

**Course List and Descriptions**

Revised November 21, 2016

**FALL 2016****Courses Taught by Core Faculty**

<b>Course #</b>	<b>Course Title</b>	<b>Section</b>	<b>Credit</b>	<b>Day/Time</b>	<b>Instructor</b>	<b>Permis sion</b>	<b>Pre-req/ Co-req</b>	<b>Course Description</b>	<b>Course Limit</b>
<b>PSA 6515</b>	<b>Life-Span Development</b>	<b>A</b>	<b>3</b>	<b>W: 4-6</b>	<b>Arsenio</b>	<b>No</b>	<b>No</b>	This class provides an overview of developmental issues across the life span. The overall goal is to explore the social-emotional and cognitive psychological underpinnings of human functioning from infancy to old age. Among the topics that will be covered are: life-span attachment issues (e.g., early parent-child relationships); developmental psychopathology (i.e., risk and resilience); normative and atypical emotional development; personality development; different approaches to cognitive functioning; and a general focus on developmental continuities and discontinuities.	<b>30</b>
<b>fzePSC 6542</b>	<b>Emotions, Psychopathology , and Socio- Economic Contexts I: Theories and Concepts</b>		<b>3</b>	<b>Wed 6-8</b>	<b>Arsenio</b>	<b>Yes</b>	<b>No</b>	The first half of this year long research seminar explores modern theoretical approaches to both the adaptive and maladaptive nature of emotions. Psychoevolutionary and functionalist approaches are examined with attention to the claim that “emotions contain the wisdom of the ages.” Subsequent readings focus on how biological, developmental, and familial factors combine in the emergence of disrupted emotional patterns. Emotion processes related to aggression, conduct disorders, anxiety and depression, among others, will be considered. The focus throughout is on clinical science and the relations between theory and empirical assessment.	

<b>PSC 6511</b>	<b>Positive Psychology</b>	<b>A</b>	<b>3</b>	<b>W: 10-12</b>	<b>Arsenio</b>	<b>Yes</b>	<b>No</b>	In this seminar we will take an in-depth look at current theory, research, and practice in the field of positive psychology; the study of emotions, traits, and institutions that promote adaptive and healthy psychological functioning. We will explore some of the emerging research on the psychological and physiological effects of positive emotions, and on the efficacy of attempts to improve and modify existing mood states. In addition to the primary focus on class readings, we will also examine some of the specific techniques used in this field to modify emotional states and traits, such as meditation, guided writing exercises, etc.
<b>PSA 6601</b>	<b>History and Systems of Psychology (Online)</b>	<b>A</b>	<b>3</b>	<b>Online</b>	<b>Auerbach</b>	<b>No</b>	<b>No</b>	The course presents a historical survey of the development of contemporary psychological theory, beginning with classical antiquity and moving up to the present day. Emphasis is placed on understanding both past and present clinical theories in their cultural contact.
<b>PSC 6145</b>	<b>Psychology of Trauma I</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>Auerbach</b>	<b>No</b>	<b>No</b>	The course develops a biopsychosocial approach to psychological trauma and its treatment. It begins with the diagnostic categories of simple and complex PTSD. It is followed by three units each dealing with a different aspect of trauma: the biological, the psychological, and the social. Clinical and theoretical material are presented in conjunction with each unit. Consideration is also given to resilience processes. The course is the first part of a research sequence, but may also be taken by students who simply want to know more about trauma.

<b>PSA 6181</b>	<b>Multicultural Issues and Diversity</b>	<b>A</b>	<b>3</b>	<b>T: 4-6</b>	<b>Auerbach</b>	<b>No</b>	<b>No</b>	Statistics on the utilization of counseling services by minority ethnic groups; models of racial/cultural identity development; impact of the therapist's and client's identity development stages on the therapy process; identifying individual and institutional racism; readings and assignments include working with clients of various ethnic and cultural backgrounds and with gender and sexual orientation problems, and with clients who are physically challenged. The course strongly encourages the student to explore his or her own biases in regard to these populations.
<b>PSC 6491</b>	<b>Self Psychology</b>	<b>A</b>	<b>3</b>	<b>Th: 4-6</b>	<b>Auerbach</b>	<b>No</b>	<b>No</b>	Self psychology, a form of psychoanalytic theory developed by Heinz Kohut, focuses on the vicissitudes and disturbances of self experience in therapy and in life. One of its major concepts is the self-object, a term referring to other people on whom the person's self experience depends. The following topics will be examined in the course: (1) How Kohut modified classical psychoanalytic theory to create self psychology. (2) How Kohut's initial formulations were further developed by important contemporary theorists including; Stolorow, Atwood & Orange; Shane & Shane; and Lichtenberg. (3) Self psychological approaches to psychotherapy. (4) Criticisms of self psychology within contemporary psychoanalysis. (5) Application of self psychological concepts to areas such as addiction, trauma, and personality disorders. Students taking the course should have some acquaintance with

