements. Curricular changes are subject to ratification by the Subprogram faculty. Students are elected by their peers and serve on all committees.

ADMISSION REQUIREMENTS AND STUDENT SELECTION There is one application for admission to the Graduate Center at CUNY. The application can be found at the Graduate Center website http://www.gc.cuny.edu/prospective_students/index.htm and can be downloaded or submitted on line. On page 2 of the application, students must choose a Doctoral Program (Neuropsychology, Clinical track). This application also includes supplemental application materials for International Students and Financial Aid. Students must apply to the Clinical OR Basic track; they are not permitted to apply to more than one track (or doctoral subprogram) within the CUNY Psychology doctoral program.

Applicants must have a Bachelor's Degree and should have completed at least 15 credits in undergraduate psychology courses, including one laboratory course in experimental psychology and one course in statistics. Students are required to submit GRE General Test scores; the GRE Subject Test is recommended for the Neuropsychology Subprogram. Other questions regarding admission to the CUNY Psychology doctoral Program are answered here <http://web.gc.cuny.edu/Psychology/faq.htm>

The application deadline is December 15; following review by the admissions committee, a select number of applicants are invited to the Queens College campus for an interview. In-person or phone interviews are required for students applying to the Clinical Psychology: Neuropsychology program.

The Program receives approximately 75 applications per year, and six to twelve students are admitted to the Program each year. The average GPA for students enrolled in the Clinical Psychology: Neuropsychology program during 2003-2009 was 3.53. The national average for APA approved programs as published in the APA Committee on Accreditation 2005 annual report in 2005 was 3.55. The average GRE score during that period was 1265 (verbal GRE=588; quantitative GRE score=677). The national average for APA-approved Programs in 2005 was also 1198.

PROGRAM REQUIREMENTS

The Program consists of 82 credits and the expected order and timing of coursework, related academic requirements (e.g., doctoral exams, dissertation) and training experiences is detailed below. The course number is followed by the course title and number of credits. Note that the first two years is the required sequence in order to prepare students to begin externship training; courses listed for Years 3 and 4 may be taken in a different order, if necessary and approved.

| Year in Program | Fall Semester | Spring Semester |
|-----------------|--|--|
| Year 1 | 70500 Statistical Methods in Psychology I (3) 75500 Psychopathology I (3) 76000 Psychometric Methods (3) 77100 Ethical/Legal Issues for Psychologists (3) Choose research mentor/join lab | 70310 Research Methods and Design I (3) 72001 Developmental Psychology I (3) 76601 Psychodiagnostics I (3) 78703 Systems of Psychotherapy (3) Research |
| Year 2 | 70000 History of Psychology (3) *76701 Psychodiagnostics II (3) 84400 Diversity Issues/Clinical Psychology (3) 70801 Neuroanatomy (3) Complete 1st Doctoral Exam Research | 85400 Professional Issues in Clinical Psychology (3) 70802 Neurophysiology (3) 71103 Cognitive & Affective Aspects of Behavior (3) 80200 Independent Research/ 2nd Yr Project (3) Research |
| Year 3 | 81700 Survey of Clinical Neuropsychology (3) 74000 Personality and Individual Differences (3) 70341 Externship Clinical Psychology I (Summer;3) 70342 Externship Clinical Psychology II (Fall;3) Research | 76100 Neuropsychological Assessment (3) **70803 Psychopharmacology (3) 74600 Social Psychology (3) 70343 Externship Clinical Psychology III (Spring; 3) Research |
| Year 4 | **71000 Advanced Physiological Psychology I (3) 70344 Externship in Neuropsychology I (3) Dissertation Topic Proposal | 70600 Statistical Methods in Psychology II (3) 70345 Externship in Neuropsychology II (3) Complete Second Doctoral Exam Dissertation Research Clinical competency exam |
| Year 5 | Externship (optional) Dissertation Research Internship Application | Externship (optional) Dissertation Defense (recommended) |
| Year 6 | Internship (12 months) | Internship Dissertation Defense (if necessary) |

*Continued for full year (Fall and Spring semesters of second year)

Students must take **either 71000 **or** 70803

COURSE DESCRIPTIONS:

YEAR 1 FALL SEMESTER

70500: Statistical Methods in Psychology I: An initial comprehensive review will cover tests of significance, one-way, independent groups and repeated-measures ANOVA, simple multiple comparisons, 2 x 2 factorial ANOVA, power analysis and SAS programs. This is followed by assumption failure, general multiple comparison procedures, general two-way ANOVA, three-way and higher factorial ANOVA, higher-order interaction effects, contrast coding, mixed designs, multiple regression and analysis of covariance.

75500: Psychopathology I: The identification and diagnosis of psychopathology including mood, anxiety, thought, and personality disorders. We will discuss the current psychiatric multi-axial classification system (DSM-IV) and consider psychopathology from a number of different perspectives (e.g., neurobiological, cognitive, behavioral and psychoanalytic). We will also consider multicultural and historical influences on the definition of psychopathology and the stability and change of psychopathology throughout the life course.

76000: Psychometric Methods: A general introduction to psychometric methods which focuses on administration, standardization, norms, reliability, validity, and test construction. Lectures cover the history of intelligence testing and the development of techniques for assessing personality and psychiatric disorders, as well as basic issues related to intelligence testing and an introduction to the Wechsler intelligence scales.

77100: Ethical/Legal Issues for Psychologists: Ethical and legal issues that arise in the course of dealing with human or animal subjects, in teaching, research, assessing or treating patients, interacting with colleagues and the public, and in publishing scholarly works. Professional issues, such as preparing CVs, job seeking, certification and licensing are also considered.

YEAR 1 SPRING SEMESTER

70310: Research Methods and Design 1: An intensive examination of experimental research methodology, with emphasis on the following topics: experimental vs. nonexperimental approaches to research; the control of variables and its relation to internal, external, and statistical validities; the relationship between design and analysis of data. Variants of between-group, within-group, and single-subject designs are considered, with an evaluation of the properties of each design type. The applicability of research design principles across a variety of substantive research areas is considered.

72000 Developmental Psychology I: A lifespan perspective, from conception to death, on the development changes in sensory and perceptual functions, language, cognition, personality, and psychosocial adaptation.

76601: Psychodiagnostics I: Interviewing and Assessment of Intelligence and Personality

(Prerequisites: Psych 76000 and Psych 77100) This course will provide an introduction to clinical interviewing for the assessment of behavior, personality, and psychopathology; to the administration and interpretation of commonly used objective personality inventories and rating scales; to the administration and interpretation of projective tests; to the administration and interpretation of measures of intelligence (e.g., Wechsler Intelligence Scale for Children – IV and Wechsler Adult Intelligence Scale – IV); and to test-report writing. Diversity issues (e.g., age, gender, ethnicity, educational level, and sexual orientation) will be considered with respect to psychiatric diagnosis, test administration, interpretation of test findings, and the therapeutic relationship and rapport during testing.

78703: Systems of Psychotherapy: (Prerequisite: 75500: Psychopathology I). The course provides an up-to-date review of the evidence-based research literature on the theories and practice of psychotherapy. Major schools of psychotherapy (e.g., cognitive-behavioral, psychodynamic) will be compared and contrasted with the aim of evaluating the relative efficacy of various intervention approaches. Course material will include how these approaches apply to different diagnostic conditions (e.g., depression, anxiety, and personality disorders) and how sociocultural factors (e.g., age, gender, sexual orientation, and ethnicity) influence the course and efficacy of treatment.

YEAR 2 FALL SEMESTER

70000: History of Psychology: Topics include the mind-body problem, nativism and empiricism, hedonism and reinforcement, hypnotism and spiritualism, psychophysiology and psychopathology. Schools of psychology (structuralism, functionalism, Gestalt, psychoanalysis and behaviorism) are reviewed, as are the contributions of philosophers, physical, biological and social scientists.

76701: Psychodiagnostics II: Applied Assessment, Consultation, and Supervision: (Prerequisites: Psych 75500, 76601, 77100) Provide experiential and didactic opportunity to integrate and practice selected core competencies for doctoral level professional psychologists. The class includes supervised practice in psychodiagnostic assessment, clinical interviewing, intake evaluation, differential diagnosis and case formulation with clinical populations. Didactic and experiential exposure to supervisory and consultative models is provided. Emphasis will be on application and integration of core principles and best practices as related to evidenced based assessment, applications to diverse population and ethical practice. Students

complete a term paper on comparisons of either supervisory or consultative models and a comprehensive case presentation of an assessment.

84400: Diversity Issues/Clinical Psychology: This 3-credit course is designed to cover a range of diversity and cross-cultural issues as they apply to the discipline of clinical psychology. These issues are approached from two different perspectives. The first refers to specific content areas, including ethnicity, socioeconomic status, sexual orientation, gender, age, and disabilities. More specifically, the ethnicity area includes racial, national, religious and linguistic components. The second perspective concerns the process underlying the practice of clinical psychology, running from the beginning to end stages of that process: self-assessment, establishing rapport, assessment, standardized testing, diagnosis and therapy. Throughout the course, case examples will be included. Of note, course readings will include materials authored by individuals from diverse backgrounds.

70801: Neuroanatomy: The course introduces students to the organizational structure of the human brain, including slide material of gross neuroanatomy, cerebral vasculature, spinal organization, and internal structure from medulla to cortex. Functional system mini-lectures are also provided for the sensory and motor systems, the thalamus, hypothalamus, basal ganglia, limbic system, cerebellum and cortex. Neuroanatomical mapping of major neurochemical systems and their receptors is also provided. Course expectations include both visuo-spatial and written fluency of the material.

YEAR 2 SPRING SEMESTER

85400 Professional Issues in Clinical Psychology: This course is designed to facilitate entry into the field of clinical psychology and to ensure that students have a knowledge base of professional issues that arise in academic and practice settings. The aims of the course are to foster attitudes essential for life-long learning, scholarly inquiry and professional problem-solving. The course will include review of current APA standards, codes, and guidelines that govern psychological practice, research, and career development. National and state legislations will be discussed that are relevant to the practice of psychology and neuropsychology.

70802: Neurophysiology: This course considers electrophysiological phenomena from the perspective of biophysical and chemical phenomena. Discussions concentrate on cellular neurophysiology in terms of electrical potentials within single cells (Hodgkin-Huxley), synaptic mechanisms and interrelationships in small neural networks. This course includes recent molecular, ion channel and modulatory phenomena related to pre-synaptic, post-synaptic and membrane-mediated activity.

71100: Cognitive and Affective Aspects of Behavior (Prerequisites: 70801): This course examines the behavioral and brain mechanisms and functions associated with cognitive and affective aspects of behavior. The course focuses on historic and current behavioral and neuroscience research to understand cognitive and affective processes in the human brain related to attention, executive processes, working- and long-term memory, language, stress and memory, affective regulation, affective disorders, and emotion and cognition interactions.

80200 Independent Research for 2nd Year Project: Independent Research under the mentorship of a Neuropsychology faculty member. Required as part of the second year project.

YEAR 2 SUMMER

70341: Externship in Clinical Psychology I: For each Externship, students are required to spend approximately 16-20 hours per week over a 15-week semester working under the direct supervision of a clinical program faculty member or 16-20 hours per week with an outside practicum supervisor approved by the Clinical Committee. Both grades and written evaluations are required.

