

Student Handbook
Psychology and Social Intervention Doctoral Program
Department of Applied Psychology
NYU Steinhardt

A NOTE TO PSI STUDENTS

This handbook is a guide to students regarding the rationale, procedures, and policies regarding all of the major program milestones. It includes guidelines that underlie the expectations for students' experiences throughout doctoral training in the Psychology and Social Intervention Program (PSI).

Three things of note: First, this version of the handbook represents the most accurate picture of PSI guidelines and procedures. In the event that you notice discrepancies within the document or between the document and your experiences, please let us know. Second, as with many strong and growing programs, PSI is still evolving; therefore, we see this very much as a "living document" that may be revised throughout students' graduate training career. Finally, and critically, this document is not a complete list of every action that students need to engage in to be successful in the program. It merely sets forth the content and final deadlines for required materials. As such, not all student or faculty actions that might be expected as part of "best practice" are codified herein. In that regard, the information contained in this document is not a substitute for ongoing communication and collaboration with program faculty.

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1. PSI MISSION STATEMENT

The mission of the *Doctoral Training Program in Psychology and Social Intervention* at the Steinhardt School of Culture, Education, & Human Development (Department of Applied Psychology) at New York University is to train action scientists prepared to work in a variety of settings in order to understand, transform and improve the contexts and systems in which humans develop across the life span. The program places a strong emphasis on: (a) understanding and assessing social settings, systems, and policies; (b) creating/improving, implementing and evaluating prevention and intervention programs; and (c) understanding various forms of diversity and structural inequality among individuals, institutions, communities, and societies. Ours is a research-intensive program with a strong quantitative training component.

Program faculty studies a wide range of ecologies (e.g., families, schools, neighborhoods, policy contexts, programs) and preventive and policy interventions (e.g., psychological, social, educational and health programs), locally, nationally and internationally. Our faculty also conducts research on how cultural factors and identities influence and interact with experiences of these ecologies and interventions. Our New York City location provides an ideal urban setting for studying many kinds of communities, combined with gateways to the world at large.

About Our Program

Students work collaboratively with faculty mentors on a range of activities in these research areas, including study design, data collection and analysis, manuscript preparations, conference presentations, policy briefs, and evaluation activities. Program faculty collaborate closely with one another, as well as with other social, behavioral, health and policy scientists at NYU, other universities, and service, community and policy organizations.

Program faculty also direct or co-direct affiliated institutes and centers at NYU, including the Institute for Human Development and Social Change, Global TIES for Children, the Center for Health, Identity, Behavior, & Prevention Studies, the Child and Family Policy Center, and the Center for Research on Culture, Development, and Education.

2. PSI Program Goals & Objectives

A. Goals

- 1) Build content knowledge base to understand and improve human development in social context.
- 2) Develop methodological skills that enable analysis of change over time and within and across levels of human ecology.
- 3) Acquire abilities to apply psychological and social science principles to the understanding of social settings, social/cultural contexts, and psychological, social and policy interventions.
- 4) Develop abilities to conceptualize, interpret, evaluate and disseminate evidence-based social and policy interventions; and
- 5) Develop the ethical, interpersonal, organizational and technical capacities to undertake high-quality professional work in psychology and social intervention.

B. Program Design Objectives

1) Curricular Training Objectives

- a. Knowledge of core theories of change
- b. Knowledge of development and prevention sciences
- c. Knowledge of econometrics (measurement at extra-individual levels of analysis)
- d. Knowledge of theory of behavior in settings
- e. Knowledge of policy approaches
- f. Knowledge of interdisciplinary theory and research perspectives
- g. Knowledge of quantitative and qualitative methods and analyses (i.e., causal inference, missing data, growth curve modeling, HLM, qualitative and mixed methods)
- h. Knowledge of how to link research questions to appropriate methods (design and analysis)
- i. Knowledge of ethical standards in research and intervention
- j. Identification and development of expertise in chosen area of specialization

2) Experiential Training Objectives

- a. Understanding issues related to social inequality and social justice
- b. Experience in research process from start to finish (i.e., conceptualization, linking research questions to appropriate methods, sampling, measurement development, data collection, study implementation, design and analysis, presentation of findings, discussion of implications, IRB process).
- c. Experience conducting quantitative, qualitative, and mixed methods analyses
- d. Experience conducting and managing research
- e. Experience presenting papers, manuscript preparation and submission
- f. Experience reviewing: manuscripts and/or grants
- g. Experience in grant writing
- g. Experience in intervention science and/or policy
- h. Experience in consultation, advocacy, community organization, and/or other strategies and tactics of intervention
- i. Experience teaching
- j. Personal skill development experiences
 - i. Ethical and professional conduct
 - ii. Communication and collaboration skills

- iii. Time management/organization skills/goal setting
 - iv. Comfortable being uncomfortable
 - v. Positioning to be competitive in academic or other chosen field
 - vi. Developing expertise in substantive specialty area
- 3) Cross-Cutting Training Objectives
- a. Cultural competence
 - b. Critical and analytic thinking, including synthesis and critique of research findings
 - c. Intellectual initiative

3. Course Components

A. Departmental first year pro-seminar (1 course; 3 credits)

One semester required course that provides a basic grounding in the values, history, theory and research pertaining to change in applied psychology. Students should enroll in this course during their first year in the program.

1. *Theories of Change in Applied Psychology (APSY-GE.3009)*

B. Core substantive sequence (4 courses; 12 credits)

Four semester required course sequence worth 12 credits total. This course sequence is designed to provide students with the fundamental thinking skills and "tools" of psychology and social intervention. The four semesters are unlikely to be consecutive.

1. *Psychological Approaches to Conceptualizing and Measuring Human Environments (APSY-GE.2830)* - Students should enroll in this course in their first or second year of the program, depending on when it is offered.
2. *Developmental and Prevention Science (APSY-GE.2094)* - Students should enroll in this course in their first or second year of the program, depending on when it is offered.
3. *Practicum in Intervention or Policy Research I (Counts as two courses: APSY-GE.2827 and APSY-GE.2828)* - Students should enroll in this course in their third or fourth year of the program, depending on when it is offered. It is a one-year sequence.

C. Quantitative/Methodology sequence (6+ courses; 17-18 credits)

A required sequence consisting of at least 6 courses worth 17-18 credits total that provides comprehensive training in the methods required for conducting high-quality research in psychology and social intervention.

1. Gateway Courses (required)

- a. *Research Design and Methodology in the Behavioral Sciences I (APSY-GE.2073)* - Students should enroll in this course in their first year in the program.
- b. *Intermediate Quantitative Statistics (RESCH-GE. 2003)*
- c. *Multivariate Statistics (RESCH-GE.2004)*

2. Core competencies

Eight additional credits must be taken to develop core competencies in this area. Students should take one of those courses in *Multilevel Modeling (RESCH-GE 2040)*, *Analysis of Change (PSYCH-GA 2248)*, or equivalent (at NYU or via the Inter-University Doctoral Consortium).

3. Other methodology courses

Students must take 2 other courses in methodology (totaling at least 5 credits), that include the following topics (by advisement): causal inference, generalized linear modeling, structural equations modeling/factor analysis, cluster analysis, social network analysis, missing data, analysis of large data sets, qualitative analysis or mixed-method research.

D. Core electives (2 courses; 6 credits)

We require that students enroll in 2 additional courses worth 6 credits that are of interest and relevance to their training goals. Some possibilities are presented below. Only courses taught by

Psychology & Social Intervention (or affiliated) faculty members will count towards the completion of this requirement. The student's academic advisor must approve all courses.

- a. *Child Development and Social Policy in a Global Society (APSY-GE.2832, Aber/Allen)*
- b. *Intervention and Social Change (APSY-GE.2826, Aber/Seidman)*
- c. *Risk and Resilience (APSY-GE.2279, Blair/Aber)*
- d. *Culture, Context and Psychology (APSY-GE.2105, Allen)*
- e. *Social Psychology, Intervention, & Social Change (APSY-GE-2605, Godfrey)*
- f. *Conflict Resolution (APSY-GE.2205, Bilali)*
- g. *Intervention & Prevention in Early Childhood Contexts (APSY-GE.2270, Yoshikawa)*

E. Specialty courses (3 courses; 9 credits)

Students will declare a broad substantive area of specialization during their course of study (e.g., feminist studies, school-based/educational issues, women's health). The area is based on student interest, is flexible and can be reformulated at any time in consultation with and approval by the advisor. Students must complete 3 doctoral level courses worth 9 credits total that enhance their expertise in their chosen area of specialization. (A maximum of one of these courses can be taken as an Independent Study course to fulfill a student's chosen specialty area). These courses may be taken in any program/school at NYU or via the Inter-University Doctoral Consortium.

F. Courses for Research Requirements (up to 18 credits)

Students are also required to enroll in supplementary courses designed to enhance their ability to meet their research requirements. The maximum credits that students may take for this requirement is 18.

- a. *Advanced Seminar in Psychology and Social Intervention (APSY-GE.2830, 12 credits total)* – Students should enroll in this seminar for 3 credits once per year for 4 years. In all other semesters in the first 4 years, students should enroll in this seminar for 0 credits. In both semesters in Year 5, students should enroll in this seminar for 0 credits. Regardless of whether they are enrolled for 3 credits or 0 credits, all students in Years 1-5 are required to attend the Advanced Seminar and present their own work annually. After Year 5, students are encouraged but not required to attend and will not be asked to present their own work.
- b. *Second Year Project Seminar (APSY-GE.2839)* – Students should enroll in this course for 3 credits in their 1st year and 3 credits in their 2nd year in preparation for their 2nd year paper.
- c. *Dissertation Proposal Seminar I (APSY-GE.3001)* – Students can enroll in this course for 0-3 credits in preparation for writing their dissertation proposal. Alternatively, or when APSY-GE.3001 is not available, students can enroll in a 3-credit independent study with the same name.

Notes:

- The total number of required, methodological, specialty, elective and research courses specified leave open a number of credits that can be applied to courses selected based solely on students' personal choice.
- Courses can double-count towards both specialty and elective requirements (i.e., the same course can count as both a specialty course and an elective course).
- A concentration in Global Studies requires 12 credits. Students can use (and/or double count) some combination of specialty and elective courses to fulfill the concentration requirements.