								psychoanalytic theory and some experience doing psychotherapy.	
<b>PSC 6544</b>	<b>Working with Asylum Seekers</b>	<b>A</b>	<b>3</b>	<b>Tues: 12-2</b>	<b>Auerbach</b>			Millions of people world wide are forced to flee their native country as a result of persecution. Asylum is a form of protection that the U.S. government grants these people if they can prove they have a “well founded fear” of future persecution based on race, religion, nationality, political opinion or social group. Applicants for asylum must apply for an asylum hearing for which psychological testimony along with medical testimony is relevant. The Ferkauf Graduate School of Psychology in conjunction with the Cardozo Human Rights and Genocide Clinical and the Weill Cornell Center for Human Rights is providing psychological documentation for asylum claims. The course will train students to conduct asylum interviews on which the psychological documentation is based. The interviews will be conducted under the supervision of a licensed clinical psychologist, most often the course instructor. The course materials will include the legal, medical and psychological aspects of conducting and writing up asylum interviews, as well as academic research on refugees, refugee stress and refugee trauma. Classes will involve case presentations, didactic materials, and lectures by outside legal and medical experts.	
<b>PSC 6497</b>	<b>Cognitive Therapy</b>	<b>A</b>	<b>3</b>	<b>T: 10-12</b>	<b>Eubanks</b>	<b>No</b>	<b>No</b>	This course will review the cognitive revolution in clinical psychology, the development of the cognitive model of depression, and the application of cognitive therapy to a variety of mental	

								health disorders. In addition, students will be introduced to therapeutic approaches that are informed by the cognitive model, and will discuss the ways in which these approaches expand upon and/or challenge the cognitive model. The course will also explore future directions for cognitive therapy and research.	
<b>PSC 6520</b>	<b>Effective Psychotherapists : An Integrative Approach I</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Eubanks</b>	<b>Yes</b>	<b>No</b>	This seminar will explore the question of what makes a therapist effective. This question will be approached from an integrative perspective, with the goal of identifying therapist skills, characteristics, and behaviors that are related to good outcome across different theoretical orientations. After gaining a background in psychotherapy research and psychotherapy integration, students will be introduced to research on therapist effects and the debate over the extent to which therapists contribute to psychotherapy outcome above and beyond the particular treatments they are administering. Students will examine therapist skills and characteristics that may be related to therapeutic effectiveness, as well as therapeutic interventions that facilitate common principles of change. Students will use the information covered in this course to develop their own hypotheses and plans for testing them empirically.	
<b>PSC 6465</b>	<b>Family Therapy With Practicum I</b>	<b>A</b>	<b>4.5</b>	<b>W: 12-2</b>	<b>Goldklank</b>	<b>Yes</b>	<b>4<sup>th</sup> year only</b>	Students in this intensive seminar and practicum move from the oft certainty of thought to the insecurity of practice and emerge with a sense of familiarity with systemic theory and technique. They learn several systemic approaches to families and couples and treat a family and couple with the aid of live	<b>10 (Depend s on Pt. Flow)</b>

								and weekly videotape supervision. The goal of this course is for students to be able to switch at will and when appropriate from individual to systemic thinking and practicing, growing evermore comfortable with intervening in the diverse complexities of family life where needed. To achieve these goals, the students read and discuss articles, and also analyze tapes of both professional and student family and couple sessions. Each student picks up a family and a couple to treat. The first sessions are done with “live supervision” in front of the one way mirror. Subsequently, all sessions are videotaped and brought to tape supervision weekly outside the lecture time. Students, therefore, come to class, have a treatment case or cases, and have an additional hour of supervision.	
<b>PSC 6494A</b>	<b>Advanced Psychodynamic Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 10-12</b>	<b>Goldklank</b>	<b>Yes – Must be Sorted into Labs</b>	<b>Pre-requisite: Psychodynamic Psychotherapy Practicum taken in the 3rd year</b>	Fourth year students in the Psychodynamic Track are placed in the Advanced Psychodynamic Lab. The pre-requisites for this lab are that the student must have taken Psychoanalytic Theory and either Interpersonal Therapy, Self Psychology, or Object Relations, and taken the Individual Psychodynamic Psychotherapy Lab in the third year. Students in the Advanced Lab meet as a group of five or six once weekly for one hour and fifty minutes on site, as well as going to supervision with a clinical adjunct supervisor for an hour, usually off site in that supervisor’s private practice office. The Advanced Psychodynamic Lab offers the students an experience of deepening what they have gained in the	