YEAR 3 FALL SEMESTER

81700: Survey of Clinical Neuropsychology (Prerequisites: 70801): The course reviews the fundamentals of neuropsychology with an emphasis on applying the knowledge of brain-behavior relationships to neurological, psychiatric, and other medical disorders affecting higher cortical functioning. The course covers disorders of attention, aphasia, amnesia, agnosia, apraxia, parietal syndromes and dysexecutive syndromes.

74000: Personality and Individual Differences: The course focus is on contemporary research in personality and individual differences. Topics include factor analytic research, the nature of dispositions, motivation, behavior genetics, brain and personality, the self, intelligence, personality change, health, work, cognitive style and others.

70342: Externship in Clinical Psychology II: For each externship, students are required to spend approximately 16-20 hours per week over a 15-week semester working under the direct supervision of a clinical program faculty member or 16-20 hours per week with an outside practicum supervisor approved by the Clinical Committee. Both grades and written evaluations are required.

YEAR 3 SPRING SEMESTER

76100 Neuropsychological Assessment: (Prerequisites: 76000, 81700): An introduction to neuropsychological assessment techniques. The course provides direct training in neuropsychological assessment and reviews neurological tests for evaluation of brain damaged adults and children. The course covers tests of fund of knowledge, attention, language and aphasia, memory perception and gnosis, apraxia and motor function, parietal syndromes and frontal executive syndromes. Each test is discussed in terms of the logic underlying it, sociocultural and theoretical perspectives. Tasks include neuropsychological evaluations, clinical report writing, and oral case presentation. Laboratory exercises provide direct experience and supervision of a variety of neuropsychological tests, to acquire competence in their administration.

70803: Psychopharmacology: This course discusses the basic chemical architecture of the central nervous system and metabolic pathways of functional significance. Emphasis is placed upon membrane properties, synaptic transmission, pharmacological principles, second messenger systems and molecular mechanisms mediating receptor and transmitter function. Each of the major aminergic and peptidergic neurotransmitter and receptor subtype systems is reviewed.

74600: Social Psychology: A survey of classic and contemporary research and theory. Topics include stereotyping and prejudice, cross-cultural studies, social influence, the self, gender, social cognition, and others.

70342: Externship in Clinical Psychology III: For each externship, students are required to spend approximately 16-20 hours per week over a 15-week semester working under the direct supervision of a clinical program faculty member or 16-20 hours per week with an outside practicum supervisor approved by the Clinical Committee. Both grades and written evaluations are required.

YEAR 4 FALL SEMESTER

71000: Advanced Physiological Psychology I: (Prerequisites: 70801/02/03): This course deals with the behavioral and physiological basis of sensory perception and the execution of motor actions.

70344: Externship in Neuropsychology I: Students will be under the supervision of a licensed psychologist as the course instructor for all activities. The supervisor will have expertise in Neuropsychology. Students will interact directly with patients who have various neurological, psychiatric, and/or medical disorders. The student may participate in interviewing patients and in conducting feedback sessions with patients and/or families. Students will administer a variety of neuropsychological (including cognitive and affective) measures, score test data, interpret test data, develop treatment recommendations, and write test reports.

YEAR 4 SPRING SEMESTER

70600: Statistical Methods in Psychology II (Prerequisite: 70500): Multivariate statistical methods including simple correlations, regression, multiple and partial correlation, factor analysis theory and practice, canonical correlations, discriminant function analysis, one-way and factorial MANOVA, multiple comparisons for multivariate data, advanced power analysis and robust testing.

70345: Externship in Neuropsychology II: Students will be under the supervision of a licensed psychologist as the course instructor for all activities. The psychologist will have expertise in Neuropsychology. The course will build upon skills acquired during 70344. Students will interact directly with patients who have various neurological, psychiatric, and/or medical disorders. The student may participate in interviewing patients and in conducting feedback sessions with patients and/or families. Students will administer a variety of neuropsychological (including cognitive and affective) measures, score test data, interpret test data, develop treatment recommendations, and write test reports.

COLLOQUIA

Each student must attend at least 20 colloquia within the first three years in the Subprogram, or 30 colloquia within five years, in order to be allowed to defend their dissertation. Students receive colloquium credit when they attend any subprogram colloquium, Neuropsychology Research Day, Queens College Psychology Department job candidate talks or any public dissertation defense talk by a Neuropsychology student. Additional colloquia may be designated by the Program Head. Students should be sure to sign the attendance sheet when they attend these events.

During each semester, pairs of students take responsibility for getting refreshments for Subprogram colloquia. The schedule for students is determined by the Subprogram Head at the beginning of the semester. Expenses are covered by faculty membership dues.

COMPREHENSIVE DOCTORAL EXAMINATIONS & FORMAL RESEARCH REQUIREMENTS

All students must pass a written **First Doctoral Examination** before proceeding beyond 45 credits (i.e., end of Year 2) and a **Second Doctoral Examination** before the end of their fifth year in the Program. Students are expected to join a research lab with a Program faculty member in their first semester and to be engaged in empirical research with Program faculty members throughout their doctoral academic career. These experiences should enable the student to fulfill two formal research requirements, which include the **Second Year Research Project** and the **Dissertation**.

FIRST DOCTORAL EXAM The first doctoral exam, Research Methodology, is taken before the completion of 45 graduate credits (including transfer credits). *Students may not register for courses beyond the 45-credit limit or apply for externship training until they have passed the First Doctoral Examination.* For the exam, students are presented with three research questions. They must choose one question and design an experiment or research study to address the question. These questions usually require a comprehensive synthesis of material from core courses in research methodology and statistics.

CONTENT Examination questions are created by the Neuropsychology Examination Committee from a pool of questions submitted by Program doctoral faculty.

SCHEDULING The exam is administered on one day at the beginning of the Fall and Spring semesters. Students have from 9:00 AM to 5 PM to complete the exam. Eligible students are notified by e-mail of the exact dates. Students must inform the program secretary *two weeks prior* of their intent to take the examination.

PREPARATION FOR EXAM Students should take 70500 (Advanced Statistical Methods 1) and 70310 (Research Design) prior to attempting the first doctoral exam. Students typically take the exam at the beginning of the third semester in residence (Fall). Students are strongly advised to practice with questions that can be obtained from the Doctoral Exam committee chair. Students are advised to complete answers to at least one or two of them, and to request faculty members and advanced students to critique their answers. In addition, it is common practice for students who have recently passed exams to pass on their study materials to students currently preparing to take exams. Students are encouraged to seek out these resources.

TAKING THE EXAM Students must sign up at least two weeks in advance of the exam. However, not showing up for the exam does NOT count against the student (i.e., it does not count as a “take”). Students compose their answers on a department computer and electronic copies are distributed to the graders (program faculty). Students may not use their own personal computers to take the examination. Student anonymity is preserved by the assignment of a number in lieu of name. Students are permitted to bring one statistics text and one methodology/design text to the exam. The exam is proctored by student volunteers who have themselves passed the exam. In the event that student proctors are not made known to the Subprogram Head one month in advance of the exam, faculty will proctor.

GRADING Separate groups of six faculty members each are assigned to grade each of the three alternative questions. Grading is on a Pass/Fail basis. Students must earn at least four ratings of Pass (out of a possible six) to succeed on the exam.

FAILURE If a student fails the examination, he/she is automatically allowed to take the exam a second time as long as it is within the specified time limits. In case of a second failure, the student will be terminated from the Program but the student has the right to petition the Executive Committee for an opportunity to remain in the program and take the examination for a third time.

SAMPLE FIRST DOCTORAL EXAMINATION QUESTIONS

RESEARCH DESIGN AND METHODOLOGY.

1. Research Question. Identify a research question or question to be answered. If appropriate, state the specific hypothesis(es) to be tested. Explain how the question(s) and hypothesis(es) emerge from the background information provided. Your explanation should provide a clear rationale for the question(s)/hypothesis(es).
2. Research Design. Present an overview of the methodological approach to be taken, indicating why you selected this approach rather than alternatives (you may propose one or more experiments). Where appropriate, identify the independent variable(s) and its (their) levels, whether the variable(s) is (are) experimentally manipulated or organismic, the dependent variable(s), control groups(s), and the research design. Justify each of your choices. If there are any ethical issues relevant to your design, please state them, and how you would deal with them?
3. Method and Procedures. Describe the treatment(s), the type and number of subjects to be used, the method of subject selection, the procedures to be followed, and the response measures. Again, a clear rationale/justification for each decision/choice should be presented.
4. Data Analysis. Identify the kind(s) of data to be collected and the statistical test(s) to be used to analyze the data. Justify your statistical choice(s) in terms of both the assumptions underlying the test(s) and the statistical power of the test(s). Are there alternative tests that might be used? **OPTIONAL:** If you think it would be helpful to lay out the expected results, you may do so using a table and/or graph. You can also choose to use symbols (e.g., x, xx,xxx,xxxx) rather than numbers, particularly if you are unsure what numbers to put in the table/graph. The use of a table or graph is optional. You will not be penalized for omitting a table or graph.
5. Evaluation. Assume that the obtained results support the hypothesis(es). How would the findings be interpreted? What alternative interpretations/explanations could account for the findings? Are there any methodological limitations which

might cause you to question the validity of the findings? Suggest further research that could clarify and/or extend your findings.

1. Considerable data generated over the past several decades indicates that the ultraviolet rays from too much exposure to sunlight results in increased risk for skin cancer. As a result, people have generally been warned to try to stay out of the sun or to use sun block when in the sun. However, sunlight is one of the best sources of vitamin D, which is highly protective against a wide array of other forms of cancers. As a result, a number of investigators have begun to suggest that people should use less sun block and that greater sun bathing should be encouraged. Design an experiment in either humans or animals that would shed light on whether sun light is good or bad for you and whether the effect of sunlight is the same in males and females.

2. Say you are a psychologist in the neuropsychology ward in a hospital. In this position you often come across individuals with unique neural damage allowing you to test hypotheses about the functionality of specific brain structures. Say you are interested in the role of serotonin in self-control. Self-control can be studied in a paradigm where a subject has the choice between a small reward given after a short delay versus a large reward given after a long delay. Choosing the large reward demonstrates self-control while choosing the small reward demonstrates impulsivity. Now say there are two patients with unique brain damage - patient one has damage restricted to the raphe nucleus (a source of serotonin neurons) while patient two has been shown to have no serotonin release in the nucleus accumbens (a brain region where serotonin release has been shown to be important for reward-related learning). Design an experiment using these two patients as subjects that tests the hypothesis that serotonin is important for self-control.

3. Sales figures from Toys-R-U's and other retailers indicate that boys are far more likely to buy video games than are girls. A recent survey of 6th graders also indicated that boys spend much more time playing video games than do girls. There are two competing hypotheses for this gender difference. The first hypothesis is that most video games are violent, and therefore appeal more to boys than to girls. The second hypothesis is that girls prefer to interact verbally with one another, and such interactions are not likely to occur when playing the types of video games that are on the market. As a result, girls tend to avoid video games. Design a study to test these competing hypotheses.

4. The Food and Drug Administration is trying to create stricter nutritional guidelines with the aim of helping people lose weight. One thing they would like to determine is the optimal number of meals a person should consume per day. Many nutritionists suggest that eating many small meals during the day (as opposed to three large meals) may actually help people lose weight by increasing their metabolism. Design a study that would determine the optimal number of meals per day that would help people in the age groups of 20-39 and 40-59 and 60-79 lose weight. Finally, determine whether the number of meals is different for males and females.

5. You are working in a day rehabilitation program for people with traumatic brain damage. Three clients with memory problems have difficulty attending their groups on a regular basis. It has been suggested that individual e-mails describing the clients' schedules and reminding them of the importance and benefits of attending their groups might be an effective way to increase attendance. Using only these three participants, design an experiment to evaluate this intervention.