- Steinhardt requires students to complete 72-credits in order to earn a Ph.D. The 72-credit requirement can be completed in three academic years by taking four courses per semester. We do not advise taking more than three substantive courses per semester, particularly in the first year.
- There is a 1-point maintenance of matriculation requirement each semester.
- Students entering the program with prior graduate education, or other relevant experience, may appeal to the faculty to opt out of selected courses or requirements if they have previously had the equivalent experience. The appeal needs to be in writing and should include a rationale, evidence of comparability to current program requirements (e.g., a course syllabus; a workshop curriculum), and confirmation of support from the students' advisor. Faculty makes these decisions on a case-by-case basis in conjunction with the student's academic advisor, appropriate NYU course instructor(s) and the psychology and social intervention program faculty.

4. Sample Student Schedule:

	Year 1		Year 2		Year 3		Year 4	
Category	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Core Substantive Sequence	Theories of Change in Applied Psychology (APSY -GE .3009) ; 3 credits	Conceptualizing & Measuring Human Environments (APSY -GE .2830)* ; 3 credits		Development & Prevention Science (APSY -GE 2094)* ; 3 credits		Practicum in Intervention or Policy Research I (APSY -GE .2827 & APSY -GE .2828 ; one year sequence)† ; 3 credits		
PSI Seminar (APSY -GE .2830)	Advanced Seminar in Psychology & Social Intervention ; 3 credits	Advanced Seminar in Psychology & Social Intervention ; 0 credits	Advanced Seminar in Psychology & Social Intervention ; 3 credits	Advanced Seminar in Psychology & Social Intervention ; 0 credits	Advanced Seminar in Psychology & Social Intervention ; 3 credits	Advanced Seminar in Psychology & Social Intervention ; 3 credits	Advanced Seminar in Psychology & Social Intervention ; 0 Credits	Advanced Seminar in Psychology & Social Intervention ; 3 credits
Specialty Courses			Specialty Course Elective ** ; 3 credits		Specialty Course Elective ** ; 3 credits			
Quantitative / Methodology Sequence	Research Design & Methodology in Behavioral Sciences I (APSY -GE .2073) ; 3 credits Intermediate Quantitative Statistics (RESCH -GE .2003) ; 3 credits	Multivariate Statistics (RESCH -GE .2004) ; 3 credits	Quantitative Sequence Elective ; 3-4 credits	Quantitative Sequence Elective ; 3-4 credits	Quantitative Sequence Elective ; 3-4 credits			
Core Electives		Core Elective ; 3 credits		Core Elective ; 3 credits		Core Elective ; 3 credits		
Research Requirements	Second Year Project Seminar (APSY -GE .2838) ; 0 credits	Second Year Project Seminar (APSY -GE .2838) ; 3 credits					Dissertation Proposal Seminar I (APSY -GE .3001) ; 0-3 credits	
Additional Electives / Independent Study					Elective ; 3 credits	Elective ; 3 credits		

* Students should enroll in these courses in either of year 1 or year 2 of the program depending on when it is offered .

** Must be approved .

† Students should enroll in these courses in either of year 3 or year 4 of the program depending on when it is offered .

† Students should enroll in these courses in either of year 3 or year 4 of the program depending on when it is offered .

** Must be approved .

5. Research Experience: Requirements, Goals, & Expectations

A. Research Requirement -- Students are required to participate on the research team of a PSI faculty member (or another Applied Psychology faculty with program approval), beginning the first semester of their first year. Students are expected to allocate at least half of their-time (20 hours per week) to this activity. By year 3, in line with our training expectations to be exposed to more than one project, students should spend a minimum of 5 hours (of the 20 hours per week) working with another research mentor (within or outside of the program by approval of primary research mentor). Students are free to transition onto new research teams throughout their doctoral training.

B. Rationale

1. The intricacies of research require consistent involvement for the development of mastery.
2. In order to develop skills and experience in multiple phases of research (e.g., study design, measurement, data collection, data cleaning or coding, and data analyses) it is necessary to become an integral part of a research team. Adding a second research team provides exposure to different kinds of thinking in the areas listed above.
3. Students work full-time during the doctoral training, which is ensured, in part, by the twenty-hours/week research requirement.
4. The expectation serves as a benchmark for faculty and students to assess the adequacy of students' level of involvement in research.

Assessment

1. Student-advisor pairs will meet each semester to discuss the student activities that reflect involvement in research at a half-time level, and maintain regular communication on which educational goals are being met through each research experience.

Other

1. Fourth and fifth year students are expected to spend most or all of their time actively engaged in research.
2. An extended list of research skills that students will develop over the course of graduate study can be found under "Skills for Intervention Psychologists"

6. THE STEINHARDT ACADEMIC AND FUNDING PLAN

ALL full-time Ph.D. students admitted to the Department of Applied Psychology are funded for 4 academic years either as *Fellows* or as *Research Assistants*. Fellows are funded by the Steinhardt School of Culture, Education and Human Development and select a primary research mentor upon arrival in the fall of their first year. The funding for Research Assistants is provided by specific faculty grants. Research Assistants are required to work with faculty on the grant throughout the course of the Research Assistantship. These two funding streams are described below.

A. FELLOWS: *The 4-year Fellowships offered by the Department of Applied Psychology are divided into 3 fellowship years and 1 scholarship year:*

1. In each of the 3 “*fellowship years*” Fellows will receive
 - a. Full tuition plus fees and health insurance, and
 - b. A yearly stipend, paid directly to the student in two installments (one in late August and one in early January).
2. In the “*scholarship year*” students will receive:
 - a. A scholarship stipend. These funds are paid directly to the student in two installments payments (one in late August and one in early January) and can be used for tuition support or living expenses.

B. RESEARCH ASSISTANTS (RA’s): Research Assistants (RA’s) on grant projects will receive

1. Full tuition plus fees and health insurance, and
2. A yearly stipend payable in 9 monthly payments.

Note:

- Although Fellows and RA’s may register for an unlimited number of tuition credits, those who register for more than 12 credits must receive advisor approval;
- Financial support is not available to part-time students;
- Tuition funding can be used in Fall, Spring, & Summer semesters but cannot be awarded for less than the whole year; and
- Fellowship awards cannot be suspended or “banked” for later use.

C. OTHER FUNDING STREAMS:

1. Student Grants, Fellowships or Scholarships: Students may receive their own externally funded grants, fellowships or scholarships (e.g., Ford Diversity Fellowship, APA Minority Fellowship). The stipends from these external funding sources may be used to supplement the funding that the student receives from the school to the extent permitted by the funding agency and the Office of Financial Aid.

2. Teaching and Grading: During the term of their fellowship Fellows may supplement their income by teaching as Adjunct Faculty in the department of Applied Psychology. Fellows teaching in the department receive teaching training and support (e.g., teaching mentorship) through the Applied Psychology Undergraduate Program (APUG). Fellows who conduct any other approved work (e.g., readers, class graders) will be paid at an hourly rate to be determined by the Department. *Students are not eligible to teach or serve as graders while they are employed as RAs.*

HEALTH CARE BENEFITS: During RA and “fellowship years” candidates will be eligible for the university Graduate Assistant Health Insurance plan. In non-fellowship years (i.e., scholarship or unfunded years) students will be eligible for the standard student health insurance plan, which can be purchased with

the scholarship stipend.

EVALUATION, BENCHMARKS, AND MILESTONES: PSI doctoral students are evaluated annually by program faculty. Students are evaluated in terms of their achievement of established academic and professional development milestones. These milestones include successful progress through course work; research, teaching and practice objectives; external funding submissions; and evidence of professionally competent and ethical behavior. Students are notified of their academic standing prior to the beginning of each new academic year. *Funding is contingent upon earning a satisfactory annual evaluation.* Students who do not meet the established benchmarks may forfeit their funding and may be terminated from the program.

7. Professional Development & Socialization

Entering graduate school represents the continuation of your professional development, part of which will take you beyond the confines of New York University, your courses, and your research. We encourage you to consider each of the activities listed below as an integral part of your professional socialization. These activities will get your work known and help you to begin to establish important network ties. All of these can be critical to your future marketability and job success.

Suggested Developmental Progression:

Professional Activity	Year 1	Year 2	Year 3	Year 4	Year 5
Attend professional conference	✓	✓	✓	✓	✓
Submit poster or paper to <i>regional</i> or <i>graduate student</i> conferences	✓	✓			
Submit poster presentation to <i>national</i> conference	✓	✓	✓	✓	
Submit paper presentation proposal to <i>national</i> conference [see deadlines]		✓	✓	✓	✓
Begin work as Junior author on peer review paper of selected research team		✓			
Submit writing for publication in <i>edited books, practitioner journals, policy reports</i>		✓	✓		
Submit writing for publication in <i>peer review journals</i>			✓	✓	✓
Apply for small research grant (e.g., professional associations or NYU Steinhardt)		✓	✓	✓	
Apply for training or research fellowship (e.g., NRSA; AAUW, Spencer; IES)			✓	✓	✓

Poster Printing

As a service for doctoral students, Steinhardt will cover printing costs for conference posters if you use the NYU in-house [Copy Central](#).

In order to use this service, email copycentral.win@nyu.edu an attachment of your poster as a pdf or ppt file. Specify the dimensions (36" x 48" is standard) and your timeline for picking up the poster, and ask that they invoice David Wong at Steinhardt. CC Mr. Wong on the email (david.wong@nyu.edu). You can pick up your poster at NYU Mail Services & Copy Central, 547 LaGuardia Place, [212-998-1010](tel:212-998-1010). You will have to sign for the poster, but they will not charge you.