								<p>third year about their abilities to trust their instincts for their use of transference/countertransference; exploring anger, fear, love and other strong emotions that arise as a function of the relationship with the patient. Students expand on the ability to know what questions to ask by investigating their implicit negative or positive expectations of the answers. The cohesiveness that grows over the course of the year in these labs support great emotional and intellectual growth for all, particularly as the members go through application to internships, mock internship case presentations, and finally termination issues with their patients as the students prepare to leave the academic portion of their degree requirements. A particularly distinctive feature of the Advanced Lab is the unique opportunity to attend small group discussions with contemporary leaders in the field in their off site offices. Some of our recent discussants have included Mark Blechner, Ph.D., author of Sex Changes: Transformations in Society and Psychoanalysis, Edgar Levenson, M.D. author of The Purloined Self, and Darlene Ehrenberg, Ph. D, author of The Intimate Edge.</p>	
<b>PSC 6468</b>	<b>Research in Couples, Family, and Psychoanalysis</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>Goldklank</b>	<b>Yes</b>	<b>No</b>	<p>This course is a closed course for Dr. Goldklank's research students. We cover a variety of systems and psychoanalytic theories' basic concepts, research challenges in each orientation, and applied examples in those areas. Our emphasis in what we cover interacts with the particular research students' research projects.</p>	

								Based on this course, students should gain a foundational understanding of systems and/or analytic perspectives fundamental to having an accurate theory on which to build their research project. Students will also obtain a working knowledge of what issues the most up to date research in their area suggests for further investigation.	
<b>PSC 6470</b>	<b>CBT of Anxiety and Depressive Disorders I</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>McGinn</b>	<b>Yes</b>	<b>Pre-Req: Cog Therapy and Behavior Therapy Co-Req: CBT Lab</b>	This two-semester course combines didactic course work and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders: panic disorder, agoraphobia, social phobia, post-traumatic stress disorder, obsessive compulsive disorder, generalized anxiety disorder, specific phobia, and depression. Students will (a) learn how to comprehensively assess anxiety and depressive disorders (b) learn to implement and conduct cognitive behavior strategies for anxiety and depressive disorders using simulated exercises, role-plays, illustrative case examples and videotapes; cognitive behavior strategies include cognitive restructuring, breathing retraining, deep muscle relaxation, exposure, activity scheduling, problem solving, contingency procedures, and skills training. Students in this class are required to conjunctively take the CBT Individual Psychotherapy Practicum.	<b>PSC 6470</b>
<b>PSC 6474</b>	<b>Theory and Research in Anxiety and Depression I</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>McGinn</b>	<b>Yes</b>	<b>No</b>	Students will gain an understanding into the nature and theoretical underpinnings of anxiety and depression. Major etiological theories including evolutionary, psychological,	



								and biological models will be reviewed and integrated. Students will learn to critically evaluate research in anxiety and depression.	
<b>PSC 6195</b>	<b>Psychoanalytic Theory</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>Rock</b>	<b>No</b>	<b>No</b>	This is a course on the development of psychoanalytic theory from Freud's early writing on the treatment of hysteria to its differentiation into Object Relations theory, Self Psychology, and Interpersonal and Relational Psychoanalysis. My intent in this course is to provide students with a solid grounding in the basic theory of psychoanalysis and its modifications and extensions. My goals are to introduce students to the extraordinary intellectual achievement that psychoanalytic theory represents and to familiarize them with its concepts that are basic to clinical work.	
<b>PSC 6524</b>	<b>Research on Psychotherapy and the Process of Change</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Rock</b>	<b>Yes</b>	<b>No</b>	Theoretical attempts to explain change and stability in adulthood, particularly in psychoanalytic psychotherapy. Psychotherapy research is discussed in terms of methodological issues, significant findings, and clinical and theoretical applications. Students review the literature in an area of interest and formulate a research problem.	
<b>PSC 6492</b>	<b>Psychodynamic Individual Psychotherapy Practicum</b>	<b>B</b>	<b>1.5</b>	<b>T: 10-12</b>	<b>Rock</b>	<b>Yes Must be Sorted into Labs</b>	<b>Psychoanalytic Theory Object Relations or Interpersonal Therapy</b>	Students enrolled in the Individual Psychodynamic Psychotherapy Lab are either in their third year at Ferkauf, or are fourth year students taking a psychodynamic lab for the first time. They are assigned three individual psychotherapy patients from the Parnes Psychology Clinic, which is located at Ferkauf. Pre requisites for this lab,	