CLINICAL COMPETENCY EXAM

Students must pass the clinical competency exam (described below) prior to application for internship. This exam may be held anytime in the year prior to internship application, but we expect that most students will schedule the exam at the end of the spring semester prior to internship application.

1. Examination Committee. Student selects an examination committee that includes two Clinical Psychology: Neuropsychology clinical faculty members (Borod, Chacko, Foldi, Halperin, Lizardi, Rabin, Walder). Note that the student may request to replace one clinical faculty member with an external reviewer if that person has supervised his or her training in an externship setting. The outside examiner must be approved by the clinical committee.

2. Written summary of clinical experiences. The student will provide the examination committee with a written summary of his or her clinical experience no less than one week prior to the competency exam. This summary will include relevant doctoral program coursework (including grades received) and externship experiences.

Supervisors should be named in the summary and it should include totals of intervention hours and assessment hours (psychodiagnostic and neuropsychological). This document should also include plans for professional development, i.e., a potential list of internship sites and a list of 4-5 training objectives for the internship year, and a discussion about career goals and how the student's clinical externship and anticipated internship experiences will contribute to achieving those goals. Student and supervisor externship evaluations will be discussed at the examination meeting.

3. Written report. The student will provide a written report (2-3 pages) to the committee in which he or she describes an intervention that was implemented with an individual, family, couple, group, etc. In the report, the student should discuss the assessment strategy used to identify the presenting issues (e.g., intake interview, diagnostic interview, standardized tests). The students should be able to describe the nature of the intervention, including the empirical basis for applying the intervention strategy. The student should also discuss how he or she evaluated the outcome of the intervention. The student should also conceptualize an alternative perspective for approaching the intervention. Finally, the report should include a discussion of ethical issues and address issues of cultural diversity with respect to assessment and/or intervention. The report should be submitted with the summary of clinical experiences and should contain no identifying information.

4. Oral examination. The purpose of the oral examination is to evaluate the student's ability to conceptualize the case described above (#3), defend the choice of assessment tools and intervention strategies, outline steps in clinical decision making, and discuss the application of research findings to the clinical work. Students are expected to demonstrate breadth as well as depth in their thinking about clinical activities. The exam is expected to last no more than 1 to 1.5 hours. Students should be prepared to discuss the following aspects of the case:

Conceptualization: Describe the perspective or orientation that was used to understand the client/patient (e.g., individual, couple, family, group). Use an evidence-based approach to discuss how the intervention was designed. Was a treatment plan developed? What were the goals of treatment and expected length of treatment? Include discussion of relevant research findings that support the conceptualization.

Assessment procedures: Describe how the initial and ongoing assessment was conducted. Use an evidence-based approach to discuss the choice of assessment instruments.

Process and outcome: How was the intervention implemented? What aspects of the intervention were effective or not effective? What were the client factors that contributed to the success (or lack of success)? What were the therapist factors that contributed to the success (or lack of success)? Were there any interpersonal issues that developed during the course of treatment that interfered with outcome (e.g., resistance, noncompliance)? Include discussion of relevant research that informs the therapeutic process.

Ethical/Professional issues: Identify ethical and/or professional issues that were associated with working with the client (e.g., confidentiality, HIPAA, managed care, insurance, duty to warn, record keeping)

Cultural and individual diversity: Identify contextual factors that were associated with working with the client pertaining to gender, ethnicity, sexual orientation, disability, stigma, religion, etc.

Alternative conceptualization: Identify an alternative way of conceptualizing the case and describe its implications for intervention. If there is no plausible, alternative way to conceptualize the case, the student should provide a clear and compelling justification for this position. The goal here is to demonstrate the capacity to think broadly about clinical assessment and intervention.

SECOND DOCTORAL EXAM This exam is taken after successful completion of the First Doctoral Examination. The Second Doctoral Examination must be successfully completed no later than the last day of classes of the

10th semester in the program (for transfer students, this time is subject to modification by the Subprogram Head). Note: these deadlines include any second take of the examination.

Students may prepare a comprehensive paper reviewing the literature on a specific topic, which can often be used as a preliminary chapter of the student's dissertation; or prepare a grant proposal to be submitted for research support. Funding of the grant proposal need not be received for success on the examination. However, students are required, whether writing a comprehensive paper or grant proposal, to submit their work to a three person faculty committee. This committee reviews the student's work and oversees a defense of the work by the student. Successful students are able to effectively respond to questions about the topic of the work but should also demonstrate an ability to think critically on the topic and engage in a coherent, thoughtful discussion about the work with their committee.

The examination has two components, a paper and an oral examination. The paper may take one of two forms: (1) A focused review paper similar to those found in the *Psychological Bulletin*. In coordination with their faculty advisor, students choose a topic of moderate breadth that addresses a particular issue in the field of neuropsychology. The paper is typically from 25 to 30 double-spaced pages in length (not including references). As described in the journal, "*Psychological Bulletin* publishes evaluative and integrative research reviews and interpretations of issues in scientific psychology. Integrative reviews or research syntheses focus on empirical studies and seek to summarize past research by drawing overall conclusions from many separate investigations that address related or identical hypotheses. A research synthesis typically presents the authors' assessments of (a) the state of knowledge concerning the relations of interest, (b) critical assessments of the strengths and weaknesses in past research, and (c) important issues that research has left unresolved, thereby directing future research so it can yield a maximum amount of new information. Both cumulative and historical approaches (i.e., ones that organize a research literature by highlighting temporally unfolding developments in a field) can be used." Although the paper is often the basis for the opening chapter of the student's dissertation, there is no requirement that the topic be related to the dissertation at all.

(2) A dissertation grant application to an external agency. The application should be prepared according to NIH guidelines. Information can be found at <http://grants1.nih.gov/training/nrsa.htm#fellowships> and forms can be found at <http://grants1.nih.gov/grants/funding/416/phs416.htm>. Faculty sponsors can provide assistance and guidance for the submission process. It is advisable to have the examination prior to submission, the feedback from the faculty committee can be used to improve the funding success of the application. After consultation between the student and advisor, a one-page description of the proposed paper or grant application should be submitted to the Program Head for approval.

Examples of past second doctoral exam topics: *Neurobiological correlates of morphine dependence; The neurobiology of schizophrenia; Anatomical and empirical evidence for 5-HT involvement in cognitive processing; Co-morbidity in adults with attention-deficit/hyperactivity disorder; Serotonin and aggression in children; The Neuropsychology of bilingualism and acculturation*

GRADING. Upon approval of the paper by the faculty advisor, the Program Head selects two additional faculty members to form the three-person oral examination committee. This committee's role is to read the student's paper and then to carry out an oral examination based upon the paper. Readers must be given a minimum of three weeks to read the paper in advance of the examination. The examination is graded by a Pass/Fail vote of the committee; thus, at least two votes of pass are necessary for passing the exam. It is possible that the faculty committee deems one component of a student's doctoral exam (written or oral) satisfactory and may require a re-write or second oral defense before passing the student.

FAILURE. If a student fails the examination, he/she is automatically allowed to take the exam a second time as long as it is within the specified time limits. In case of a second failure, the student has the right to petition the Executive Committee for an opportunity to take the examination for a third time. If the appeal is successful, the

examining committee and the topic of the examination may be the same as for the first attempt, or may be changed. Any changes must be approved by the Subprogram Head

Effective 2006, Second Doctoral Examinations may not be taken during the months of July or August. Further, effective that date, faculty members are not obligated to read or provide comments on Second Doctoral Examination papers during the months of July or August.

SECOND YEAR RESEARCH PROJECT Students are required to involve themselves actively in research from the time of their entry into the Subprogram and must complete an approved research project by the end of their fourth semester in the program. Students carry out this project under the supervision of either a full-time or adjunct faculty member in the Neuropsychology Subprogram. Students doing two-year research projects with adjunct faculty must get prior approval from the Subprogram Head. The project should culminate by the end of the second year in the Subprogram with the production of a research report of publishable quality. The requirement can be fulfilled in one of two ways:

1) The research report can be graded by a full-time faculty member (other than the research mentor), who is recommended during the early stages of the project by the student and his/her project supervisor and approved by the Subprogram Head. The faculty sponsor, along with the student, should take responsibility for getting written approval of the scope of the project from the independent grader and see that documentation is placed in the student's file.

2) The research report may be submitted and accepted for publication in a peer-reviewed journal of the student's and/or the research supervisor's choice, in which case the project receives an automatic grade of A.

Students must register for Independent Research (80200) no later than their fourth semester in residency in order to complete the research requirement and receive credit. If the research is not completed by the end of the fourth semester, the student will be given an "incomplete" grade for the requirement. If this "incomplete" grade is not resolved by the end of the fifth semester of residency, the student will be placed on probationary status. Students who fail to complete the requirement by the last day of the sixth semester will be terminated from the Subprogram.

Effective 2006, faculty members are not obligated to read or provide comments on Second Year Project papers during the months of July or August.

DISSERTATION

Note that all dissertation forms (writeable) can be found on the department website:
<http://qcpages.qc.cuny.edu/Psychology/Grad/phd/NP/forms.html>

TOPIC PROPOSAL AND DISSERTATION ADVISORY COMMITTEE The Dissertation Topic Proposal Form includes a one-page description of the proposed research and the names of two individuals to serve along with the sponsor on the three-person Dissertation Advisory Committee. Two of the three committee members (including the sponsor) must be adjunct or full-time Neuropsychology faculty. In choosing committee members, it is desirable for committee members' expertise to complement, rather than overlap, each other.

Both the topic description and the proposed Advisory Committee members must be approved by the sponsor and then submitted to the Program Head. If the Program Head also approves the dissertation topic and the advisory committee, the form is then filed with the Executive Officer for Psychology at the Graduate Center.

A Topic Proposal must be filed before the end of the student's fifth year in the Subprogram. The one page description should include specific aims, rationale and plan for data analysis. If the student's dissertation project changes substantially, a new Topic Proposal must be submitted.

DISSERTATION PROPOSAL CLEARANCE FORM Students who are using human participants in their research should send a Dissertation Proposal Clearance Form to the Graduate Center, Office of Research and Sponsored Programs, (<http://inside.gc.cuny.edu/orup/>) Room 8309, 365 Fifth Avenue, New York, NY 10016. The form should be accompanied by the student's IRB approval letter. All students, including those *not* using human participants, must submit this form at the time that they advance to Tuition Level III.

DISSERTATION ADVISORY COMMITTEE MEETINGS Once the topic proposal has been filed, the student is required to arrange a meeting of the Dissertation Advisory Committee *at least once per semester*. At these meetings the student should describe the work done since the last meeting of the committee. The committee members will comment on the work, make suggestions, and voice criticism. Differences of opinion should be discussed and agreement reached on the further progress of the dissertation. *The student is required to keep minutes of the meeting to serve as the semester's progress report.* Each of the committee members must sign the progress report before it is submitted to the Subprogram Head.

It is important that students recognize that this semi-annual report serves not only as a formal method of monitoring their progress, but also as a form of protection. It certifies that an approved Advisory Committee continues to function and that the dissertation research is proceeding under its guidance. When such committee meetings are not held, for whatever reason, students are left exposed to the possibility that they may finish their research only to find that, with the passage of time, they no longer have a viable committee and that their dissertation is jeopardized.