Selected Professional Organizations and Conferences		
ORGANIZATION	WEBSITE	Submission/ Conference
American Psychological Association (APA)	http://www.apa.org/	December/August
Association for Psychological Science (APS)	http://www.psychologicalscience.org/	January/May
Society for Prevention Research (SPR)	http://www.preventionresearch.org/	November/June
Society for Community Research and Action (SCRA)	http://www.scra27.org/	December/June (biennial)
Society for the Psychological Study of Social Issues (SPSSI)	www.spssi.or	December/Feb
Society for Research on Educational Effectiveness (SREE)	http://www.sree.org/	October/March
Society for Research in Child Development (SRCD)	http://www.srcd.org/	August/April (biennial)
Society for Research in Adolescence (SRA)	http://www.s-r-a.org/	August/March (biennial)
Association of Public Policy Analysis and Management (APPAM)	http://www.appam/org/	April/November
American Evaluation Association (AEA)	http://www.eval.org/	
American Educational Research Association (AERA)	http://www.aera.net/	July/April
Comparative and International Education Society	http://www.cies.us/	November/March
American Public Health Association (APHA)	http://www.apha.org/	Spring/November
American Sociological Association (ASA)	http://www.asanet.org/	November/August
International Society of Justice Research (ISJR)	www.isjr.org	
International Society for Child Indicators (ISCI)	http://iscichapinhall.org/	
International Society of Political Psychology (ISPP)	www.ispp.org	January
Population Association of America (PAA)	http://www.populationassociation.org/	
Cross-University Collaborative Mentoring Conference (graduate student focus)*	Varies	Fall or Winter/May

NOTE: The large associations (e.g., AERA, APA) have regional affiliates and conferences, which are appropriate for presentations in the early years of graduate training.

Selected Peer Review Journals

<i>S = Social Processes</i>	<i>B = Behaviors</i>	<i>MH = Mental Health</i>	<i>I/P = Intervention/Policy</i>
<i>D = Development</i>	<i>E = Education/Schooling</i>	<i>C = Community</i>	<i>Tier 1 or 2 = ** or *</i>

JOURNAL TITLES	S	B	MH	I	D	E	C	Tier
Aggressive Behavior	✓	✓						
American Educational Research Journal						✓	✓	**
American Journal of Community Psychology			✓	✓		✓	✓	**
American Psychologist	✓	✓	✓	✓	✓	✓	✓	**
Child Development	✓	✓			✓			**
Psychological Science	✓	✓						**
Social Justice Research	✓	✓						*
Personality and Social Psychology Bulletin	✓	✓						**
Comparative Education Review						✓		**
Development and Psychopathology		✓	✓	✓	✓			*
Developmental Psychology	✓	✓			✓			**
Early Childhood Research Quarterly	✓	✓	✓		✓			*
Education and Treatment of Children		✓	✓	✓		✓		
Educational Evaluation and Policy Analysis				✓		✓		**
Elementary School Journal						✓		
International Journal of Behavioral Development	✓	✓						
Journal of Abnormal Child Psychology								*
Journal of Applied Developmental Psychology		✓		✓	✓			*
Journal of Child Psychology and Psychiatry		✓	✓					
Journal of Community Psychology				✓			✓	
Journal of Consulting and Clinical Psychology			✓	✓				*
Journal of Educational Psychology						✓		*
Journal of Elementary Education						✓		
Journal of Emotional and Behavioral Disorders		✓	✓					
Journal of Prevention and Intervention in the Community (themed issues only)				✓			✓	
Journal of Policy Analysis & Management								
Journal of Research on Educational Effectiveness						✓		**
Journal of School Psychology		✓	✓			✓		**
Journal of Social and Personal Relationships	✓							
Journal of Research on Adolescence								
Journal of Social Issues (themed issues only)	✓	✓	✓	✓				
Analyses of Social Issues and Public Policy	✓	✓	✓	✓				
Merrill-Palmer Quarterly	✓	✓			✓			
Political Psychology	✓	✓		✓				
Psychology in the Schools		✓	✓			✓	✓	
Child and Youth Services Review								
Journal of Youth and Adolescence								
School Mental Health		✓	✓			✓	✓	
Social Science and Medicine								
Prevention Science				✓				**

School Psychology Review		✓	✓	✓		✓		*
School Psychology Quarterly			✓	✓		✓		*
Social Development	✓	✓			✓			
Social Psychology of Education	✓					✓		

8. Written Products: Goals, Expectations, Procedures, & Timelines

In this section, you will find policies, procedures, and timelines and forms for the following:

- 2nd Year Paper
- Comprehensive Examination – Methodology Exam + Specialty Area Paper
- Dissertation

Each section incorporates student timeline for completion of products as well as faculty timeline for feedback on products.

A. Second Year Paper: Policies, Procedures, and Timelines

All students in the program are required to complete an empirical paper as their first milestone in the program. Students' primary research mentor supports students in this process by working closely with them on formulating and implementing the research project. Students attend a biweekly 2nd year paper seminar during their first two years of study or until their second year paper is completed, whichever takes longer. Students are also required to present initial ideas and progress on the paper at least once per year during the PSI colloquium, beginning in year 1. Below are the goals, policies, procedures, and timelines for this paper.

1. Goals:

To provide an initial individual experience in the research process in which the student learns to:

- a. Develop an idea in the context of extant theory and research;
- b. Design a study and employ the appropriate analytic techniques to test the hypotheses/questions of interest; and
- c. Write the study in the format and quality of a publishable journal article.

2. Process, Procedures, & Format:

- a. Students select a primary research mentor, by the end of the third week of classes.
- b. Students attend the weekly 2nd year paper seminar. They work in collaboration with their primary mentor, other students, and the seminar director to develop product components.
- c. A proposal (introduction, method and proposed data analysis sections) is to be developed with, and approved by, the primary mentor. The seminar director does not need to approve the proposal, unless s/he is also the primary mentor or 2nd reader.
- d. The primary mentor should be a core member or formal affiliate of the PSI faculty, but students can appeal to have any full-time faculty member within Applied Psychology or other departments as their primary research mentor. The appeal should be accompanied by a strong rationale. At least one of the readers must be a core member of the PSI faculty.
- e. The second reader is decided upon with the collaboration and consent of the primary mentor.
- f. With the consent of the primary mentor, the proposal is submitted to the second reader for feedback and approval.
- g. The proposal must be submitted by the end of the second semester of the student's first year and approved by the primary and secondary readers before the beginning of the second year. The proposal is typically in the format of the introduction, methods and planned analyses section of

- a journal article and no more than 25 pages. It should also include a proposed timeline for completion that should be outlined with your advisor.
- h. The second year paper is to be written in the form of a journal article, and needs to fall in the range of pages that most journals accept (i.e., 20-40 double spaced pages, including the title page, abstract, text, tables and references). It is to be written according to current APA style guidelines. Any additional documentation is to be included in the appendices.
 - i. The paper must be submitted by the Monday following spring break of the second academic year.
 - j. The article length thesis is to be evaluated by the primary mentor and the second reader. They read the paper as if they were reviewing it for its suitability for publication; written feedback is given in standard journal format, with final decisions about revisions coming from the primary mentor as if he/she is the action editor for a peer review journal. As with most journal articles, revisions are a normal part of the process. The second year paper is approved when it has been “accepted for publication” by the primary mentor and second reader.
 - k. The manuscript must be approved by the end of the second semester of the second year of doctoral study. Failure to do so will result in the student being officially “not in good standing” in the program until it is met.
 - l. Students must submit appropriate forms (see appendices), with signed approval from the mentor and second reader, to the program director and to their academic advisor. These forms will be added to student files.

3. Criteria for second year paper:

a. Introduction:

- The problem is clearly stated in the introduction.
- The introduction presents theoretical frameworks relevant to the research question.
- The literature review presents what is known and not known about the research question.
- The potential unique contribution of the study is clearly identified.

b. Methods:

- The procedures are clearly described.
- The sample is clearly described and is appropriate for the study question/s.
- The measures are appropriate and adequate. Information about the measures is provided: identify sample items and provide evidence of psychometric properties.
- Study hypotheses are clear.
- The analysis is appropriate for the research question and correctly implemented.

c. Results:

- The analysis and results are described clearly.
- The tables and accompanying text clearly present findings.

d. Discussion:

- The discussion section is well organized.
- The major and most important findings are described and situated within the relevant literature.
- The discussion considers (and rules out) some plausible alternative explanations for findings.
- Threats to internal and/or external validity are explained.
- Inferences are appropriate (statements do not go beyond data).

- Importance and limitations are discussed.
- Implications of the study vis-à-vis the proposed unique contribution that is articulated.

Note: All four sections should be tightly aligned with one another.

3. Timeline: Second Year Paper

Warning Note.: In working with your primary mentor and readers on this, and all other written products, we strongly recommend that you establish a timetable, in collaboration with your mentor, for feedback of the multiple iterations of the product that will inevitably be required well in advance of each due date. In rare instances, a student may only require one or two iterations. More commonly, four to six iterations are required. Moreover, before the readers receive drafts, your mentor has to give the “go-ahead” for the readers to receive it. This is a time consuming process. **PLAN FOR IT!**

<i>Product</i>	<i>Date Due/Completion</i>
2 nd year paper proposal draft: submitted to Instructor and Primary Research Mentor	May, AY1
2 nd year paper proposal: approved by Primary Research Mentor and Second Reader (signed form)	1 st day of classes, AY2
2 nd year paper: complete draft due to Primary Research Mentor and Second Reader	Spring break, AY2
2 nd year paper: complete draft approved by Primary Research Mentor and Second Reader	End of spring semester, AY2

B. Comprehensive Exam: Policies, Procedures, and Timeline

These deadlines are designed to ensure that students remain in good standing for timely completion of the degree requirements. *In between these deadlines, students should be prepared for multiple iterations of the document in consultation with their primary advisor.* No paper should be submitted to a second reader without sign off from the primary mentor.

1. Rationale & Goals

The purpose of the Comprehensive Examination is to demonstrate students’ abilities to engage in the depth, breadth, and creativity of thought necessary for future roles as psychologists. More specifically, the goals of the Comprehensive Examination are to have students demonstrate their ability to:

- Grasp and apply the theoretical and empirical knowledge base within psychology and social intervention,
- Integrate the empirical literature in a specified substantive area, and
- Evaluate, critique, and improve the methodologies represented in published research.

2. Two-part Comprehensive Examination: Methodology Exam and Specialty Area Paper

a. Written Examination on Methodology – Purpose, Procedures, and Approval

The purpose of the Comprehensive Examination in Research Methodology is for the PSI program to certify that Ph.D. candidates have developed the ability to critically evaluate specific aspects of the conceptualization and methodology of the selected article and to make recommendations for redesign and improvement.