							<p>sometimes called the third year/first timer lab, include Psychoanalytic Theory, as well as a psychodynamic theory of intervention course such as Interpersonal Therapy, Self Psychology, or Object Relations.</p> <p>Individual Psychodynamic Psychotherapy Lab enrollment includes participation in a one hour fifty minute weekly group supervision on site where students present their individual cases to their lab. All lab students are also assigned an individual supervisor for one hour weekly off-site supervision. With few exceptions, the clinical professors and adjunct clinical supervisors associated with the psychodynamic labs have received extensive postdoctoral training and are graduates of highly esteemed psychoanalytic institutes. These include, for example, The William Alanson White Institute, the New York University Post Doctoral Program in Psychoanalysis and Psychotherapy, The Institute for Psychoanalytic Training and Research, and the National Institute for the Psychotherapies.</p> <p>Individual Psychodynamic Psychotherapy Labs address issues common to students starting their first intensive, relatively long term (potentially two year) psychodynamic treatments, including but not limited to anxieties related to beginning treatments, case conceptualization, how to maintain good boundaries while connecting well, when to refer for a psychopharmacological consultation, how to interact with other psychological professionals in</p>
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								the patient's life (the first year testing student or a disability agency, for example), and transference/countertransference phenomena. The particular issues related to the individual patient often prompt readings as well as discussion for the lab, for example in the areas of race, culture, and sexual orientation. Students who are in their third year in the Individual Psychotherapy Lab prepare for their Clinical Comprehensive Exam with the help of the lab cohort, instructor, and adjunct supervisor. Once a patient is picked from the student's caseload, the student is helped towards being able to formulate a case conceptualization, which forms the main body of the comps. Comps are due at the end of the third year.	
<b>PSC 6551A</b>	<b>First Year Professional Seminar</b>	<b>A</b>	<b>0.75</b>	<b>T: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>1<sup>st</sup> year only</b>	This course is designed as an introduction to the clinical psychology program with a focus on helping students become oriented to the expectations of the program and their role as members of the Ferkauf community. The course also serves to familiarize students with relevant issues in the field of clinical psychology. Guidance and preparation for the externship process will be a main focus.	
<b>PSC 6552A</b>	<b>Second Year Professional Seminar</b>	<b>A</b>	<b>0.75</b>	<b>T: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>2<sup>nd</sup> year only</b>	The course serves as a forum to discuss all aspects of externship experience, familiarize students with current research on clinical supervision and professional consultation in clinical psychology. The class allows for group supervisions of externship cases and discussion of issues that arise at	

								students' externship sites.	
<b>PSC 6553A</b>	<b>Third Year Professional Seminar</b>	<b>A</b>	<b>0.75</b>	<b>Th: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>3<sup>rd</sup> year only</b>	The course serves as a forum to discuss all aspects of externship experience, familiarize students with current research on clinical supervision and professional consultation in clinical psychology. The class allows for group supervision of externship cases and discussion of issues that arise at students' externship sites.	
<b>PSC 6554A</b>	<b>Fourth Year Professional Seminar</b>	<b>A</b>	<b>0.75</b>	<b>Th: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>4<sup>th</sup> year only</b>	The course serves as a forum to discuss internship application process and current externship placement; The class allows for group supervisions of externship cases and discussion of issues that arise at students' externship sites.	
<b>PSC 6504</b>	<b>Advanced CBT Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 8-10</b>	<b>Schumpf</b>	<b>Yes</b>	<b>Pre-requisite: CBT for Anxiety and Depressive Disorders</b>	This course consists of group supervisory sessions for students providing individual Cognitive Behavioral Therapy (CBT) for the second year to University clinic patients. Students will continue to learn and practice various interventions and present case conceptualizations in the group.	
<b>PSC 6813</b>	<b>Lifespan Psychopathology I</b>	<b>A</b>	<b>3</b>	<b>T:2-4</b>	<b>Van Meter</b>	<b>No</b>	<b>No</b>	This course focuses on the etiology, epidemiology, and classification of adult psychopathology. The topic will be considered from various angles, including social, cultural, historical, and phenomenological. Specific emphasis will be placed on reviewing the empirical evidence for the cognitive, behavioral, affective, genetic, neurobiological, and psychosocial bases of psychopathology.	