DISSERTATION PROPOSAL The dissertation proposal is a detailed account of the research to be conducted. Included in it are such things as a review of previous research in the area, a statement of the hypotheses advanced and their rationale, and a description of the research design (including an account of the procedures to be employed, the measuring instruments to be used, and the planned statistical analysis of the data). Thus, the proposal essentially constitutes most of the background, hypotheses and methods section of the dissertation itself. When the dissertation proposal is approved by the Advisory Committee (after at least one meeting of the committee), it is signed by the three members and registered with the Executive Officer at The Graduate Center.

Students are urged to discuss the timing of the completion of the Dissertation Proposal with their Advisory Committee. The Dissertation Proposal is often thought of as a "contract" between the student and the Advisory Committee in terms of the scope and aims of the dissertation project. Thus, once it is approved, the Committee often cannot "change its mind" and require major changes in the project. This is one reason why an approved Dissertation proposal early in the dissertation process is desirable. A number of dissertation projects, particularly those that involve human participants (especially patient samples) call for uniform testing procedures through all phases of the experiment, and the study and the scope of the project is clearly understood prior to data collection. In such cases, it is to the student's advantage to have a complete and approved Dissertation Proposal either prior to or in the early stages of collecting data for the project. In contrast, delaying the formal Dissertation Proposal may be appropriate in other cases. Many multi-experiment projects, especially those using animals, require flexibility as ongoing results suggest new approaches or issues. In this case, the final Dissertation Proposal may be approved after all data have been collected, and the minutes of the meetings with the Advisory Committee also serve as a "contract" between the student and the Advisory Committee. This is one reason why students need to be sure to prepare minutes, have them approved by the Committee, and submit them to the Program Head. The final decision as to when the Dissertation Proposal should be completed is up to the Advisory Committee who will convey such information to the student.

Effective 2006, faculty members are not obligated to read or provide comments on dissertation drafts, proposals, or any other material related to the dissertation during the months of July or August.

DISSERTATION DEFENSE When the Dissertation Advisory Committee approves the student's dissertation, it is then sent to two outside readers. The Advisory Committee plus the outside readers constitute the 5-person Final Examination Committee. Note that at least three members of the Final Examination Committee must be members of the CUNY Doctoral Faculty. Outside readers are recommended to the Program Head by the student's faculty sponsor in consultation with the student. Readers who are not CUNY faculty members must provide a CV and be approved by the Program head and the Executive Officer. Additionally, a brief description of the outside reader's expertise and appropriateness must be included with submission of their CV. Outside readers should be given four weeks to read the student's dissertation.

Dissertation defenses **MUST** be held at Queens College. Students should be sure that committee members based at other institutions are made aware of this when they are asked to serve on the committee.

The dissertation defense is scheduled when at least 4 of the 5 members of the Examination Committee have approved the dissertation and submitted the Dissertation Approval Form to the program office. (This form can be obtained from the program office and should be filled out and sent to the members of the Examination Committee by the student.) A minimum of four weeks prior to the scheduled dissertation defense, the program office should be provided with the following information to forward to the Provost, who then sends letters of invitation to the members of the committee: (1) Name of the student; (2) Title of dissertation; (3) Date, time, and place of the defense; and (4) Names of committee members, their affiliation, and addresses to which invitations are to be sent.

Dissertations defenses are not held during the months of July or August.

The dissertation defense consists of a 45-60 minute open portion, during which the candidate presents an approximately 30-45 minute summary of the dissertation research and answers questions from the audience. The summary must include presentation of empirical data from the dissertation research. Anyone is allowed to attend the open portion of the meeting. The remainder of the defense is conducted in closed session.

At the defense, the dissertation sponsor serves as chair of the examining committee. The committee, after conducting the examination, may submit any of the following recommendations:

_____ We certify that the candidate has passed the Final Examination. We accept the dissertation as presented.

_____ We certify that the candidate has passed the Final Examination. We will consider the dissertation acceptable after minor revisions are approved by the chair.

_____ In our judgment, the candidate's dissertation requires major revisions. It must be resubmitted for approval by the chair and two members of the examining committee.

_____ We certify that the candidate has failed the Final Examination, and make the following recommendations:

The results and recommendations of the oral defense are decided by a majority vote of the five members.

DEPOSITING THE DISSERTATION When the final version of the dissertation has been accepted by the Examination Committee, and when all other requirements have been met, the student may then arrange with the Dissertation Secretary to submit the dissertation to the Mina Rees Library at the Graduate Center. The

dissertation must follow the format of the Registrar’s instructions or it will not be accepted. It is required that three unbound copies be deposited with the Dissertation Secretary at the Graduate Center, and a bound copy with the Psychology Department Chair at Queens College. It is customary for candidates to provide members of their Examination Committee with copies of the finished dissertation.

In addition, the “Human Participants Certification” form must be submitted with your completed doctoral dissertation at the Graduate Center. This form, which requires the signature of the Provost, will indicate the date IRB approval was obtained.

The Ph.D. degree is considered completed as of the date the dissertation is deposited in the Library and the fee(s) paid and cannot be deposited until after the 12 month internship has been completed. You can be provided with documentation by the Registrar at this time attesting to the fact that you have completed all the requirements for the degree. The degree itself is awarded three times each year: February 1, Commencement Day in June, and October 1.

In order to receive the Ph.D. in June, you must deposit the revised dissertation in the Library and pay all fees by about May 1st (check the graduate school calendar for an exact date). This means that the Oral Defense must be scheduled well before that time so that all required revisions can be made and a final typed copy of the dissertation can be ready by the deadline. If you complete the requirements after the deadline, you will receive the degree the next time it is awarded. To receive a February or October degree, the thesis must be in the Library and the fees paid by February 1 or October 1.

| For the degree to be awarded in | Candidate must be enrolled during | and deposit dissertation by |
|---------------------------------|-----------------------------------|------------------------------|
| February | preceding fall semester | last business day in January |
| May/June | spring semester | May 1 |
| October | preceding spring semester | September 15 |

CLINICAL EXTERNSHIPS The clinical externship is an integral part of the Clinical Psychology: Neuropsychology Doctoral Program and was developed to provide students with the opportunity to apply didactic and theoretical training in assessment and intervention in “real-life” clinical settings. Students with the required academic prerequisites complete a sequence of supervised clinical experiences that begins with applied training and experience in a Clinical Psychology setting where the chief activities will include assessment and the application of evidence-based intervention techniques, followed by specialized training in Clinical Neuropsychology, where the primary activity will be neuropsychological assessment and evaluation. Students are required to complete two years of externship and a third year is *recommended* but not required. For externship purposes, a 'year' means 16 hours/week for three consecutive semesters (e.g. summer, fall, and spring). The specific procedures for applying for externship may vary somewhat from year to year based on the Program’s training agreements with external sites; the description below provides general guidelines. Eligible students will receive information about externship applications at the end of each fall semester.

REQUIREMENTS FOR BEGINNING EXTERNSHIPS

1. Students may not begin externships until they have taken all of the following courses: Psychodiagnostics I; Psychodiagnostics II; Psychopathology; Psychometrics; Systems of Psychotherapy; Clinical Neuropsychology, Ethics/Legal Issues for Psychologists, Professional Issues in Clinical Psychology and Diversity Issues/Clinical Psychology.
2. Students may not register for externships for course credit beyond their 45th credit unless they have passed the first doctoral examination and completed their 2nd year project (at Level II).
3. Students taking externships must have practice and liability insurance, which may be purchased from APA as a student member, at: <http://www.apa.org/membership/>.
4. Students must be familiar with the Law, Rules, and Regulations of NYS Department of Education for licensure as a Psychologist in New York State <http://www.op.nysed.gov/psych.htm>.

5. Students must complete the NYS Mandated Training Related to Child Abuse. A list of approved providers can be found at the NYS website. <http://www.op.nysed.gov/caproviders.htm>

EXTERNSHIP ASSIGNMENTS

FIRST YEAR OF EXTERNSHIP

1. During the first year of externship training, which begins in June or September, students will optimally be assigned to a site that provides training in Intervention techniques (e.g., individual or group psychotherapy or counseling, cognitive remediation or rehabilitation, psychoeducation groups) and where the primary goal of training will be for the student to develop competencies in the following areas: (building rapport, conducting an intake interview, making and implementing treatment plans, recording client/patient progress and evaluating outcome, and dealing with termination issues, if applicable). All students will be required to be supervised by a licensed, doctoral-level psychologist at a program-approved site. Beginning in 2010, students will be assigned to the program clinic for training with program faculty.
2. The first year of externship consists of a total of 16 hours per week of supervised clinical training. Note that some of this work may be conducted "off-site" (e.g., report writing, background reading) and it is important for the student to discuss the workload expectations with the potential supervisor at an initial interview. The externship during the first year can consist of either three semesters with one supervisor or two consecutive semesters with one supervisor followed by a third semester with a different supervisor.
3. The first three semesters of externship are taken for course credit. As the first year of externship training usually begins in the summer before the student's third year in the program, students register for both 70341 and 70342 in the fall, and for 70343 in the spring of the third year. These courses will be listed in the online course catalog under the name of one of our Clinical faculty (even if you are not being directly supervised by one of these faculty members). Please contact the program faculty (currently Borod, Chacko and Foldi) to determine when you should sign up for credit.
4. In the event that a student is not placed in the program clinic, he/she may apply to external externship sites, as approved by the clinical committee. Students will be provided with a list of approved externship sites and must submit a ranked lists of preferred sites to the DCT in December. Rankings and prior experience will be used to assign students to either a faculty member's site or to provide them with a list of sites that they should apply to. This is to ensure that students do not all apply to the same places. Students who are assigned to a faculty member's site will not be authorized to apply to other sites or to refuse a placement with a program faculty member.
5. As per agreement among area doctoral training programs and externship sites, no student can apply for externship prior to January 15 for externships that begin in summer or fall of that year.

SECOND, AND SUBSEQUENT, YEARS OF EXTERNSHIP.

1. For the second year of externship, students will apply to sites that provide specialized training in Clinical Neuropsychology, where the primary goal of training will be for the student to develop competencies in the following areas: (conducting a neuropsychological intake interview, devising and administering an assessment battery addressing the referral question(s), report writing and providing feedback to patients and family members, if applicable). Students should plan to submit applications on January 15 for externships that begin in June or Sept of that same calendar year.
2. All students will be required to work at a site that is approved by the Clinical committee. The supervisor must be a licensed, doctoral-level psychologist. Students will be provided with a list of approved externship sites and must submit a ranking that may include a program faculty member's site. Students who are assigned to a faculty member's site will not be authorized to apply to other sites or to refuse a placement with a program faculty member.
3. Externships taken in the second and subsequent years do not receive course credit but are noted on the student's transcript. For this purpose, students are responsible for providing the program with a

written evaluations of the externship from the site supervisor (this can be the evaluation that the supervisor completes) and from the student.

4. Externships taken after the first two years will take place in sites approved by the Clinical committee and may include training in either intervention or assessment techniques, depending on the students desire or need for additional training.

EXTERNSHIP SITES AND OVERSIGHT/EVALUATION

1. Students who would like to take an externship or practicum at a site not approved by the Subprogram would need to have the site seek such approval. This approval **must** be obtained before the student commits to working at the site.
2. At the end of each semester of training (at least two times per year), externship supervisors will be asked to complete an evaluation of the extern's performance. Areas of evaluation are related to Program training objectives and include knowledge and application of diagnostic testing and therapeutic techniques, ethical behavior and appropriate interactions with clients/patients and professional staff.
3. Students are required to submit written records at the end of each semester that document contact hours, supervision hours, support hours and number of reports written, if applicable. The reports must include the supervisor's signature documenting this activity and the report will serve as documentation of the students externship experience.
4. Students must also complete a site evaluation form at the end of the semester (two times per year).