- i. At the beginning of the students' 3rd program year, the PSI Faculty Comprehensive Exam Committee will make 4 articles available to the third year students.
- ii. Students have the fall term to review these articles alongside other methodological materials they have been exposed to thus far in their training. During this fall semester preparation period, students are encouraged to confer with one another and to ask questions of the faculty.
- iii. The PSI faculty selects the set of articles from key scientific domains of Psychology and Social Intervention literature to represent important research questions. The domains are as follows:
 - aa. Risk and Resilience Processes
 - bb. Longitudinal Change Processes
 - cc. Measurement of Constructs
 - dd. Evaluations of Social Intervention
- iv. In all four domains, we expect students to demonstrate competence in understanding and critiquing the research methodology of studies concerning phenomena at both the individual and the contextual level of analysis as well as in cross-level dynamics and interactions, drawing on principles learned in core PSI courses including *Understanding and Assessing the Ecological Context of Human Development, Interventions and Social Change, Research Design and Methods in the Behavioral Sciences, Theories of Change in Applied Psychology* and quantitative methods courses taken to date.
- v. At the beginning of the second semester of the students' 3rd year, the exam will be administered as a closed book, monitored exam over a 3.5-hour time slot. Before the exam commences, one article will be selected at random for the exam.
- vi. Students are NOT permitted to confer with ANYONE or refer to notes/materials other than instructions and a blank copy of the randomly selected article during the actual exam. Doing so is a breach of the honor code and will result in a non-passing grade.
- vii. The PSI Faculty Comprehensive Exam Committee will take primary responsibility for grading the methodology exam and making a recommendation to the full faculty.
- viii. The final decision as to whether the Methodology Exam earned a pass or fail grade will be determined at a regularly scheduled meeting of the PSI faculty.
- ix. The comprehensive exam process culminates in a meeting between each student and the faculty committee to review the exam. At this meeting, the student will have the opportunity to ask questions and clarify any content covered and to get more nuanced feedback about their performance.

b. Specialty Area Paper -- Purpose, Procedures, Timing, and Approval

i. Objective of Specialty Area Paper – to provide a review of the theory and empirical knowledge base regarding research question(s) that is relevant to psychology and social intervention and that has been addressed in the empirical literature. The review must be both critical and integrative.

aa. The resulting manuscript should approach being of publishable quality (e.g., as a chapter for a book or an article in a topically relevant journal such as *Applied Developmental Science*, *American Journal of Community Psychology*, *Review of Educational Research*, *Child Development Perspectives*, *Personality and Social Psychology Review*, *Social Policy Reports of the Society for Research in Child Development*). It could also serve as the first step toward your dissertation or one of the three articles that you ultimately weave together for your dissertation.

bb. Several of the questions that such a critical integrative review and analysis might address include the following (these are meant to be illustrative, not mandatory; the types of questions addressed in such an integrative review depend on the status of the literature and the guiding research questions): How much and what is known about a given problem or phenomenon? What are the historical and theoretical underpinnings of prior research on the problem? How convincing is the evidence that addresses the problem thus far? What threats to internal and external validity characterize the current literature as a whole or for different methodological approaches to the problem? To what extent and how have such threats been addressed? What are the existing gaps in research knowledge and how might these best be addressed in future work? How might such research directions inform future ecological or cultural perspectives on human development and well-being across the lifespan? What specific social intervention dilemmas can be addressed through these research directions?

ii. Proposal Phase Procedures

aa. Work with your primary mentor to come up with question(s) with intervention, ecological or cultural relevance to human development and change that can be reasonably addressed in a review paper (appropriate scope) and for which there is adequate related theoretical and empirical literature (question is feasible to address). With the help of your mentor, identify a second reader for the proposal and paper.

bb. By the Friday of the first week of classes of your 3rd academic year (AY3), submit a proposal that clearly states the research question(s) and outlines the content and structure of the planned critical integrative literature review and analysis. After working on the paper with your mentor and second reader (i.e., multiple iterations of the draft), submit to the PSI Program Director.

cc. The proposal must provide an initial list of references for empirical articles and conceptual papers that will be included in the document so that the faculty is able to judge the feasibility of the proposed project. Students should organize the references under topical subheadings (each major body of literature you will cover) so that the faculty is better positioned to evaluate and provide feedback on the references.

dd. The proposal should not exceed 3-5 double-spaced typewritten pages, excluding references.

- ee. The full faculty (including your faculty mentor) will review this draft of the proposal at a regularly scheduled meeting of the faculty and provide comments as needed by October 1.
- ff. In response to these comments, you should work with your primary and secondary reader to develop a revised and approved proposal by December 1 of AY3 in the program. This revision will be approved by your mentor and reader and will not undergo review by the full faculty.

iii. Final Draft Procedures

- aa. The Specialty Area Paper should range from 15 to 25 double-spaced typewritten pages, excluding tables and references, depending on the particular journal/book for which it is being written. If the paper is intended for a journal with a page limitation that is briefer (e.g., *Child Development Perspectives*), students may supplement the paper they intend to submit with appendices that include additional information.
- bb. You should plan for multiple iterations of the document, in consultation with your primary mentor and reader, prior to each official deadline.
- cc. Your primary advisor and a reader that is selected in consultation with your primary advisor evaluate the product.
- dd. The first draft will be due the Monday after Spring Break of AY 3 in the program.
- ee. Feedback on the first draft is given between April 15th and 30th, followed by an in-person meeting with both reviewers. It is your responsibility to schedule this meeting.
- ff. The second draft is due by June 15 of AY3 year in the program.
- gg. Based on the quality of the draft, this may also be your final product. Should the product need revisions the student will have until Labor Day to complete suggested revisions and submit a final product. Should the final product, following the Labor Day deadline, still be unacceptable the student will not be “in good standing” as they enter their 4th year.
- hh. The final decision about the specialty area lit review will come from the primary mentor with input from the secondary reader.
- ii. Within one month of the approval of the paper, a third reader appointed by PSI Director will return a journal-like review of the paper to both the student and readers. This is intended to facilitate publication of the approved specialty paper.

iv. Completion of Comprehensive Examinations

- aa. Students who receive an approval/pass should complete the “Specialty Area Paper Approval Form” that is shown in the handbook. Students are responsible for getting needed signatures. Faculty will forward approval forms to the department and deans for their records.
- bb. In the unlikely event that a student fails either part of the Comprehensive Examination – the Written Examination on Methodology or the Specialty Area Paper – the student will have another opportunity to pass the comprehensive requirement by taking the appropriate part at the next possible opportunity.
- cc. When both components of the Comprehensive Examination have been successfully completed, the student can move on to the dissertation.

Warning Note: In working with your primary mentor and readers on this, and all other written products, we strongly recommend that you establish a timetable, in collaboration with your mentor, for feedback of the multiple iterations of the product that will inevitably be required well in advance of each due date. In rare instances, a student may only require one or two iterations. More commonly, four to six iterations are required. Moreover, before the readers receive drafts, your mentor has to give the “go-ahead” for the readers to receive it. This is a time consuming process. PLAN FOR IT!

Summary of Comprehensive Exam Activities & Deadlines during Third Program Year		
Due Date	Methodology Exam	Specialty Area Paper
Friday of the first week of class	Faculty provides list of articles to be analyzed.	First draft of proposal due to Primary and Second Readers, as well as PSI Director. This proposal should be based on ongoing discussion with your primary and second readers regarding your thoughts, ideas, and references. (plan for multiple iterations of the proposal to be reviewed by mentor and reader prior to this date)
October 1		Proposal topic approved by PSI faculty with comments to primary reader.
October-November		Student works with primary and secondary readers in the development of an approved proposal draft.
December 1		Approval of draft proposal by both readers.
Early-January	3.5-hour exam.	
Mid-February	Exam results available.	
Mid-Feb to Mid-Mar	Methods exam committee conducts meta-review with students	
Mid-March		Full draft of project due the Monday after spring break to both readers.
April	Retake if needed.	Draft returned with comments by Mid- to Late-April.
June 15		Second draft of project due to both readers.
1 st day of AY4		If required, both readers must approve a subsequent final draft by this date.
Within 1 month of approval of final draft		A third reader appointed by PSI Director returns journal-like review to student and readers.

C. Dissertation Policies and Procedures

1. Rationale & Goal

The dissertation represents the culmination of the student’s doctoral training in the form of an independent piece of scholarship. It should represent a unique, valuable, and rigorous contribution to research in the area of Psychology and Social Intervention. A breadth of methodologies may be used for fulfilling the dissertation requirement.

2. Timeline for Approval of Dissertation Proposal and Final Product

Dissertation Proposal: Defended & Approved*	End of spring semester, AY4
Dissertation: Final Draft Defended & Approved	(Depends on nature and extent of Dissertation—possibly end of AY5)

3. Dissertation Proposal: Procedures & Timing for Obtaining Approval

- a. The chairperson of the dissertation committee should be selected from the core or active affiliate faculty in PSI, under the advisement of the PSI program director. In collaboration with the dissertation chairperson, two other committee members are selected for the three-person “working” committee. This three-person committee shall consist of at least one regular member of the PSI faculty, although exceptions will be considered. The overall constellation of this committee is subject to the approval of the PSI Program Director.
- b. Students sign up for a dissertation proposal seminar for 0 or 3 credits. They may then attend the course or they may work separately with their faculty mentors on their proposals. In either case, an initial draft of the proposal (introduction, method and proposed data analysis sections) should be drafted over the course of the first semester of the 4th year, in consultation with the primary advisor.
- c. The first complete draft of the proposal will be submitted to the Chair of the student’s committee and to the other members of the “working” committee (see above) in the spring of the fourth year, with ample time for review and feedback in advance of a final defense of the proposal by mid May of their fourth year. It is expected that completing the proposal by the beginning of spring break in Year 4 would provide time for this feedback. However, a plan for submission and feedback should be developed in consultation with the student’s primary advisor, such that the student can defend the proposal before the summer.
- d. The Proposal Defense Meeting, usually between one and a half and two hours, is scheduled at a convenient time for the chair, the candidate, and two additional readers appointed by the department (see below) around mid May. This meeting should occur after the two added committee members have granted approval for the proposal. It is recommended that the new committee members also attend the Proposal Defense Meeting along with the “working” committee and the candidate, but the additional committee members are not required to attend.
 - i. This is a meeting that is formally scheduled through the Applied Psychology Department. Forms that must be completed and turned in to the department are available from the Coordinator of Graduate Studies (currently Nancy Hall) in the Office of Graduate Studies at Steinhardt.
 - ii. This committee will judge the adequacy of the proposal in both written and oral form. The three possible outcomes of the proposal meeting are as follows.