<b>PSC 6288</b>	<b>Integrating Clinical Practice and Research</b>	<b>A</b>	<b>3</b>	<b>W: 2-4</b>	<b>Van Meter</b>	<b>No</b>	<b>No</b>	This course will build on the knowledge gained in Research Methods I and II; students will learn to apply empirical evidence to their clinical practice by articulating answerable questions, reviewing and evaluating the research, and determining appropriate action. Students will be evaluated on their ability to integrate evidence-based practice into their clinical work; course work will require students to create a portfolio of best practices for a specific disorder and to present a case including information on assessment, treatment, and expected outcomes.
<b>PSC 6540</b>	<b>Investigating Mood Pathology: Assessment, Course, &amp; Treatment of Bipolar Spectrum Disorders</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Van Meter</b>	<b>Yes</b>	<b>No</b>	The IMPACT Lab studies environmental and biological influences on the development and trajectory of bipolar mood spectrum profiles. Topics of particular interest include: cyclothymic disorder and other chronic presentations of dysregulated mood, the role of emotion sensitivity in the onset and maintenance of severe mood pathology, and the identification of biomarkers to aid in predicting prognosis and intervention. Students in the IMPACT lab will participate in research projects related to the bipolar spectrum and its correlates through meta-analyses, secondary data analyses, and new data collection.
<b>PSC 6441</b>	<b>Cognitive Assessment w/ Practicum</b>	<b>A</b>	<b>3</b>	<b>W: 2-4</b>	<b>Walsh</b>	<b>No</b>	<b>Co-requisite: Cognitive Assessment Practicum</b>	This course will provide the basic knowledge necessary for the administration, scoring, and interpretation of standard cognitive assessment batteries. The course will introduce some of the psychometric issues guiding test construction and usage, as well as empirical examinations of the function and

								parameters of the intelligence construct. Students will be guided through the administration and scoring procedures of the Wechsler intelligence scales while completing exercises to ensure the avoidance of common errors associated with these steps. Students will then consider common procedures for interpreting test results and synthesizing these results with information from multiple data sources. The eventual goal is to answer the referral question and present a complete evaluation of the individual in a comprehensive and cohesive assessment report. Students will also be introduced to other areas of cognitive assessment such as executive skills, memory, and learning.	
<b>PSC 6548</b>	<b>Trauma, Resilience, Interpersonal Violence, and Emotion-I (RS)</b>	<b>A</b>	<b>3</b>	<b>T: 4-6</b>	<b>Walsh</b>	<b>Yes</b>	<b>No</b>	This seminar will introduce students to the research literature on gender-based violence (GBV) and its effects on emotion regulation and psychopathology, including substance use disorders. Students will be trained in how to evaluate research on GBV and mental disorders and apply this knowledge to their own research and practice. Students also will become familiar with the construct of emotion regulation as it relates to both GBV and the development of psychopathology. Students will use the information covered in this course to develop their own hypotheses and plans for testing them empirically.	
<b>PSC 6280</b>	<b>Statistics</b>	<b>A</b>	<b>3</b>	<b>W: 2-4</b>	<b>Wheaton</b>	<b>No</b>	<b>No</b>	This course will review basic concepts involved in the utilization and understanding of statistics. The course will begin essential concepts related to probability. Subsequently, it will focus	

								on basic measures of bivariate association and culminate in an introduction to the general linear model, including analysis of variance and multiple regressions. The course will focus on both the understanding and use of analyses covered. Students will practice extracting information from analyses conducted and reported by others. They will also practice conducting analyses and displaying and reporting results. Analytic instruction will utilize Microsoft Excel and the Statistical Program for the Social Sciences (SPSS).	
<b>PSC 6546</b>	<b>Obsessive Compulsive Disorder (OCD), hoarding disorder, and OCD-Related Disorders</b>	<b>A</b>	<b>3</b>	<b>Tue: 2-4</b>	<b>Wheaton</b>	<b>Yes</b>	<b>No</b>	This course will focus on the etiology and phenomenology of obsessive compulsive disorder (OCD), hoarding disorder, and other OCD-related disorders, as well as their evidence-based treatments. Course objectives (below) will be met through course readings and participation in weekly discussions. Students in the course will also contribute to research projects focused on OCD and related disorders conducted in Dr. Wheaton's laboratory.	
<b>PSC 6446</b>	<b>Clinical Assessment with Practicum I</b>	<b>A</b>	<b>3</b>	<b>W: 12-2</b>	<b>Zweig</b>	<b>No</b>	<b>Pre-requisites: Cognitive Assessment and Personality Assessment</b>  <b>Co-requisite: Clinical Assessment Practicum</b>	This year-long course provides an overview of the interpretation and integration of measures of cognition, personality, and psychopathology. Basic interpretation of traditional measures (e.g. WAIS-IV, Rorschach, MMPI-2) and their integration will be reviewed. Students are also exposed to less traditional measures (self-report, projective, interview-based, etc) and techniques for integrating data from quantitative and qualitative measures. The course will emphasize procedures	