CLINICAL INTERNSHIP All students in the clinical program must complete a one year, full-time clinical internship. The program participates in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Matching Program (Subscriber Code=209) and all students must participate in the match. Students are expected to apply to and match to a site that is accredited by the APA. Students are encouraged to apply to internships with a specialty or rotation in clinical neuropsychology.

In order to be eligible to **apply** for internship and participate in the match, students must be at Level III during the semester in which they intend to apply, i.e., complete all coursework; successful defense of second doctoral exam; submission of dissertation topic proposal. Students must also have passed the clinical competency exam (described above). This exam may be held anytime in the year prior to internship application, but we expect that most students will schedule the exam during the spring semester prior to internship application. In order to strengthen the application and facilitate the transition to professional life, **it is strongly advised that a student's dissertation be complete, or almost complete before the start of the internship year.**

Applying for internship requires a significant time commitment as the top sites are competitive. There is a standard online application for internship is administered by APPIC and instructions for completing the application can be found on the website <http://www.appic.org/>. Briefly, students must complete a standard application documenting coursework, practicum hours, and testing experience. The application consists of two parts (1) the standardized application form, completed by the applicant (Part 1), and (2) the Academic Program's Verification of Internship Eligibility and Readiness Form, and completed by both the applicant and his/her academic DCT (Part 2). Each year, during the summer, the current year application becomes available online; Internship application deadlines vary by site and typically range from November 1 to December 15 and applicants are encouraged to register for the Match by December 1st. Interviews are conducted during December and January, and rank order lists are due in early February. Match day occurs at the end of February. Students who do not match to an internship site can participate in the APPIC clearinghouse. The DCT will hold an information session each year for interested students to review the policies and procedures for applying to internship the following semester.

In addition to the APPIC application, nearly all sites also require an official transcript from the student's graduate program, three letters of recommendation, and sample (deidentified) reports. Some sites request

minor supplemental information or additional letters. The decision process for making offers for internship obviously differs from site to site, but a recent survey conducted by APPIC indicates that over half of Internship Training Directors consider interviews, essays and letters of recommendations as among the most important indicators of internship selection. Only 40% of directors rated the total number of hours as “very important”, suggesting that after meeting the minimum standard, other factors become more important.

In order for a statement as to the successful completion of an internship to appear on the official CUNY transcript, and also for the purpose of licensing, an official letter from the internship site, attesting to successful completion of the internship training, must be sent to the Director of Clinical Training. It is the student's responsibility to make sure that this documentation is provided to the Subprogram.

LICENSING IN NEW YORK STATE

Students who anticipate applying for licensing in New York State should familiarize themselves with the regulations governing licensure well ahead of time. Regulations change from year to year, so it is crucial to obtain up-to-date copies of the regulations at the website of the NY Department of Education <http://www.op.nysed.gov/psychlic.htm>. Currently, the state requires (1) a Ph.D. or Psy.D. in Psychology from an accredited institution (such as CUNY) and (2) the equivalent of two years of full time work as a psychologist, before candidates are allowed to take the licensure examination. Typically, the year-long internship serves as the first year of this experience, but at least 1 year must take place after the Ph.D. The final decision as to the appropriateness of match between a work experience and educational preparation is made by the Board post-hoc, on the basis of a report by the work supervisor. Nevertheless, if you have doubt as to the appropriateness of a work experience, you are encouraged to consult with the Board. It may take some time to receive a written response, but often questions can be addressed informally by phone.

LICENSING IN OTHER STATES

Licensing board information for all 50 states and 10 Canadian provinces can be found at the website of the Association of State and Provincial Psychology Boards: <http://www.asppb.org/about/boardContactStatic.aspx>.

PROGRAM POLICIES AND PROCEDURES

REGISTRATION

COURSE LISTINGS: Current course listings and schedules for graduate courses can be found here: http://www.gc.cuny.edu/student_web/course_listing.htm

NEW STUDENTS: Registration materials are sent by mail from the Graduate Center to new students in late August. Registration is done online with assistance of the Subprogram Head and at the Neuropsychology orientation meeting at Queens College. Note: students are responsible for providing proof of immunization, financial data (international students), and other information required by the GC.

CURRENT STUDENTS: Registration for current students takes place in December/January for the spring semester and May/June for the fall semester. All registration is done online via the Graduate Center Banner system. Holds on registration may occur if a student has more than two incomplete grades, has not paid past tuition, or in a variety of other situations. Students are notified of holds by the registrar. Students can get access to their transcripts through the GC Student Web http://www.gc.cuny.edu/student_web/index.htm

Students are required to maintain **full-time status** throughout their stay in the Subprogram. Full-time status depends on the student's tuition level (see below). **At level I, students must carry 7 or more credits/weighted instructional units (WIUs). At levels II and III, students must carry 12 or more credits/weighted instructional units (WIUs).** Credits, obviously, are associated with coursework. WIUs are administrative units that permit students who take less than 7 course credits in a given semester to be certified as full-time. They are given by the Subprogram Head for appropriate academic involvement, such as teaching, exam preparation, and research. They do not count toward program credit requirements or toward the degree. Only course credits count toward the degree.

PROGRAM RESIDENCY AND TRANSFER CREDITS

Students in the Clinical Neuropsychology Program track must complete a minimum of 82 credits plus a one-year full-time internship. When deemed appropriate, based upon a review of the course curricula and requirements, students are allowed to transfer-in a maximum of 30 credits from another graduate program. Thus, all students take a minimum of 52 credits at CUNY. Residency for the typical student who enters the Program with a Bachelors Degree is six to seven years, with five to six years of full-time coursework, externship training and research, and one year of internship.

The decision as to how many graduate credits may be transferred from coursework completed prior to admission to the Subprogram is made by the Subprogram Head and Director of Clinical Training, subject to approval by The Graduate Center. The policy governing this decision is that, in general, courses taken elsewhere, with a grade of B or better, that are judged to be equivalent in content and quality to specific courses offered in the Subprogram are given credit, and the student is not permitted to take these specific courses for credit at CUNY. Transfer credit is also given for courses that are judged to be germane to the Subprogram, although no similar course is offered here. In this case, "blanket credit" is given, and there is no resulting restriction as to courses taken at CUNY. For courses taken at other institutions, a maximum of 30 credits can be transferred. Credits transferred from Queens College will not count against the 30 credits that can be transferred in from other institutions. For courses taken at Queens College, a maximum of 42 credits can be transferred. Students will not be allowed to transfer credits for Core Clinical courses from other institutions, including 75500 (Psychopathology), 78700 (Systems of Psychotherapy), 76600 & 76700 (Psychodiagnostics I and II), 85400 Diversity Issues in Clinical Psychology, 84400 Professional Issues in Psychology, 77100 (Ethics), 81700 (Survey of Clinical Neuropsychology) and 76101 (Neuropsychological Assessment) as it is critical for students to be trained according to the Program model and training philosophy, which includes the requirement that students receive training in a sequential, programmatic manner.

Students applying for transfer credit should bear in mind that the Subprogram Head and Director of Clinical Training judge the merit of the courses taken previously, and whether it is in the student's best interest to transfer a particular number of credits. Several factors should be considered when making application for transfer credits. On the one hand, the more credits you accumulate, the less you need to take and the quicker you will reach Level II or III with their lower fee schedules. On the other hand, the more credits you enter with, the sooner you must take the First Doctoral Examination. Thus, if your previous courses were not preparatory for the First Doctoral Examination, it may not be advantageous for you to transfer all of these credits.

If you wish to transfer credits, obtain an Advanced Standing Transfer Credit form from the Program secretary and submit it to the Subprogram Head. Heed the following:

1. A catalog description and/or the course syllabus is required for courses taken at a university other than CUNY.
2. If a course description is not available, you must provide a list of texts and/or readings used, plus any papers, etc. that may indicate the course content.
3. If the transcript in your admissions application is not complete, you must provide the Subprogram Head and the Registrar's office at the Graduate Center with a new, complete, transcript showing grades for all courses you wish to transfer.

Although the deadline date for filing the form to transfer credits varies from semester to semester, it is suggested that you file as quickly as possible after you start classes. **Note that all transfers must be completed within one year of admission to the Subprogram.**

CONSORTIUM REGISTRATION

Neuropsychology students are eligible via the Interuniversity Doctoral Consortium to take classes at associated institutions (these include: Columbia University (including Teachers College), Fordham University, New School University, New York University, Princeton University, Rutgers–New Brunswick (State University of New Jersey), and Stony Brook (State University of New York)). Prior to registering, the course syllabus must be sent to the program head for approval. A maximum of 2 courses (6 credits) can be taken via the consortium. Students cannot take any of the following courses at these associated institutions: 75500 (Psychopathology), 78700 (Systems of Psychotherapy), 76600 & 76700 (Psychodiagnostics I and II), 85400 Diversity Issues in Clinical Psychology, 84400 Professional Issues in Psychology, 77100 (Ethics), 81700 (Survey of Clinical Neuropsychology) and 76101 (Neuropsychological Assessment).

GRADING SYSTEM

A (plus or minus) — Excellent

B (plus or minus) — Good

C (plus or minus) — Fair (lowest passing mark)

SP — Satisfactory Progress (for dissertation supervision or certain research courses requiring more than one semester for completion)

NRP — No Record of Progress. The grade may be assigned by dissertation supervisors only to students in 90000 courses (Dissertation Supervision) if the student has done little or no work on the dissertation over the course of the semester.

W — Withdrew without academic penalty. This is a student-initiated grade, which may be requested from the fourth through the tenth week of the semester. Under no circumstances can a student withdraw and receive a "W" grade after the tenth week of the semester without the written permission of the course instructor and the Executive Officer, and the approval of the Vice President for Student Affairs. This grade carries tuition liability.

WA — Administrative withdrawal. This grade, which does not affect the grade point average, is administratively assigned.

F — Failure

P — Pass. Each program is authorized to use the grade of "P" for such courses and under such conditions as the Executive Committee of the program deems appropriate.

INC — Incomplete. To be assigned only when student work has not been turned in by the end of the semester and the instructor agrees to permit the student to complete the work at a later date. The "INC" may be changed to a letter grade within the following calendar year, after which time the "INC" is automatically changed to "INP" (Permanent Incomplete).

ABS — Absent from Final Examination. To be assigned only in those courses in which there is a final examination. The "ABS" grade is to be used when a student has completed all requirements for the course except the final examination. The "ABS" may be changed to a letter grade within the following calendar year, after which time the "ABS" is automatically changed to "ABP" (Permanent Absent).

ACADEMIC HONESTY Students in the Neuropsychology Subprogram are expected to hold themselves to the highest standards of ethical behavior in all aspects of their academic and professional, as well as personal, lives. They are required to comply with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (<http://www.apa.org/ethics/>) as well as the Graduate Center's policy on academic honesty http://www.gc.cuny.edu/current_students/handbook/acadPol.htm#29. Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct.

Attention is called to the following particular situations:

Unintentional plagiarism As the Student Handbook makes clear, intention is not a necessary element of plagiarism. If you know where you got the information, or know that you should know where you got the information, cite the source. Failure to appropriately cite a source, even if due to carelessness or ignorance, is still considered plagiarism. Furthermore, it should be pointed out, publication of plagiarized material is illegal.