- aa. Student may proceed with agreed upon modifications to the proposal. This is the most frequent decision. The Chair is responsible for overseeing that the modifications are implemented.
- bb. Student may proceed without modification. In this case, the committee has signed on to the scope, methods, and procedures for the dissertation as initially proposed.
- cc. Committee fails/rejects proposal. In this case, the student would be required to begin anew. With active and ongoing consultation and feedback from the committee, as recommended above; this is an unlikely outcome.

4. Dissertation

- a. The final dissertation may be written in the form of a full-length dissertation or a series of journal articles (see page with departmental policies on this), with other materials included as part of the appendix if the student so desires. This decision should be made in consultation with the Committee Chairperson.
- b. The student works closely with the Committee Chairperson on the final draft of the dissertation until such time when the Chair feels the proposal is ready to be given to the other committee members for review and feedback. Their feedback is incorporated into a draft of the revised dissertation.
- c. The student should receive sign off from the both committee members before proceeding to the Defense stage.
- d. The Graduate Office appoints two additional faculty members as readers, prior to scheduling the Dissertation Defense.
- e. The Dissertation Defense, usually between one and a half and two hours, is scheduled at a convenient time for the chair, the candidate, other “working” committee members, and the two newly appointed readers appointed, ideally to occur by the spring of the fifth year.
 - i. This is a meeting that is formally scheduled through the Graduate Office. Specific forms must be completed and turned into the Graduate Office. To do so, please use links at the end of the appendix for the most up to date forms.
 - ii. This group will judge the adequacy of the dissertation in both written and oral form. Decisions take several forms:
 - aa. Ideally, but rarely, the student passes both the oral defense and written product with no revisions.
 - bb. More commonly, the student passes both parts, but needs to make revisions that are overseen by the Committee Chair before all the signed papers are turned in. Sometimes the revisions can be extensive.
 - cc. Less frequently, the student passes, subject to extensive modifications to be reviewed again by one or more members of the committee, prior to final approval.
 - dd. Drastic modifications to the written document and another oral defense, or outright failure are extremely rare.

f. Department of Applied Psychology's Guidelines for Doctoral Dissertations Using the Journal Article Format

The Steinhardt School of Culture, Education, and Human Development permits various formats for dissertations. Although most of the doctoral dissertations completed within the Department of Applied Psychology follow the "Traditional Format," there is a growing trend to use the 'Journal Article Format.'

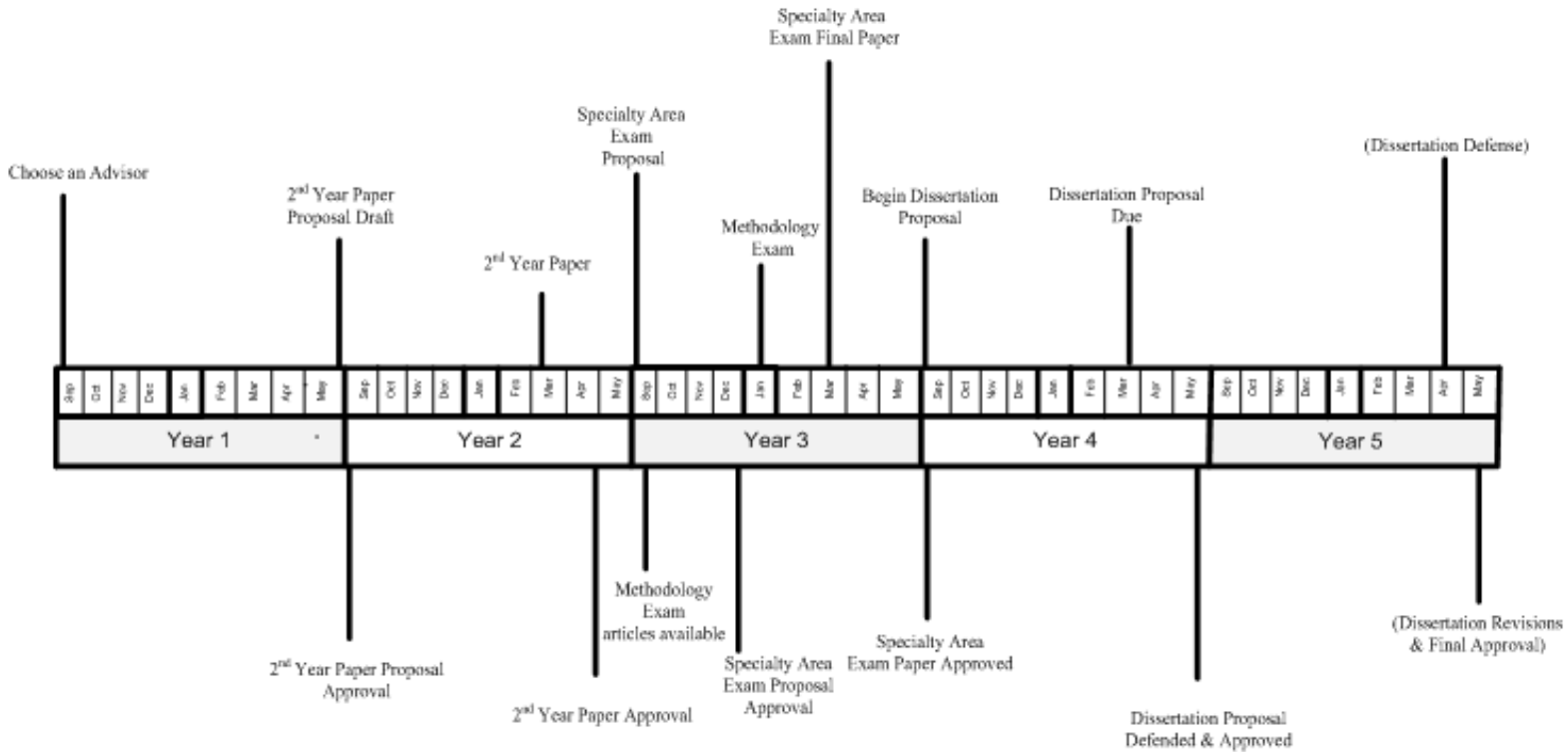
The main strength of the Journal Article Format is that increases the odds that the dissertation (or portions of the dissertation) will be published soon after defense/completion (and, oftentimes, prior to defense). Simultaneously, it provides the doctoral student with guided opportunities to mastering this format for communicating his/her inquiry, facilitating his/her becoming a future productive academic.

With regard to the Journal Article Format, the Department of Applied Psychology adopts the following guidelines:

1. The doctoral student may publish one or more articles emanating from a program of inquiry that is organized around a coherent theme or topic study prior to the defense. The dissertation must contain a minimum of three articles, one of which must NOT be published; however, all articles must be suitable for submission to refereed journals for publication.
2. The doctoral student must be the primary author of any article(s) published prior to or submitted for publication prior to the defense. In keeping with the academic integrity and policies of the university, the article(s) will be based on students' conceptualization of the study topic and his/her lead role in writing all manuscripts.
3. Previously published manuscripts may have co-authors, but the role of the co-authors must be described and approved by all members of the dissertation committee prior to inclusion in the dissertation.
4. If a manuscript(s) is submitted upon defense, and if the second author is chair of the dissertation committee, that individual must maintain the role of dissertation chair (and not the role of co-author) until after defense. If reviewers' comments are made on a submitted manuscript(s), any suggested changes resulting from the suggestions must have the approval of the dissertation committee before the doctoral student enacts them.
5. After the defense, the chair may assume a more active, co-author role (as second or third author); however, the student should always be the primary author of any manuscripts resulting from his/her own dissertation. While having co-authors (who are not members of the student's dissertation committee) is permitted after the defense, their role must be clearly specified to and approved by the dissertation committee.
6. The doctoral student is responsible for requesting copyright permission(s) from the publishing journal(s) to include a published article(s) in his/her dissertation. [Note: Not requesting permission is breaking U.S. copyright laws.]
7. A dissertation chair should not approve a doctoral student's manuscript that includes "self-plagiarism," i.e., a student should be advised to reference any written work that appears in a previously published manuscript.

D. Timelines

1. General Timeline of Milestone for Student Activities:



2. Faculty Timelines for Feedback on Written Products

- a. The normal expectation for written/oral feedback on any written product is three weeks from the faculty member's receipt of the product/draft.
- b. It is advisable for a student to alert the faculty member two weeks in advance of the date that they plan to deliver the product/draft.
- c. If a faculty member cannot meet the normal expectation of a three-week turn around, they should notify the student of that fact within a week of their receipt of the product/draft.
- d. These expectations for feedback by faculty on written products only hold during the fall and spring semester. The expectations do not apply over winter break or summer.
- e. For the preceding deadlines to remain in effect at the end of the fall and spring semester, the written product must be received three weeks before the end of classes.
- f. Over the Christmas break or summer session, turnaround times can be personally arranged with faculty members to suit their individual schedules.
- g. If Spring break falls within the turn-around period, one additional week should be added to the reasonable expectations described above.

9. Advisement, Guidance, & Evaluation

A. Selection of Research Mentor and Academic Advisor

This section discusses the selection of student research mentors and academic advisors. Academic advisors oversee and approve students' coursework. Research mentors oversee students' research placement and other research milestones in the program (e.g., second year paper, theory literature review, dissertation).

1. Upon entry to the program, the Program Director will serve as the student's Academic Advisor, until such time as the student has actively chosen another advisor.
2. During the first few weeks of classes, incoming students should schedule sessions with each of the faculty to understand what set of research is being conducted in their labs and intersections between students' interests and faculty research projects.
3. Following these meetings, the student should submit their 1st, 2nd, and 3rd choice Research Mentors to the Program Director, by the third week of classes. The Program Director, in collaboration with PSI faculty, will organize students' research placement. Every effort will be made to assign students to their 1st choice Mentor. However, where this is not feasible (e.g., the team or mentor has more students than can be handled; another team within the students' top 3 choices is in need of graduate students), students may be assigned to a lower choice Research Mentor.
4. The Research Mentor will oversee the student's research placement as well as their research activities in the program (second year paper, theory literature review). The Program Director and PSI faculty will assume that this person is also serving as the student's Academic Advisor (overseeing their coursework) and therefore once the Research Mentor is assigned, the Program Director will no longer assume the role of Academic Advisor for incoming students. However, the student may request a separate Academic Advisor.
5. Most students will select research mentors from among the PSI faculty. However, students may select mentors from outside the PSI faculty, with approval of the Program Director. In these cases, it is the student's responsibility to provide the PSI program requirements documents to their mentor. In addition, such students will be expected to arrange for an Academic Advisor within the PSI program.
6. Students can change Research Mentors and Academic Advisors during their tenure in the program. This is best done at natural transition points in the program (e.g., following the completion of the second year paper before beginning the dissertation work), providing for continuity in research mentorship. These changes should be requested in consultation with the current Research Mentor and Program Director.