								for drawing inferences from interview and test data, analyzing individual differences, integrating results, and writing reports that summarize findings. Labs include supervision in administration and interpretation of psychological test batteries for patients referred for testing by externship or the Parnes Clinic.	
<b>PSC 6529</b>	<b>Research in Depression and Personality Disorder in Older Adults I</b>		<b>3</b>	<b>T: 2-4</b>	<b>Zweig</b>	<b>Yes</b>	<b>No</b>	The first half of this year-long research seminar reviews theoretical models and empirical research on the transaction between depression and personality disorder in the elderly. Students learn to identify core issues in the diagnostic assessment of depression and personality disorder in older adults, describe the interaction of biological, psychological, and social factors in contributing to psychopathology in older adulthood, and to develop enhanced critical thinking skills in the evaluation of clinical research.	
<b>PSC 6448</b>	<b>Psychological Assessment and Treatment of Older Adults</b>	<b>A</b>	<b>1.5</b>	<b>T: 12-2</b>	<b>Zweig</b>	<b>Yes</b>	<b>Pre-requisites: Clinical Interviewing (PSC 6435, 6435L) and Clinical Assessment with Practicum (PSC 6446)</b>	This course provides a didactic overview of issues critical to the diagnosis and psychotherapeutic treatment of psychological problems in older adults, as well as a forum for case discussion of psychotherapy with the older patient. Theoretical and empirical research in gero-psychology will be reviewed, including topics such as: The psychology of normal aging & diversity in the aging process; Foundations of gero-psychological assessment; Psychopathology in older adulthood; Consultation with families and in interdisciplinary settings; Psychotherapeutic treatment models, modalities, and approaches for older	



								adults in varied treatment settings. The goal is to provide students with an understanding of the conceptual and empirical underpinnings of the practice of Clinical Gero-psychology.	
<b>PSC 6449</b>	<b>Gero-psychology Practicum I (FOAP Lab)</b>	<b>A</b>	<b>1.5</b>	<b>T: 8:30 -10</b>	<b>Zweig</b>	<b>Yes</b>	<b>Co-requisite: Dynamic or CBT lab</b>	Year-long advanced seminar & group supervision lab for gero-psychology practicum trainees and students seeing older adults in the University clinic, covering topics which may include: (a) Biological, cognitive, developmental, and social psychological aspects of aging; (b) Prevalence, course, and outcome of psychopathology in later life; (c) Special issues bearing on the diagnostic and psychological assessment of older adults; (d) Special issues regarding the application of psychotherapeutic interventions to older adults of diverse racial/ethnic backgrounds; (e) Gero-psychology consultation liaison within a primary care setting. This course (lab) is intended to have an applied focus, and has as its premise is that what makes working with older adults distinct is not the techniques you would employ, but the knowledge that informs your choices regarding assessment and psychotherapeutic interventions.	
<b>Courses Taught by Other Program Faculty</b>									
<b>PSS 6213</b>	<b>Evidence-Based Intervention for Youth I</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>Doctoroff</b>	<b>Yes</b>	<b>No</b>	This course will provide an introduction to Cognitive Behavior Therapy (CBT), including theoretical underpinnings, core assumptions of CBT, and the definition of empirically supported practice. Students will learn about the content and therapeutic process of evidence-based approaches	

								targeting externalizing disorders and related problems from early childhood to adolescence with a focus on Behavioral Parent Training. We will emphasize issues arising as treatment begins, such as assessment, case formulation, and treatment planning, and on issues relating to providing evidence-based treatments. The course will include didactic lecture, case discussion and experiential learning. Students are encouraged to present case material from their own caseloads.	
<b>PSH 6011</b>	<b>Introduction to Clinical Neuropsychology</b>	<b>A</b>	<b>3</b>	<b>Th: 4-6</b>	<b>Holtzer</b>	<b>No</b>	<b>No</b>	This course is the first of a two-semester didactic sequence that constitutes an integral component of The Minor in Clinical Neuropsychology. Concurrent with the course work students are required to complete a formal year-long externship in Clinical Neuropsychology. Specifically, this course is designed to introduce the student to the field of Adult Clinical Neuropsychology. Emphasis will be placed on both theoretical and practical aspects of neuropsychological assessment. With respect to theory, the course will cover historical aspects, basic concepts and principles, and methodological issues inherent in neuropsychological assessment. Additionally, students will learn how to administer neuropsychological tests, score, conceptualize and write neuropsychological reports. Some of the class time will be devoted to supervision and case presentations of clinical cases.	