Collaboration on assignments Any collaboration with others in the completion of papers or other assignments is forbidden, unless explicitly permitted by the appropriate instructor. Students must acknowledge the source and degree of any collaboration in the submitted work.

Submission of same or similar work in more than one course Work that is being submitted, or has been submitted, in one course may not be submitted, in part or whole, in another course except with the prior permission of both instructors involved. It may be appropriate in some cases to revise a paper from a course taken earlier, but this may only be done with explicit permission from the present instructor.

Behavior during examinations Students are not permitted to communicate with each other in any way during an examination. They are not allowed to have any books or papers with them during an examination, except with the explicit permission of the instructor or proctor. Students may leave the examination room during an exam only with permission of the proctor, and they must not take with them any items (e.g. papers, books, telephones, electronic organizers) except for those associated with personal hygiene. A student who does not obey the instructions of the proctor is liable to disciplinary action.

Citations from secondary sources The list of references associated with any paper, be it a published article or a term paper, may include only material which the writer of the paper has actually read. Thus, if a student has read in an article about something that was said or done by another author, it is the article that the student read (secondary source) that must be referenced, but the original (primary) source must be identified in the text of the paper, with a citation to the secondary source (Publication Manual of the APA, 5th Ed., Washington, D.C.: APA, 2001, p. 247).

Cheating All forms of cheating are, of course, forbidden. Cheating takes many forms, but includes both the use of unauthorized assistance or materials, as well as the provision of such assistance to others. It also includes the offering of false excuses to gain extensions of time for handing in assignments.

Misrepresentation of research Research reports, published or otherwise, must not misrepresent in any way the work that was actually done.

TIME LIMITS FOR COMPLETION OF ALL REQUIREMENTS

Students must complete all requirements for the Ph.D. within 8 years (basic track) or 9 years (clinical track) of entering the program. Students with 30 or more transfer credits must complete all requirements within 7 years (basic track) or 8 years (clinical track) of entering the program.

The First Doctoral Examination must be passed before students can proceed beyond 45 course credits or advance to Tuition Level II or begin externship training.

The Second Doctoral Examination must be passed by the last day of classes of the student's 9th semester in the program (basic track) or 10th semester in the program (clinical track) and before students can advance to Tuition Level III.

The Second Year Research Project must be completed by the end of the 4th semester in the program. Students who do not complete the Second Year Research Project by the end of the 4th semester will receive an incomplete. If they do not complete the project by the end of the 5th semester they will be placed on probation. If they do not complete by the end of the 6th semester they will be terminated from the program.

Students are required to attend either 20 Neuropsychology colloquia during their first three years of residence in the Subprogram, or 30 colloquia overall, before they may proceed to their doctoral defense.

The dissertation topic proposal must be filed before the end of the student's fifth year in the Subprogram.

The dissertation must be completed and successfully defended by the end of the 16th semester in the Subprogram for basic track students and the 18th semester for clinical track students. (These limits are reduced by one year for students with 30 or more transfer credits.) Students who do not complete the dissertation within this time period will be terminated from the program. Such students may appeal for reinstatement. If reinstated, the student will be subject to the 8-year rule.

Effective 2006, examinations may not be taken during the months of July or August. In addition, students should be aware that faculty members are not obligated to read or provide comments on Second Doctoral Examination, Second Year Projects, or dissertation papers during the months of July or August.

MASTERS DEGREE

M.Phil. degree Students who have been advanced to candidacy (completed all course and credit requirements for the Subprogram, passed the First and Second Doctoral Examinations) may apply to the Graduate School and University Center for the M.Phil. degree.

MA degree Students apply for an "en-route" MA through the Graduate Center, although the MA degree itself is awarded officially by a CUNY senior college. Most students choose to receive their degree from Queens College. Note that the awarding of this degree does not occur automatically; students must apply for it.

Students may obtain an "en-route" MA degree after completing the following requirements:

1. Passing the First Doctoral Examination
2. Completion of 45 credits including 70000, 70500, and one of 70100 or 70310.
3. Approval of a "major paper" (usually the Second Year Project) by three Neuropsychology faculty members.
4. Approval of the paper by the Program Head.

RETENTION As a program, we are proactive in our efforts to retain students. Faculty mentors, including the DCT and PH are accessible to students, providing guidance and supervision to ensure timely completion of the degree. Many students have the opportunity to interact with faculty members through service on various Program committees. Additionally, there are numerous occasions throughout the academic year that foster a sense of community among Program members and provide the opportunity for students and faculty members to interact, including Neuropsychology Research Day, Colloquia, and Departmental parties.

STUDENT PROGRESS/EVALUTION Students' progress is monitored closely throughout their enrollment in the subprogram. Once per year, students complete an information form that details their progress. Each student meets individually with the PH in the spring semester and, later that semester, the faculty meets to review the progress of each student in the program. Issues of retention and termination are discussed at this time. Any problems that arise at this meeting (or at other times during the year) are referred to the mentor, the PH, or the DCT, as appropriate. After the annual evaluation meeting, students are given written feedback. This feedback includes suggested efforts to remedy any problems that have been identified. Students are also provided with written feedback regarding any corrective actions taken and the degree to which such actions have proved successful. In addition to written feedback from the PH after the annual evaluation meeting, a notice is sent to student (and PH) from the Graduate Center registrar if the student is out of compliance with the program (e.g., non-payment of tuition, GPA below 3.0, failure to meet a doctoral program deadline).

LACK OF SATISFACTORY PROGRESS, PROBATION AND GROUNDS FOR TERMINATION Lack of satisfactory progress (i.e., student fails to meet acceptable levels of achievement) occurs when students exceed time limits for requirements, when their composite GPA drops below 3.0, or when the faculty concludes that insufficient progress is being made toward completing the dissertation including timely passing of all subprogram requirements. Students who are not making satisfactory progress may be placed on probation, the conditions of which are determined by the Executive Committee. Students on probation must show clear evidence of meeting these conditions within the time period established by the EC or they will be terminated from the program. Students on probation are not eligible for institutional financial aid. Grounds for termination from the Program include non-payment of tuition, failure to make adequate progress in a timely manner, poor grades (i.e., GPA below 3.0), and unethical behavior.

STUDENT APPEALS Students may appeal any decision regarding academic status, such as course or examination grades, as well as other grievances, to the PH within 30 days of the student's notification of the decision in question. If a resolution of the situation, satisfactory to the student and the PH, is not reached, the PH brings the appeal to the Executive committee within a further 30 days, (or 60 days during the summer months). Students always have the right to present their appeals or grievances directly to the Neuropsychology Executive Committee. Students may appeal any decision regarding academic status to the Subprogram Executive Committee. Such appeals should be made in writing to the Program Head. Students have the right to appear before the committee. They may request that student members of the committee be present during their appearance. However, student members cannot be present while the faculty discusses the appeal in executive session.

If an appeal is not granted, the student retains the option of appealing to the Psychology Council and/or GC Provost's Office in conformance with the appeal procedures of the GC. Appeal policies of the Graduate Center can be found in the GC Handbook http://www.gc.cuny.edu/current_students/handbook/appeals.htm.

LEAVE OF ABSENCE Students in good standing may apply for up to four semesters of leave. Each leave request should be made in writing to the Executive Committee prior to the semester or academic year during which the leave will be taken. An online writeable version of the leave of absence form can be found on the department website: <http://qcpages>. If approved by the Executive Committee, requests for leave will be forwarded to the Office of the Registrar. The leave must then be cleared by the Offices of Financial Aid and International Students (if applicable), the Coordinator of Residence Life (if applicable), and the Mina Rees Library, the Bursar, and the Business Office. Leaves of absence "stop the clock", that is they are not counted

toward the time limit for completion of degree requirements. Any student subject to induction or recall into military service should consult the veterans' certifying officer before applying for an official leave. Any international student with F-1 (student) or J-1 (exchange visitor) status should consult the Office of International Students before applying for a leave. A \$10 readmission fee will be assessed upon the student's return. During the period of the leave, no changes in academic status, including such matters as the scheduling and taking of qualifying exams, application for en-route degrees, and advancement to candidacy, may be effected.

A Student who does not register and has not been granted a leave of absence is considered to be out of the program. Students in this situation must formally apply to the Neuropsychology Executive Committee for readmission into the Neuropsychology Ph.D. Sub-Program (Psychology). At the time of application, the Neuropsychology Executive Committee may impose requirements on readmittance such as requiring the student to complete outstanding coursework and/or program requirements. Upon satisfactory completion of the specified requirements the student may be allowed to rejoin the program at the discretion of the Executive Committee. Students taking unauthorized time off may be given lower priority to be placed for externships.

OMBUDSMAN The Neuropsychology Subprogram's ombudsman is available for confidential discussions with students who have unresolved problems with any aspect of the subprogram. The role of the ombudsman is to serve as a neutral advocate for fairness. The ombudsman's job is to listen, to provide information, to suggest options, and to clarify institutional procedures for dispute resolution. The ombudsman does not normally arbitrate or engage in any formal investigative proceedings but, with permission of the complainant, may make appropriate inquiries and attempt to assist with resolving problem situations. Also, with the permission of the complainant, the ombudsman helps ensure that the nature of a particular or general problem is brought to the attention of the Program Head and/or Executive Committee. The ombudsman for the Neuropsychology Subprogram is currently Dr. Joan Borod (joan.borad@qc.cuny.edu, 718 997-3217).

The Graduate Center also has an Ombuds Officer for problems that are not resolved at the subprogram level. (Dr. Rolf Meyersohn, Telephone: 1-212-817-7190).

STUDENT ELECTIONS Each spring, students elect representatives to Subprogram committees and Graduate Center organizations for the following academic year. The Subprogram committees are: Executive Committee, Admissions and Awards Committee, Curriculum Committee, Clinical Committee, and Basic Committee. The GC organizations are the Doctoral Students Council and the Psychology Council. Elections are organized by the student members of the Executive Committee.

PROCEDURES FOR TRANSFERRING FROM THE BASIC TRACK TO THE CLINICAL TRACK

As of Fall 2008, students entering the Basic Track are not eligible to apply to the Clinical Committee for a transfer into the Clinical Track. If a student wishes to transfer from Basic track to the Clinical track, he/she must follow the guidelines outlined by the Graduate Center for moving from one CUNY doctoral subprogram to another (e.g., if a student in the Social doctoral subprogram wanted to enroll in the Forensic doctoral subprogram).

TUITION AND FINANCIAL ASSISTANCE

For calculation of tuition rates, students are classified according to level of doctoral work. Tuition rate will also vary according to whether the student is a New York State resident.

TUITION LEVELS

Level I: Entering students. In 2010, Tuition for Level 1 is \$3,455/term for in-state students \$675/credit for out-of state and foreign students. In-state tuition is available for United States citizens after one year of in-state residency.

Level II: Students move to Level II when they have completed 45 credits (including transfer credits) and passed the First Doctoral Exam. In 2010, Level II tuition is \$2,165/term (in-state), \$4,810/term (out-of-state and foreign students).

Level III: Students move to Level III when they have completed all degree requirements except the dissertation. In 2010, Level III tuition is \$855/term (in-state), \$1,715/term (out-of-state and foreign students).

Additional fees are also assessed (student activities fees \$41.60/term, Technology Fee \$100/term, Consolidated Service Fee \$15/term).

See the Graduate Center webpage for the most up-to-date-information on tuition rates and fees. http://www.gc.cuny.edu/prospective_students/viewbook/master_finance.htm.