B. Student-Advisor Meetings

1. Students and their advisor are required to meet at least three times during the academic year—once at the beginning of the fall semester; once at the beginning of the spring semester, and once at the end of the spring semester. The first meeting is a chance to discuss goals for the year, and plans for the completion of program requirements; the second meeting is intended for the student and faculty advisor to reflect on progress to date against plans and make any necessary mid-course corrections; the final meeting is intended to look back over the year and to look forward to the next one. These meetings are also an opportunity to discuss expectations regarding communication between the student and advisor. Students should initiate the scheduling of these meetings.
2. The “three meetings” a year are NOT intended to be the only meetings between students and their advisors. In addition to meeting about ongoing collaborative research activities, students should be

meeting with their faculty advisors frequently to review program requirements (second year paper, theoretical literature review, dissertation).

C. Program Guidance & Evaluation System

1. Toward the end of each academic year, each student is asked to do four things:
2. Complete/update the *CP Courses & Products Completed Form* (see Appendix).
3. Create/update *Curriculum Vita* (CV) (see below and Appendix on how to write a CV).
4. Complete the *PSI Graduate Student Annual Self- and Program Assessment* (see Appendix) in which you will describe your progress toward program milestones and your training goals, ways the program has/has not facilitated your goals, special opportunities that the faculty could help provide, your goals for next year, etc. These are due one week after finals end.
5. Set up an individual appointment with your academic advisor to discuss your progress in the program and your needs (this is the third meeting discussed above).
6. Faculty review student documents during a PSI faculty meeting, in which the full faculty discusses each student's materials.
7. Students' primary advisor and the program director generate an annual review letter, which highlights notable strengths and challenges and outlines areas for further growth. This letter is sent to students prior to July 15th of each year.
8. The student and primary mentor schedule an in person meeting to review feedback over the summer or early in the fall term (this may be in conjunction with the first meeting of the year discussed above).

10. Teaching Requirement: Goals, Expectations, & Requirement

- A. Faculty expects that students will acquire teaching experience during their career as a PSI student because it is integral to professional growth and marketability.
- B. However, neither the department nor the PSI program have a formal teaching requirement
- C. Teaching opportunities supplement the fellowships offered beyond the 3rd year.
- D. Students should contact the director of undergraduate studies to obtain information on courses that are available to teach and to orchestrate teaching opportunities.

11. Due Process

In any program, there may be times in which a student and a primary mentor (academic or research) have a disagreement. Should this arise students should follow the procedures outlined below:

- A. If a student feels unable or disinclined to discuss an issue directly with their advisor, the Program Director is the designated person for being a liaison between any student/faculty mentor pair. Students should feel free to discuss any issues with the Program Director. Note the following:
 - 1. If the Program Director is also the mentor/advisor/faculty with whom the student is having difficulty, the Admissions chair becomes the designated person for this student. The Program Director and Admissions chair will never be the same person in a given year.
 - 2. Students may also feel free to contact the Department Chair or Vice Chair to resolve these issues at any time.

12. Appendices (Forms)

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PSI Program Course Completion Worksheet

Course Area	Course Name	Completion Date	Credits Earned
A. Departmental 1st Year Pro-Seminar			
1. Theories of Change			
B. Core Substantive Sequence			
1. Psychological Approaches to Conceptualizing and Measuring Human Environments.			
2. Development and Prevention Science			
3. Practicum in Intervention or Policy Research 1			
4. Practicum in Intervention or Policy Research 2			
C. Specialty Area Courses (2 courses) Chosen Area = Education/Community Partnership – Change Initiatives			
1.			
2.			
D. Required Quantitative/Methodology Sequence (6 courses)			
<i>Introductory Courses (3 course)</i>			
1. Research Design and Methodology in the Behavioral Sciences 1			
2. Intermediate Quantitative Statistics			
3. Multivariate Statistics			
<i>Advanced Quantitative Topics (3 courses)</i>			
1.			
2.			
3.			
E. Core Electives (3 courses)			
1.			
2.			
3.			
F. Courses for Research Requirement			
1. Advanced Seminar in PSI (12 credits)			
2. Second Year Project Seminar			
3. Dissertation Proposal Seminar			
Additional Courses/Credits			
TOTAL CREDITS TO BE RECEIVED BY END OF FIFTH YEAR			

PSI Student Annual Self and Program Assessment

Student Self Evaluation: Part I

Please answer the following questions about your progress *this year* (June 2009 – May 2010) and attach your cumulative CV.

- 1) **Courses**: Please list the title, instructor, and final grade for all *courses* you took this year.
- 2) **Milestones**: Please discuss your progress toward *program milestones*. What milestones did you reach this year (e.g., draft or approval of second-year paper proposal, second-year paper, comps proposal, passed comps, dissertation proposal)?
- 3) **Writing**: Please indicate *publications* (submitted, in press, published), *conference presentations* (submitted, presented) and *grant applications* (submitted, awarded). Describe your involvement in these projects (i.e., the roles you played, competencies you gained, or tasks you completed).
- 4) **Research**: Who were your research *mentor(s)* and what research *projects* did you work on this year? Please list your primary research activities/roles and the skills/competencies that you gained. What skills/competencies do you still need to build? What are your goals for research involvement next year?
- 5) **Teaching/Mentoring**: Please indicate the courses you taught this year as the primary *instructor* or teaching assistant, and describe your roles/tasks in these courses. Describe the scope and kind of *mentoring* you did of undergraduate, masters, or early doctoral students.
- 6) **Intervention/Policy**: Please describe any *intervention/policy* experiences this year, including where the work took place, with whom you worked, and your roles.
- 7) **Service**: What, if any, *service* activities did you perform this year? Include committee work (e.g., admissions committee) and any other program, department, or NYU service. Describe the extent and type of involvement you had in these activities.
- 8) **Other**: Is there anything that we have not mentioned that has contributed to your doctoral training (e.g., workshops, conference attendance)? If so, please describe these activities and their contribution toward your progress.

Student Self Evaluation: Part II

Please take your time to reflect on how you feel about what you described above. Feel free to use the following questions as a guide for your narrative.

- 1) What are the most important things you accomplished in the last year?
- 2) In what areas have you fallen short of your goals? What do you feel are the primary reasons for falling short in these areas?
- 3) What are your goals for the coming year? For the next few years? For your career? How can we help you meet these goals?
- 4) What else would you like us to know about your experiences this year?

Skills for Intervention Psychologists

Students in the doctoral program in Psychology and Social Intervention should attain a variety of skills in their training. Students with different interests or headed for different sorts of careers may put different emphases on different skills. Because research projects in PSI typically take multiple years, and students come into them at different phases, students may acquire these skills in a different order from that listed here. Classes, practicum, the 2nd year paper, the dissertation, other ongoing research, the comprehensive exam, and additional tailored experiences, such as policy internships may all help in developing skills. This list serves as a tool for advisors and advisees to use in evaluating what students have accomplished so far, and to plan additional training experiences that will help students accomplish more.

Conceptualization of research project

- 1) Developing conceptual model and hypotheses or research questions
- 2) Designing study to answer questions
- 3) Designing analyses of secondary data to answer questions
- 4) Designing interventions
 - a) Designing evaluations of interventions
- 5) Designing measures to capture key constructs
 - a) Quantitative measures
 - b) Qualitative protocols or guides
 - c) Culturally anchored measures
 - d) Measures at multiple ecological levels
 - e) Measures of intervention fidelity

Considering ethical implications of all forms of PSI work

- 1) Preparing human subject applications
- 2) IRB hearings

Carrying out research

- 1) Collecting data
 - a) Questionnaires
 - b) Structured interviews
 - c) Observations
 - d) Qualitative techniques, e.g. ethnographic methods, in-depth interviews, focus groups
 - e) Archival, GIS, or other methods that do not involve collecting information from individuals
- 2) Analyzing data
 - a) Data cleaning
 - b) Psychometric analyses
 - c) Quantitative tests of models and hypotheses (multiple methods)
 - d) Qualitative analyses (multiple methods)

Mastering writing in different formats

- 1) Empirical reports of research for scientific audience
- 2) Literature review for scientific audience
- 3) Reports for policy audience
- 4) Reports for community audiences
- 5) Grant proposals

Working collaboratively with community agencies

- 1) Negotiating entry
- 2) Developing mutually beneficial relationships
- 3) Communicating with multiple audiences

Second Year Paper Approval Form
Doctoral Training Program in Psychology & Social Intervention

Student Name: _____

Working Title of Project:

Proposal Approved:

Primary Mentor

Date

Second Reader

Date

Final Draft of Paper Approved:

Primary Mentor

Date

Second Reader

Date

Program Director

Date

SECOND YEAR PAPER EVALUATION RUBRIC

STUDENT: _____ FACULTY: _____

CRITERIA OF EXCELLENCE	COMMENTS/FEEDBACK
<p>Literature Review:</p> <ul style="list-style-type: none"> ▪ Well organized, clear and concise ▪ Thorough understanding of topic is evident ▪ Synthesis of literature ▪ Hypotheses / research questions are clearly framed 	
<p>Method Section:</p> <ul style="list-style-type: none"> ▪ Includes all subsections ▪ Fully developed ▪ Well organized and clearly expressed ▪ Match between method and research questions 	
<p>Results:</p> <ul style="list-style-type: none"> ▪ Analyses are appropriate for the research design ▪ Results are organized clearly and logically ▪ Tables/figures are used to supplement text as necessary and enhance understanding 	
<p>Discussion:</p> <ul style="list-style-type: none"> ▪ Findings are described clearly and cohesively ▪ Results are discussed in relation to the relevant literature ▪ Alternative explanations and threats to validity are considered ▪ Implications of findings and future directions are presented ▪ Study strengths and limitations are discussed 	
<p>Miscellaneous (Writing style/APA standards):</p> <ul style="list-style-type: none"> ▪ Grammar, punctuation, word choice, spelling ▪ APA style throughout (headings, sections, citations, tables, etc.) ▪ References are appropriate and empirically valid 	
<p>Overall Quality:</p> <ul style="list-style-type: none"> ▪ Entire report “hangs” together ▪ Engages reader ▪ Clear relevance of study to advances in content area, measurement, theory, policy, and/or practice 	