<b>PSC 6436L</b>	<b>Basic Psychotherapy Skills Lab</b>	<b>A</b>	<b>0</b>	<b>W: 10-12</b>	<b>Salton</b>	<b>No</b>	<b>Co-req: Clinical Interviewing w/Practicum</b>	This course is a lab which will be taken each semester in conjunction with PSC 6435 (Clinical Interviewing). The course is designed to provide first year clinical psychology (Psy. D.) graduate students with an introduction to the practice of psychotherapy. The “basic skills” that they are exposed to and begin to work with include, but are not limited to: listening, reflecting, interpreting, empathy, and cross cultural competence. This is an experiential lab in which students practice these skills by participating in role plays with each other and the instructor as well as other exercises.
<b>Courses Taught by Adjunct Faculty</b>								
<b>PSC 6175</b>	<b>Object Relations Theory and Therapy</b>	<b>A</b>	<b>3</b>	<b>W: 10-12</b>	<b>Aviram</b>	<b>Yes</b>	<b>Psychoanalytic Theory</b>	The Object Relations Theory and Therapy course will familiarize students with the major theories that developed primarily by the British Independent group of psychoanalysts in the first half of the twentieth century. These object relations theories influenced the evolution of psychoanalysis. A major contemporary trend known as relational psychoanalysis is a direct outgrowth of the writings of those early psychoanalysts. The course will discuss the early contributors to Object Relations Theory, including Melanie Klein, Wilfred Bion, W.R.D. Fairbairn, Harry Guntrip, D.W. Winnicott, and John Bowlby. Each class will integrate clinical material that will be discussed in the context of that day’s reading material. In addition to the early contributors to object relations theory, we will read and discuss the work of

								contemporary writers who have been directly influenced by the early object relations psychoanalysts. These writers include Christopher Bollas, Thomas Ogden, David Scharff and Jill Savage Scharff, and Stephen Mitchell. We will continuously make an effort to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.	
<b>PSA 6515</b>	<b>Life-Span Development</b>	<b>B</b>	<b>3</b>	<b>W: 4-6</b>	<b>Kallberg-Shroff</b>	<b>No</b>	<b>No</b>	This class provides an overview of developmental issues across the life span. The overall goal is to explore the social-emotional and cognitive psychological underpinnings of human functioning from infancy to old age. Among the topics that will be covered are: life-span attachment issues (e.g., early parent-child relationships); developmental psychopathology (i.e., risk and resilience); normative and atypical emotional development; personality development; different approaches to cognitive functioning; and a general focus on developmental continuities and discontinuities.	
<b>PSC 6435</b>	<b>Clinical Interviewing with Practicum Lab</b>	<b>A</b>	<b>3</b>	<b>Th: 2-4</b>	<b>Passman</b>	<b>No</b>	<b>Co-req: Clinical Interviewing Lab and Basic Psychotherapy Skills</b>	This course is designed to teach first year doctoral students basic skills in clinical interviewing. It is expected that by the end of the semester students will have begun to develop skills in the following areas: development of a psychotherapeutic stance, interviewing and diagnostic skills, mental status evaluation, SCID administration, case disposition, as well as case presentation, conceptualization and report writing. Material in the course will be presented without emphasis on any one particular theory or orientation.	

								However, case formulation and treatment planning skills are essential and will be understood from various perspectives.	
<b>PSC 6435L</b>	<b>Clinical Interviewing with Practicum Lab</b>	<b>A</b>	<b>0</b>	<b>Th: 4-6</b>	<b>Passman</b>	<b>No</b>	<b>Co-req: Clinical Interviewing and Basic Psychotherapy Skills</b>	See PSC 6435	
<b>PSA 6405</b>	<b>Social Psychology</b>	<b>A</b>	<b>3</b>	<b>Online</b>	<b>TBA</b>	<b>No</b>	<b>No</b>	This course is intended to provide an overview of the field of social psychology. Students will learn basic principles and theories that can be applied to everyday life, research, and clinical or applied work.	
<b>Courses Taught by Lab Supervisors: Assessment Labs (yearlong)</b>									
n/a	<b>Cognitive Assessment Practicum</b>		n/a	<b>W: 6-8</b>	<b>Taught by student TAs (changes each year)</b>	<b>Yes</b>	<b>Co-requisite: Cognitive Assessment (PSC 6441)</b>	This ungraded practicum must be taken in conjunction with Cognitive Assessment (PSC 6441). This practicum is taught by student TAs. Meeting times change each year.	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>Th: 9:30-11</b>	<b>Brickman</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>M: 6-7:30</b>	<b>Lubow</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>Th: 4:00-5:30</b>	<b>Termini</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>T: 3:30-5</b>	<b>Weisfeld</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	