FINANCIAL ASSISTANCE – GENERAL INFORMATION

Financial assistance to students is based primarily on merit, as determined by factors such as progress in meeting requirements, research productivity, and course grades. Additional factors such as teaching, service to the program, and need may also be considered. Decisions about financial aid are made by the faculty members of the Subprogram Admissions and Awards Committee in accordance with guidelines set by the Executive Committee. Students in the Clinical and Basic tracks are eligible for financial aid from the GC and Queens College. Financial aid is limited. Students should not count on receiving aid directly from the graduate center, queens college, or the neuropsychology subprogram.

There are two institutional sources of financial assistance: the Graduate Center and Queens College. Each year the Graduate Center allocates a certain amount of money to each subprogram. In the 2010-2011 academic year, for example, the Neuropsychology Subprogram received: \$7,000 in University Fellowships and \$16,400 in Tithe funds. These awards are given to incoming Clinical and Basic track students as well as students already in the Program. In addition, one Science Fellowship (5 years of a \$24,000 stipend and tuition) and two Chancellor Fellowships (5 years of tuition and 5 year \$18,000/year stipend in return for teaching in years 2-4 and other University service in year 5), two Graduate Research Fellowship B's (\$10,500/year plus tuition) were awarded to incoming students. Some of these awards include the cost of tuition while others do not. In a typical semester, approximately one-third of Neuropsychology students (in Basic and Clinical tracks) receive some financial assistance from the Graduate Center. The Graduate Center also provides federally subsidized loans via the Stafford Loan program and participates in the Federal Work-Study program. In order to be eligible for any assistance from the Graduate Center, students must submit required forms to the GC, http://www.gc.cuny.edu/admin_offices/finaid/index.htm.

The other main source of institutional funding is for teaching at Queens College. Many undergraduate courses are taught by doctoral students in Neuropsychology or Learning Processes doctoral programs. Students may be hired on Graduate Assistant (teaching) lines or on Adjunct Instructor lines. Students who wish to teach at Queens College must successfully complete the Psychology Department's Teaching Apprenticeship Program.

In addition to a salary (\$64.84/hour) students in years 1-6 of the program will receive in-state tuition waivers and eligibility to enroll in low cost student health insurance during the terms that they teach (http://web.gc.cuny.edu/provost/doctoral_students/health.html).

Another important source of funds for students comes from employment provided through faculty grants and research opportunities at other institutions. Notices of such opportunities are often sent to the Program Head and distributed to students via e-mail.

Students are encouraged to seek out other sources of financial support. Information on external support resources can be found at the GC website, http://www.gc.cuny.edu/admin_offices/finaid/index.htm. Other information sources for financial aid opportunities can be found at the APA website <http://www.apa.org/students/funding.html>, and website of the American Psychological Foundation of APA <http://www.apa.org/apf/grants.html>.

FINANCIAL ASSISTANCE FOR CURRENTLY ENROLLED STUDENTS

GRADUATE ASSISTANTSHIP B - provided by the Graduate Center, administered through the Provost's office. Students receiving the Graduate Assistantship B must provide 225 hours of research for the 12-month duration of the award. They may accept additional teaching or research positions within the City University of New York; however, the student's total work load, including the Graduate Assistantship B, may not exceed 240 hours of teaching or 450 hours of non-teaching activity per year. The amount of funding changes from year to year. It is currently at \$10,500 for 12 months. If the student is re-appointed to a Graduate Assistantship B for subsequent years, the student is entitled to salary increases pursuant to the collective bargaining agreement between The City University of New York and the CUNY Professional Staff Congress.

UNIVERSITY FELLOWSHIP - provided by the Graduate Center, administered through the Financial Aid office. Each year the Neuropsychology Program receives a sum of money for University Fellowships. Including so-called "supplementary funds," this amount has typically been around \$5000-7,000. The Neuropsychology Program is free to allocate this amount in any way it chooses. The trade-off, of course, is between giving small amounts to many students versus larger amounts to fewer students. There is no fixed algorithm for this. It is decided on an annual basis by the Awards Committee. There are two types of UF awards: one requires students to provide service, usually research in her/his academic program, in the amount of 4.5 hours per month per \$1,000 of University Fellowship for the nine-month academic year. The second is the so-called "State Funded" UF. It has no service requirement. Regardless of type, if the student is not receiving tuition-related financial aid sufficient to cover the full cost of tuition, the amount necessary to pay full tuition is deducted from the University Fellowship.

TITHE FUNDS - provided by the Graduate Center, administered by the Financial Aid office. These funds come from overhead on faculty grants. Therefore, the amount of tithe funds depends on how much grant funding Neuropsychology faculty are receiving. Using a formula worked out by the Graduate Center, a certain amount is "returned" to the Program, which then allocates the funds to faculty members whose grants generated the funds. The faculty members use the funds to support students working in their labs.

GRADUATE ASSISTANTS (TEACHING) - provided by Queens College, administered by the Psychology Department. There are 2 categories, B, and C. Teaching assignments are made by the Psychology Department Chair.

Graduate Assistant B - teaches one 4-hour class per semester; begins at \$5,250/term.

Graduate Assistant lines are covered by the PSC-CUNY union contract. More information can be found at in the PSC-CUNY pamphlet Graduate Assistants and Fellows.

ADJUNCT TEACHING - provided by Queens College, administered by the Psychology Department. Adjuncts are hired as employees of Queens College through funds allocated to the Psychology Department. Payment depends on the number of hours teaching. In recent years the beginning salary has been \$60.25 per hour. In addition to the salary, student-adjuncts are eligible for tuition remission at the in-state level and student-health insurance for the terms they are teaching. The complete pay schedule and other information can be found in the PSC-CUNY pamphlet, Adjuncts -- Rights and Benefits.

FINANCIAL ASSISTANCE FOR NEW STUDENTS (GC FUNDS)

SCIENCE FELLOWSHIPS - provided by the Graduate Center, administered by the Office of Student Affairs. This award is exclusively for new incoming students. The fellowship provides \$24,000 during each of the first two years of study and in-state tuition for the first five years of study. During years 3 to 5, the Subprogram will help secure a curriculum-related position (usually teaching or research) for the Science Fellow. The support during years 3 to 5 could come from teaching and/or research grants. The sources of such support are difficult to anticipate. The Science Fellow is not obligated to accept such support in years 3 through 5, in which case the fellowship should be given up by the student. To maintain the Science Fellowship, a student must engage in research activities for a minimum of 20 hours per month, as well maintain satisfactory progress and meet all Subprogram objectives in a timely manner.

CHANCELLOR'S TEACHING FELLOWSHIPS – provided by the Graduate Center for incoming students. Students receive tuition for 5 years. They teach 6 hours per semester in years 2, 3, and 4 and provide University service in year 5. Students may opt to give up this award if they decide they do not wish to teach. In that case, the remainder of the CTF may be given to a current student. The current yearly stipend is \$18,000.

ADDITIONAL FORMS OF ASSISTANCE

Information about Federal Work-Study awards, government loans, New York State Tuition Assistance Program, and other fellowships can be found at the Graduate Center financial aid website: http://www.gc.cuny.edu/admin_offices/finaid/descriptions.htm. Specific information about minority fellowships and other opportunities can be found here: <http://web.gc.cuny.edu/oeodp/pages/about.html#>.

TRAVEL AWARDS

The Graduate Center provides limited financial assistance for: (A) Registration and travel expenses for presentations at professional conferences (must include CUNY Graduate Center as affiliation in conference program) up to one-half of the conference-related costs; to a maximum of \$300; (B) Research-related travel costs and travel costs for attending professional conferences, up to one-half of the costs, to a maximum of \$200. Additional information and an application form for the Sue Rosenberg Zalk Student Travel and Research Fund can be found here: http://www.gc.cuny.edu/current_students/studentTravel/studentTravel.pdf. Note that applications for this award should be forwarded to the Graduate Center as soon as you know that you will be presenting at a conference because the funds are granted on a first-come first-serve basis, and it is not unusual for the funds to run out well before the end of the academic year.

TEACHING APPRENTICESHIP PROGRAM

All students must complete the Teaching Apprenticeship Program (TAP) during the 1st or 2nd year in residence. Upon completion of the TAP (described below), Masters and Doctoral students are eligible to teach as adjunct lecturers (beginning at a rate of \$64.84 per contact hour as of 8/5/2010). Total compensation can be calculated by multiplying the total number of contact hours by the above figure. If a graduate student teaches six or more contact hours in a given semester, they are eligible to receive an additional 15 hours of adjunct pay to cover out-of-class contacts, make-up exams and office hours. Initial assignments often include teaching the lecture or lab sections of a Psychological Statistics course. Other course assignments include Introductory Psychology, Developmental Psychology and Experimental Psychology. Experienced graduate student teachers have taught many upper level didactic courses as well as laboratory courses in Advanced Experimental Psychology (Learning), Advanced Experimental Psychology (Behavior Modification), Advanced Experimental Psychology (Cognition) and Advanced Experimental Psychology (Sensation and Perception).

In addition, the Graduate Center of the City University of New York awards a limited number of Chancellor's Fellowships for incoming graduate students. Fellows are given 5 years of tuition remission and are required to teach in years 2-4. Compensation is \$18,000/year. In those years 2-3, the fellowship requires teaching the equivalent of two 3-credit courses (90 contact hours) each semester for a total of 180 contact hours in the combined Fall and Spring semesters. Fellows are also eligible to teach during summer sessions and during the fifth year as adjunct lecturers for additional compensation.

Graduate students in the Teaching Apprenticeship Program are required to attend one two hour workshop given annually in the fall. This workshop introduces them to many resources on teaching and on college rules and regulations. The student is then assigned to a faculty mentor and must attend at least two lectures given by the mentor that semester. The student and the mentor then meet to plan a lecture which the student must give. After the student has presented the lecture to the class, the mentor critiques the student's performance and sends an evaluation to the mentorship committee chairman, who then gives it to the departmental chair. A student who received a positive evaluation is put into the pool of prospective student teachers. The mentor can serve as a guide for the student in creating syllabi, tests, and other pedagogical matters subsequent to the training experience.

AWARDS AND OTHER FORMS OF RECOGNITION FOR OUTSTANDING TEACHING Graduate student teachers who have been positively evaluated are often given the option to offer a course of their choosing during the summer session. The College offers an award and monetary stipend for an adjunct instructor selected as Adjunct Teacher of the year. This recognition is presented at the annual Faculty and Staff Assembly.

STUDENT RESOURCES

The Graduate Center Student Handbook and GC Office of Student Affairs provide the most current information about resources available to students. A select few are highlighted below. See the handbook and Office of Student Affairs websites for more information:

- Graduate Student Handbook http://www.gc.cuny.edu/current_students/handbook/acadPol.htm
- Office of Student Affairs http://www.gc.cuny.edu/current_students/index.htm

PARKING

Graduate students may obtain parking permits at Queens College at a cost of \$275 per year.

HOUSING

Queens College recently opened a residence hall that graduate students are eligible to live in and/or serve as resident advisors. Further details can be found at <http://www.thesummitatqc.com/main.html>. Most students live in rental apartments in Queens, Brooklyn, the Bronx, and nearby Nassau County. Rental apartments range from about \$800 to \$1400 for one-bedrooms. Queens College maintains a listing of local rentals in the office of Student Organizations, Room 319 of the Student Union. This office is open from 9-9 Monday through Thursday and 9-5 Friday all year. Students who are relocating to the New York area should contact current students for information about neighborhoods, types of housing, and possible leads for rental opportunities.