**Third Year Specialty Area Paper Approval Form
Doctoral Training Program in Psychology & Social Intervention**

Student Name: _____

Working Title of Project:

Proposal Approved:

Primary Mentor

Date

Second Reader

Date

Final Draft of Paper Approved:

Primary Mentor

Date

Second Reader

Date

Program Director

Date

SPECIALTY AREA LITERATURE REVIEW EVALUATION RUBRIC

STUDENT: _____

FACULTY: _____

AREAS OF FOCUS	CRITERIA OF EXCELLENCE	COMMENTS/FEEDBACK
<p>Conceptual Strength:</p> <ul style="list-style-type: none"> ▪ Breadth/Depth ▪ Synthesis ▪ Integration ▪ Analysis <p>Empirical Strength:</p> <ul style="list-style-type: none"> ▪ Breadth/Depth ▪ Synthesis ▪ Integration ▪ Analysis 	<p>Outstanding mastery of relevant theories/concepts (across disciplines, if necessary); Clear and creative integration with empirical literature; Discerning critique offered when applicable</p> <p>Comprehensive and concise review of relevant literature to support all points; Solid integration with theories/concepts; Insightful critique (sample, measurement, design) provided when necessary</p>	
<p>Advances/Innovation:</p> <ul style="list-style-type: none"> ▪ Contributions ▪ Implications ▪ Future Directions <p><i>NOTE: This section is critical to the overall strength of the manuscript, yet it relies on quality of conceptual/empirical review & analysis (above)</i></p>	<p>Well-grounded and creative advances or innovations are articulated with appropriate conviction and sufficient detail; Implications/future directions are clearly meaningful in one or many of the following areas: content area, theory development or testing, design and measurement, policy or practice</p>	
<p>Overall Quality:</p> <ul style="list-style-type: none"> ▪ Scope (breadth, depth) ▪ Clarity / Logic ▪ Cohesiveness ▪ Writing quality (grammar, sentence structure, APA style) 	<p>The scope of the manuscript allows appropriate breadth and depth of review, integration, and analysis; Manuscript is cohesive, logical, and concise; It is engaging and compelling, and clearly relevant to the field; Writing is clear, concise, and correct; APA style is followed</p>	

METHODS COMPREHENSIVE EXAM EVALUATION RUBRIC

STUDENT: _____

FACULTY: _____

STUDENT CRITIQUE OF:	CRITERIA OF EXCELLENCE	COMMENTS/FEEDBACK
Introduction (conceptual/empirical basis for research questions, unique contributions): <ul style="list-style-type: none"> ▪ Strengths ▪ Areas for improvement 	Student provides a clear analysis of the extent to which the introduction provides a compelling rationale for the research questions. Issues that may be addressed are: definition of terms, assessment of current knowledge, identification of gaps, importance of study questions, etc.	
Method (sample, procedures, measures, analysis) <ul style="list-style-type: none"> ▪ Strengths ▪ Areas for improvement 	Student presents an in-depth critique of all parts of the method section with a well-articulated basis for evaluating the strengths and limitations of the approaches and sample used to answer the research questions	
Results (preliminary analysis, hypothesis testing) <ul style="list-style-type: none"> ▪ Strengths ▪ Areas for improvement 	Student demonstrates an excellent understanding of the analytic strengths/weaknesses of the study	
Discussion (interpretation, synthesis, limitations, implications) <ul style="list-style-type: none"> ▪ Strengths ▪ Areas for improvement 	Student presents a strong and well-founded critique of the strengths and weaknesses of all aspects of the discussion (scope, depth, interpretation, analysis)	
Whole Article Critique (precision, clarity, relevance, internal and external validity) <ul style="list-style-type: none"> ▪ Strengths ▪ Areas for improvement Final Judgment (flawed / sound) <ul style="list-style-type: none"> ▪ Rationale ▪ Suggestions <p><i>NOTE: This section represents the culmination of the critiques from the prior four sections</i></p>	Student perceptively applies concepts of threats to internal and external validity toward a balanced and well-founded judgment about the article as a whole If judged fundamentally flawed, the student presents a strong re-conceptualization or redesign If judged fundamentally sound, student makes reasonable suggestions to overcome minor limitations and advance understanding	
Overall Quality (e.g., writing, logic, clarity, organization)	The comprehensive exam is cohesive, well-written, logically organized, and persuasive	

Steinhardt General Forms for Doctoral Students

Steinhardt Handbook for Doctoral Study:

<http://steinhardt.nyu.edu/scmsAdmin/uploads/003/978/Doctoral%20Handbook%202009-2010.pdf>

Doctoral Candidacy Examination Application:

http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Candidacy_Examination_Application.pdf

Request for Appointment of Dissertation Committee:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Request for Appointment of Dissertation Committee.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Request_for_Appointment_of_Dissertation_Committee.pdf)

Instructions for Filing Dissertation Proposals:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Instructions for Filing Dissertation Proposals.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Instructions_for_Filing_Dissertation_Proposals.pdf)

Dissertation Proposal Cover Sheet:

http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Dissertation_Proposal_Cover_Sheet.pdf

Instructions for Filing Approved Dissertations for Final Oral Examination:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Instructions for Filing Approved Dissertations.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Instructions_for_Filing_Approved_Dissertations.pdf)

Approval Form for Final Oral Examination:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Approval Form for Final Oral Examination.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Approval_Form_for_Final_Oral_Examination.pdf)

Candidate Information Sheet:

http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Candidate_Information_Sheet.pdf

Dissertation Filing Deadlines For Ph.D., Ed.D., and D.A. Degrees:

http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Dissertation_Filing_Deadlines_2011-2012.pdf

Inter-University Doctoral Consortium:

<http://steinhardt.nyu.edu/scmsAdmin/uploads/004/363/Inter-University%20Doctoral%20Consortium%20Rev%203.pdf>

Request for Extension Of Doctoral Matriculation:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Request for Extension of Doctoral Matriculation .pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Request_for_Extension_of_Doctoral_Matriculation.pdf)

Request for Reinstatement of Lapsed Doctoral Matriculation:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Request for Reinstatement of Lapsed Doctoral Matriculation.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Request_for_Reinstatement_of_Lapsed_Doctoral_Matriculation.pdf)

Doctoral Student Travel Fund:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral Student Travel Fund.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Student_Travel_Fund.pdf)

Doctoral Full- or Half-Time Equivalency Form:

[http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral Full- or Half-Time Equivalency Form.pdf](http://steinhardt.nyu.edu/scmsAdmin/media/users/nch1/Doctoral_Full-_or_Half-Time_Equivalency_Form.pdf)

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development

REPORT OF ORAL REVIEW OF DISSERTATION PROPOSAL

Candidate's Name: _____

Program Name: _____

Degree: _____

Title of Proposal _____

Date of Review _____

OUTCOME OF REVIEW

_____ **I. Proposal Approved** (Review Panel may have offered suggestions, which are not a matter of official record, to the candidate and the dissertation committee.)

_____ **II. Proposal Approved with Agreed Upon Revisions** (Attached are the review panel's comments and the candidate's response, endorsed by the chairperson of the dissertation committee.)

_____ **III. Proposal Disapproved** (Basis for disapproval attached. The proposal should be submitted for re-review after it has been reworked and approved by the dissertation committee. A new Dissertation Proposal Cover Sheet signed by the dissertation committee should be submitted with the revised proposal.)

Name (print clearly or type)

Signature

Committee Chair _____

*Member _____

*Member _____

Reviewer _____

Reviewer _____

*Note: According to School policy, the dissertation committee chair and a minimum of two reviewers must sign this form. The signatures of the dissertation committee members are optional.

Distribution (7 copies): Graduate Office (two copies with attachments), Dissertation Committee Chair and Members (one copy each with attachments), Department File, Candidate (one copy)

Dissertation Proposal Cover Sheet

Office of Graduate Studies • 82 Washington Square East, 2nd Floor, NY, NY 10003-6680 • Fax (212) 995-4835 • (212) 998-5044

Student Information

OMs			N
OMr	First Name	Last Name	ID Number
Street Address		City	State Zip
Department	Program	Date	Email Address

Title of Dissertation Proposal: _____

Research Design (Check One): Aesthetic Experimental Quasi-Experimental Historical Philosophical
 Survey Research Qualitative Field Research Other (Specify): _____

The information below should be filled out after careful consultation with the Dissertation Committee Chair and the academic advisor (if different from the Chair). The Dissertation Committee Chair and members should review all information regarding the appropriateness of the research courses listed as well as the statements below (numbered 1, 2 and 3) before signing this form.

The above-named candidate for the Ph.D. or Ed.D has satisfied (or will satisfy) the research requirements as follows:

Specialized Research Methodology (3 points): _____

Course Number	Complete Course Title	Semester/Year
---------------	-----------------------	---------------

Research Electives (15 points):

Course Number	Complete Course Title	Semester/Year

The signatures below certify the following:

1. The Dissertation Committee has met at least once with the candidate and approves the attached proposal for review.
2. The Dissertation Committee approves the fulfillment of the candidate's research requirement as stated above.
3. The Dissertation Committee endorses the human subjects statement and procedures the candidate has detailed, and a copy of the complete proposal with an accompanying synopsis form has been transmitted to the University Committee on Activities Involving Human Subjects. All proposals involving human subjects must be reviewed and approved by the Human Subjects Committee before the collection of data has begun.

Signature of Dissertation Committee Chair	Print Name	Department	Date
Signature of Dissertation Committee Member	Print Name	School/Department	Date
Signature of Dissertation Committee Member	Print Name	School/Department	Date

Instructions for Filing Dissertation Proposals

Office of Graduate Studies-82 Washington Square East, 2nd Floor, NY, NY 10003-6680 • Fax (212) 995-4835 • (212) 998-5044

The following procedures for submission of dissertation proposals apply to all candidates for Ph.D., Ed.D., and D.A. degrees in The Steinhardt School of Culture, Education, and Human Development.

Before you submit your proposal for review, please be sure that your complete dissertation committee is on file with the Office of Graduate Studies and has been approved by the Associate Dean for Research and Doctoral Studies. (After filing the form with the Office of Graduate Studies to request the appointment of your dissertation committee, you should have received a letter of confirmation.)

Dissertation proposals to be submitted to the Office of Graduate Studies must be accompanied by the Dissertation Proposal Cover Sheet obtainable in the Office of Graduate Studies or online at http://steinhardt.nyu.edu/policies_doctoral/forms. The cover sheet must be signed by all members of your dissertation committee indicating their approval of the proposal for submission. Their signatures also indicate their approval of the 15 point research elective requirement which you have completed (or will complete). If you are pursuing the D.A. you do not need the Dissertation Proposal Cover Sheet. You do need a title page signed by all committee members indicating approval for the submission of your proposal.

You must submit two copies of the proposal to the Office of Graduate Studies and the remaining copies to the proposal review panel coordinator for your program or department. All copies of the proposal must include a copy of the signed Dissertation Proposal Cover Sheet (or signed title page for D.A. candidates). You should be aware that different departments require that you submit different numbers of copies for review. Please consult the proposal review panel coordinator for the correct number of copies for your department.

All research involving human subjects (including interviews, surveys, questionnaires, participant observation, etc.) must be reviewed and approved by the University's Institutional Review Board (IRB) before being carried out. Visit the UCAIHS website at <http://www.nyu.edu/ucaihs/> to determine if your research requires approval and for instructions on the application process. All applications must be cleared through the Office of the Associate Dean for Research and Doctoral Studies before being submitted to UCAIHS. Follow the clearance process outlined here: http://steinhardt.nyu.edu/policies_doctoral/dissertation

Information on the scheduling of proposal reviews and deadlines should be obtained from the proposal review panel coordinator for your department.

If you have any questions regarding the procedures described above, please contact the Office of Graduate Studies at the address above.

FACULTY REGULATIONS GOVERNING APPOINTMENT OF DISSERTATION COMMITTEES

The following regulations apply to dissertation committee appointment for all Ph.D., Ed.D., and D.A. candidates in The Steinhardt School of Culture, Education and Human Development.

All requests for committee appointments are subject to the approval of the Department Chair and the Associate Dean for Research and Doctoral Studies. Completed requests for appointment of dissertation committees should be submitted to the Office of Graduate Studies, 82 Washington Square East, 2nd Floor. That office will officially confirm and record the appointment of your dissertation committee once it has verified your eligibility to secure a committee. (Eligibility requirements include successful completion of the departmental candidacy examination and completion of the six-point Foundations of Education course requirements.)

The dissertation committee chair and at least one committee member must be full-time members of the faculty of New York University holding the rank of professor, associate professor, or assistant professor with an earned doctorate. The chair is to come from your program of specialization. Further, in order to ensure a diversity of perspectives during the proposal and dissertation development process, at least one member of the committee must hold professorial appointment in a program different from your program.

Part-time adjunct faculty, clinical assistant professors, and persons with an affiliation other than New York University, may serve as committee members with the approval of the Department Chair and the Associate Dean for Research and Doctoral Studies. If you are requesting the appointment of such a member, you will be required to submit a copy of her or his curriculum vitae along with this form. All committee members must have earned doctorates.

Students may request the appointment of a dissertation committee chair (or chair and only one of the two remaining committee members) without simultaneously requesting the appointment of the remaining member(s) of the committee. Students who elect to request the advance appointment of a chair in this manner should still complete the front side of this form but return it with only the signature of the proposed chair in space 1 and the signature of the department chair at the bottom of the form. Students who elect to request the appointment of a full dissertation committee in the usual manner should complete the front side of the form, and return it to the Office of Graduate Studies with the signatures of the proposed chair, proposed member(s), and the department chair. Students who elect to request the advance appointment of a chair will have one year from the date of the approval of the chair's appointment to request the appointment of the remaining member(s) of the complete dissertation committee. Students using this form to request the appointment of remaining members should have the proposed members sign in the spaces numbered 2 and 3 on the front of this form, and also have the chair indicate her or his approval of the proposed members by signing in the space numbered 1. Also required is the signature of the department chair.

You may request the appointment of a two-member committee (as an exception to School policy). This request must be made in writing and must be countersigned by the dissertation committee chair. Three-member committees that have been officially appointed may only be reduced to two-member committees by exception and with the approval of the Department Chair and the Associate Dean for Research and Doctoral Studies. A two-member committee, at the written request of the student and the committee chair, may be increased to a three-member committee.

If, after your committee has been officially appointed, circumstances require that you replace your chair or a committee member, the faculty member being replaced must officially resign in writing. After the Office of Graduate Studies has received the appropriate memo of resignation, the front of this form should be signed by the new chair or member, as well as the department chair, and submitted to the Office of Graduate Studies.

If you have any questions regarding the policies and procedures outlined above, please call the Office of Graduate Studies (212) 998-5044.

This document was approved as amended at the Department Faculty Meeting held on March 28, 2012.


AMERICAN PSYCHOLOGICAL ASSOCIATION
CV Dos and Don'ts

Your curriculum vitae gives potential employers a first look at you. How you cast it determines whether they give you a second one.

By MELISSA DITTMANN
gradPSYCH Staff



What type of curriculum vitae (CV) is most likely to impress potential employers? One that is simple, straightforward, organized and tailored to fit a job ad, experts say.

"Right now it's a very competitive job market, and a CV is your ticket to an interview," says Tara Kuther, PhD, an associate professor of psychology at Western Connecticut State University who has given seminars on writing CVs. "A vitae that is formatted nicely, attractive, looks professional and presents your strengths really stands out to employers."

As such, putting together your CV takes much care and forethought. First off, be sure the job asks for a vitae and not a résumé. A vitae is a detailed record that showcases your career and education accomplishments and can be unlimited in length, whereas a résumé is generally a one-page overview of your career. When applying for most jobs in psychology, employers will request that you send a vitae, not a résumé.

Also, depending on the type of job you are applying for—a practice or academic one—you might need to tailor your vitae. When applying for a practice job, highlight your internship and practicum experience, experts recommend. On the other hand, when applying for an academic or research job, highlight your publications, teaching and research experiences, they say.

HERE ARE THE ESSENTIALS OF A VITAE THAT IMPRESSES:
COMPARTMENTALIZE

Organize your vitae with sections such as "education," "professional experience" and "publications," and list each accomplishment in chronological order with beginning and end dates. Also, if applicable, include sections such as "practical/psychotherapy experience," "volunteer/service work," "awards and scholarships" and "professional affiliations."

When applying for a practitioner job, include a section on assessment measures you have mastered during training, advises Shawn Roberson, PhD, a forensic psychologist at the Oklahoma Forensic Center, part of the Northeastern Psychology Internship Program. Roberson helps to screen internship applicants at the center.

WEIGHT IF IT'S WORTH INCLUDING

What to include depends on what the position entails, experts say. For instance, should you include coursework? Most advisers say no, but some recommend listing any specialized training-you might include coursework in forensic psychology, for example, when applying for a forensic job. However, experts generally say that coursework, methodological skills and software proficiencies should be omitted from a vitae that's geared for full-time jobs, since it's assumed that psychologists have mastered these skills. Still, you might include such skills on applications for internship and postdoctoral positions, they note.

In particular, any undergraduate experiences you include should be highly relevant to your psychology career and the job at hand, says Mary Kite, PhD, associate dean of the Graduate School at Ball State University and a professor of psychological science there. While social fraternities and sororities don't belong on a vitae, students might note membership in Psi Chi or Phi Beta Kappa and high academic honors, such as magna cum laude, Kite says.

Be creative in relating your experiences to the job, Roberson adds. If the position requires public speaking or organizational involvement, you might, for example, highlight your work with organizational boards. Experts also say you should not include your age, relationship status or hobbies on your CV.

KEEP IT SIMPLE AND STRAIGHTFORWARD

Too often students try to cram too much information on a page, Kite says. Keep job descriptions clear and concise, and follow a standard format. Bold the headers of the different sections-such as education and professional experience-and use a simple font such as Times New Roman, experts recommend. Also, use quality white or ivory paper, Kite advises. These steps will help employers easily absorb the information on your CV.

HONESTLY REPRESENT YOUR WORK

Don't pad your vitae to make it appear more impressive, experts advise. For example, Kuther says, many students lump publications and presentations together to make the section look longer. But search committees usually prefer to see them separate, she says. "Everyone understands you're a student," Kuther explains. "If you only have one [published] article listed, that is still a fantastic thing."

TAILOR YOUR VITAE TO THE JOB

Match your background, skills and training to the job you're applying for, Roberson says. For example, clinical psychologists need to emphasize internship and supervision experience, while academic

applicants need to highlight research and teaching experience, Kite adds. "If a student is looking for both, then they should have two different vitae rather than a one-size-fits-all vitae," Kite says.

MAXIMIZE YOUR CV WITH THE COVER LETTER

Use the cover letter to highlight accomplishments on your CV, such as clinical, research or education experiences that match the job, Roberson notes. You can also call attention to work that doesn't belong in the CV: If you have any research in progress, for instance, use the cover letter to mention it, Kite says. The CV should only contain research that has been published or is in press, she explains. And, just like the CV, the cover letter also needs to be customized for every employer.

FIND AN EDITOR

Ask colleagues or faculty members to check your vitae for awkward phrasing, formatting problems and spelling errors, and to give you feedback on content and organization, advise Kite and others. Ultimately, the vitae should serve as a summary of your education and career experiences, Kite notes, and should be continually updated throughout your career.

THE VITAE CHECKLIST

- **Name and contact information**, including work and home phone numbers, address and e-mail
- **Education**, including college degrees, places and dates
- **Dissertation topic**
- **Licenses/certification**, including state and certificate number, if applicable
- **Internships**
- **Professional experience**
- **Publications**
- **Professional or academic presentations**
- **Honors, scholarships, fellowships or awards**
- **Professional organization memberships**
- **Volunteer or service work**
- **Sections for teaching, research or clinical experience**