LIBRARIES AND ON-LINE RESOURCES

Neuropsychology doctoral students have access to the entire CUNY library system. Electronic journals are available both through Queens College's Rosenthal Library <http://qcpages.qc.edu/Library/> and the Graduate Center's Mina Rees Library <http://library.gc.cuny.edu/>. The Queens College library subscribes to hard copies of many journals relevant to Neuropsychology; the electronic access is also quite extensive. Any computer on the Queens campus has access to the electronic journals, which may also be **accessed from home** by following these procedures: Make sure your Office of Converging Technologies (OCT) esims account is activated. Students can activate their accounts online. Faculty should use their QC account. After your account is activated: Go to the Library home page <http://qcpages.qc.edu/Library/>. Click "Off Campus Access" (<http://qcpages.qc.cuny.edu/Library/online/offcampus.html>) and follow the procedures to setup a proxy server. Access to the Graduate Center online resources including the Mina Rees Library can be obtained via logging into the Citrix system at <https://citrix.gc.cuny.edu/Citrix/MetaFrame/auth/login.aspx>.

LOUNGE

The Psychology Department has designated room SB E-308 as a Graduate Student, Faculty and Staff lounge. This room, The Razran Room, is also used for meetings and colloquia. *Those uses have priority over its use as a lounge.* The lounge is open Monday through Friday from 9 to 5. A refrigerator is located in the departmental office (SB E-312), coffee maker and microwave are adjacent to the student mailboxes. Please be sure to keep the room and equipment clean.

SUBJECT POOL

The Psychology Department operates a subject pool as part of the Psychology 101 research requirement. This resource provides researchers with approximately 600 undergraduate participants each semester (about 100 in the summer). Typically, each student is required to participate for two hours.

GRANTS OFFICE AND IRB

All research done by Neuropsychology doctoral students must receive approval from a campus Institutional Review Board (IRB). All campuses at CUNY use a common IRB application form and approval by an IRB at one campus is normally accepted at other campuses. As students of the Graduate Center, Neuropsychology students may seek IRB approval either from the Graduate Center or from Queens College. Students whose research involves facilities or participants at Queens College (e.g., the subject pool) normally will apply for approval from the Queens College IRB <http://qcpages.qc.edu/ORSP/#humans>. The IRB is under the auspices

of the Queens College Office of Research and Sponsored Programs (aka Grants Office) <http://qcpages.qc.edu/ORSP/>. In addition to the IRB, this office is responsible for all grants and contracts submitted by Queens College faculty or students.

OFFICE OF EDUCATIONAL OPPORTUNITY AND DIVERSITY PROGRAMS <http://web.gc.cuny.edu/oeodp/>

This office sponsors academic support programs designed to promote diversity across the doctoral programs at the CUNY Graduate Center. OEODP assists doctoral applicants with the application process; provides fellowship information to applicants and enrolled students; and participates in, as well as sponsors, events that enhance an enrolled student's academic experience. OEODP also administers the MAGNET Fellowship Program, and the Dean K. Harrison tuition award.

OFFICE OF INTERNATIONAL STUDENTS http://www.gc.cuny.edu/admin_offices/inter_students.htm

The office provides advice and assistance to students from outside the United States, particularly with regard to immigration issues relating to F-1 student status and J-1 Exchange Visitor student category. Each semester, the office conducts a special orientation session for international students. The office also assists students in understanding American cultural behavior and in interpreting various bureaucratic procedural requirements.

STUDENTS WITH DISABILITIES

The 504 / ADA Coordinator for persons with disabilities is Mr. Matthew G. Schoengood, Vice President for Student Affairs, Room 7301; Telephone: 1-212-817-7400. The Vice President for Student Affairs also serves as the chair of the 504 / ADA Committee for Persons with Disabilities. It is the policy of the Graduate Center to provide auxiliary aids and services and to make appropriate academic accommodations needed by students with disabilities. A few examples of such possible academic accommodations are extended or divided time for taking an examination, as might be required for a student who has a learning disability or for whom physical stamina is reduced (for example, because of AIDS); use of a computer or other auxiliary aid during an examination; taping of classes. Students who have questions about Graduate Center facilities, auxiliary aids and services, or any Graduate Center academic matters, or who wish to discuss present or possible future accommodation needs or problems should consult with Ms. Sharon Lerner, Director of Student Affairs, Ms. Elise M. Perram, Associate Director of Student Affairs, or the Vice President for Student Affairs. Discussions and information regarding a student's disability will be kept confidential unless a student requests otherwise. Appropriate documentation to obtain accommodations is required to be provided to the Vice President for Student Affairs. Students are encouraged to contact the Office of Student Affairs to discuss present and future needs to facilitate effective planning.

Adaptive equipment and computer software are available at the Graduate Center for the use of students with visual and hearing impairments. Computer users have access to screen-character enlargement, text-to-speech, and optical-character-recognition scan-and-read software, as well as a closed-circuit television. For students with hearing impairments, the Graduate Center has available a personal FM listening system (for use on an individual basis for classes and meetings). The auditoriums are equipped with infrared equipment to assist those with hearing impairments. The Graduate Center provides readers/library assistants, sign-language interpreters, notetakers, scribes, and other auxiliary services as needed. Contact Ms. Lerner or Ms. Perram in the Office of Student Affairs for additional information about these and other facilities and services available to students with disabilities.

The Mina Rees Library can provide students with disabilities with such services as staff assistance in catalog searches and location of books and journals.

Students with disabilities should register with the Office of Security and Public Safety (Room 9117; Telephone:1-212-817-7761) so that provision may be made for their safety should an emergency arise.

Users of TDD (Telecommunications Devices for the Deaf) within New York state should call the Telecommunications Service at 711 or at 1-800-662-1220. Users of TDD outside New York state should call their local Telecommunications Service.

DOCTORAL STUDENT COUNCIL (DSC) <HTTP://WWW.CUNYDSC.ORG/>

The Mission of the DSC is to foster a sense of community among GC students, reflect and encourage the expression of their diversity, develop channels of communication among graduate students, undergraduates,

faculty, staff, and the administration of the GC, generate a space of discussion on GC issues, project the students' voice in Graduate Center affairs, and provide students with valuable resources for advancing their professional careers and enjoying their personal time. The DSC is especially proud of, and shares CUNY's historic mission of providing access to higher education to low-income communities and communities of color in New York City and this nation.

WELLNESS CENTER http://www.gc.cuny.edu/current_students/handbook/health.htm

The Wellness Center <http://web.gc.cuny.edu/wellness/> includes a Student Health Center staffed by a licensed nurse practitioner. The Center provides screenings, referrals for low cost medical care, and general health and wellness programs. Among the specific types of services available are basic physical examinations, immunizations as well as gynecological and male health examinations and screenings. Students are often required to obtain a physical and PPD test prior to start of externship in a medical setting; this can be obtained at low or no cost to students. The Wellness center also has a Psychological Counseling and Adult Development Center, which is staffed by licensed psychologists and postdoctoral and predoctoral fellows. The center provides counseling and short-term psychotherapy, group counseling; crisis intervention, and referral services to Graduate Center students. Confidentiality is assured. Workshops that focus upon management of the challenges and stresses of graduate student life are also offered. Information about health insurance options for students is available from the wellness center.

PROFESSIONAL DEVELOPMENT/WRITTEN COMMUNICATION

The GC offers free non-credit professional development seminars each semester for graduate students. Topics include: preparation for an academic career and teaching strategies. Both the GC and Queens College have resources available for doctoral students who need assistance with the writing process. Each semester, the GC offers two non-credit, full-term courses entitled Effective Academic Writing, one section for native English speakers and one section for non-native English speakers. At Queens College, the Writing Across the Curriculum Program has graduate writing fellows who offer office hours (both drop-in and by appointment) during which they will assist doctoral students with papers and other projects.

FACULTY RESEARCH INTERESTS

Full-time faculty members in the Neuropsychology Program have appointments at Queens College or at one of the other CUNY campuses. Adjunct faculty are affiliated with other institutions such as hospitals and research institutes. Both full-time and adjunct faculty members may supervise students' research, second doctoral examinations, and dissertations. Adjunct faculty may attend but not vote at faculty meetings.

FULL-TIME FACULTY BASED AT QUEENS COLLEGE

Richard Bodnar, Ph.D. (Opioid Pharmacology and Pain-Ingestive Behavior)

Joan Borod, Ph.D. (The Emotion Lab)

Claudia Brumbaugh, Ph.D. (Adult Attachment)

Joshua Brumberg, Ph.D. (Neurophysiology of Sensory-Motor Integration)

Anil Chacko, Ph.D. (Empirically based intervention research for disruptive behavior disorders)

Susan Croll-Kalish, Ph.D. (Roles of Neurotrophic Factors in Epilepsy and Memory)

Jin Fan, Ph.D. (fMRI, attentional networks)

Lanny Fields, Ph.D. (Neuropsychological Factors in Decision Making and Equivalence Classes)

Janine Flory, Ph.D., (Impulsivity; Stress and Trauma)

Nancy Foldi, Ph.D. (Neuropsychological and Attentional Factors in Alzheimer's Disease and Normal Aging)

Jeffrey Halperin., Ph.D. (Neuropsychological and Neurobiological Factors in Attention Deficit and Conduct Disorders)

Ray Johnson, Jr., Ph.D. (Electrophysiological Substrates of Attention, Memory and Cognition)

Andrea Li, Ph.D. (Psychophysical Substrates of Visual Shape Perception)

Yoko Nomura, Ph.D. (Neurobiology and Developmental Psychopathology)

Carolyn Pytte, Ph.D. (Adult Neurogenesis)

Robert Ranaldi, Ph.D. (Neurobiological Substrates of Drugs of Abuse and Learning-Motivation)

Joel Sneed, Ph.D. (Late Life Depression)

Justin Storbeck, Ph.D. (Affective valence and cognition)

Peter Sturmey, Ph.D. (Applied Behavior Analysis and Autism-Developmental Disabilities)

FULL-TIME FACULTY BASED AT OTHER CUNY CAMPUSES

Sarit Golub, Ph.D. (Hunter College) (Social and Epidemiological Factors in Patient Regimen Compliance)

Hilary Gomes, Ph.D. (City College)
(Evoked Potential Analyses of Cognition and Attention)

Benjamin Kest, Ph.D. (College of Staten Island)
(Genetic Factors in Opioid Tolerance and Dependence)

Alan Kluger, Ph.D. (Lehman College)
(Neuropsychological Substrates of Aging and Alzheimer's Disease)

Humberto Lizardi, Ph.D. (Lehman College)
(Neuropsychological and Socio-Cultural Issues in Depression)

Dan McCloskey, Ph.D. (College of Staten Island)
(Epilepsy and Synchronicity of Cortical Networks)

Laura Rabin, Ph.D. (Brooklyn College)
(Cognitive and Neurophysiological Changes Associated with Preclinical Dementia)

Anthony Sclafani, Ph.D. (Brooklyn College)
(Neurobiology of Conditioned Flavor Preference Learning)

Deborah Walder, Ph.D. (Brooklyn College)
(Neuroendocrine and Neurocognitive Markers in the Development of Schizophrenia)

ADJUNCT FACULTY

Gerard Bruder, Ph.D. (Neurophysiological Correlates of Psychopathology), Veronica Hinton, Ph.D. (Cognition in Muscular Dystrophy), Lisa Ravdin, Ph.D. (Neuropsychology of Traumatic Brain Injury and Aging)