n/a	<b>Clinical Assessment Practicum</b>		n/a	W: 8:30-10	Winkler	Yes	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
<b>Courses Taught by Lab Supervisors: Therapy Labs (yearlong)</b>									
PSC 6502	<b>CBT Individual Psychotherapy Practicum</b>	A	1.5	W: 10-12	Carnesale	Yes	<b>Co-Requisite: CBT of Anxiety &amp; Depressive Disorders I</b>	This course consists of group supervisory sessions for students providing individual Cognitive Behavioral Therapy (CBT) for the first time to University clinic patients. Students will learn and practice various interventions and present case conceptualizations in the group.	
PSC 6502	<b>CBT Individual Psychotherapy Practicum</b>	B	1.5	W: 10-12	Silberstein	Yes	<b>Co-Requisite: CBT of Anxiety &amp; Depressive Disorders I</b>	See above description for PSC 6502.	
PSC 6492	<b>Psychodynamic Individual Psychotherapy Practicum</b>	A3	1.5	W: 12-2	Aviram	<b>Yes Must be Sorted into Labs</b>	<b>Psychoanalytic Theory Object Relations or Interpersonal Therapy</b>	Students enrolled in the Individual Psychodynamic Psychotherapy Lab are either in their third year at Ferkauf, or are fourth year students taking a psychodynamic lab for the first time. They are assigned three individual psychotherapy patients from the Parnes Psychology Clinic, which is located at Ferkauf. Pre requisites for this lab, sometimes called the third year/first timer lab, include Psychoanalytic Theory, as well as a psychodynamic theory of intervention course such as Interpersonal Therapy, Self Psychology, or Object Relations. Individual Psychodynamic Psychotherapy Lab enrollment includes participation in a one hour fifty minute weekly group supervision on site where students present their individual cases to their lab. All lab students are also assigned an individual supervisor for one hour weekly off-site supervision.	

							<p>With few exceptions, the clinical professors and adjunct clinical supervisors associated with the psychodynamic labs have received extensive postdoctoral training and are graduates of highly esteemed psychoanalytic institutes. These include, for example, The William Alanson White Institute, the New York University Post Doctoral Program in Psychoanalysis and Psychotherapy, The Institute for Psychoanalytic Training and Research, and the National Institute for the Psychotherapies.</p> <p>Individual Psychodynamic Psychotherapy Labs address issues common to students starting their first intensive, relatively long term (potentially two year) psychodynamic treatments, including but not limited to anxieties related to beginning treatments, case conceptualization, how to maintain good boundaries while connecting well, when to refer for a psychopharmacological consultation, how to interact with other psychological professionals in the patient's life (the first year testing student or a disability agency, for example), and transference/countertransference phenomena. The particular issues related to the individual patient often prompt readings as well as discussion for the lab, for example in the areas of race, culture, and sexual orientation. Students who are in their third year in the Individual Psychotherapy Lab prepare for their Clinical Comprehensive Exam with the help of the lab cohort, instructor, and</p>	
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								adjunct supervisor. Once a patient is picked from the student's caseload, the student is helped towards being able to formulate a case conceptualization, which forms the main body of the comps. Comps are due at the end of the third year.	
<b>PSC 6492</b>	<b>Psychodynamic Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 10-12</b>	<b>Warfield</b>	<b>Yes Must be Sorted into Labs</b>	<b>Psychoanalytic Theory Object Relations or Interpersonal Therapy</b>	See above description for PSC 6492	
<b>Courses Taught by Lab Supervisors: Geropsychology (yearlong)</b>									
<b>PSC 6449L</b>	<b>Geriatric NeuroPsych Lab</b>	<b>A</b>	<b>1.5</b>	<b>M: 1-2</b>	<b>Mahoney</b>	<b>Yes</b>	<b>Yes, open only to FOAP externs</b>	Geriatric Neuropsych Lab/Supervision as part of the Ferkauf Older Adult Program. The Seminar hour will serve a variety of purposes as the year unfolds. In the beginning we will focus on training and didactic issues. As the year progresses, we will focus more on supervision of the assessment experiences. The weekly four hour NP Assessment period will allow you to gain practical experience with NP assessment. In the beginning of the year, this time will be spent observing the current CCMA Research Assistants. You will transition to an independent NP Tester as the year progresses.	



**SPRING 2017**

**Courses Taught by Core Faculty**

<b>PSA 6472</b>	<b>Cognitive and Affective Bases of Behavior</b>	<b>A</b>	<b>3</b>	<b>W: 4-6</b>	<b>Arsenio</b>	<b>No</b>	<b>No</b>	This class provides an overview of the major cognitive and affective influences on human behavior, with specific attention to some of the ways in which cognition and affect interact. Malcolm Gladwell's book Blink must be read prior to the first class, and the first two classes address Blink and the empirical research underlying it. Initial issues include the nature of "thin-slicing" and the interplay of conscious and unconscious processes in decision making and behavior. Three subsequent blocks of lectures present an overview of: a) basic cognitive structures and processes (e.g., attention, memory, rationality, etc.); b) the functional and dysfunctional aspects of emotions (e.g., psychoevolutionary theory, emotion recognition, expression, and regulation, and emotions in psychopathology); and c) some of the theories and research on how cognition and affect interact during both typical and atypical functioning.
<b>PSC 6543</b>	<b>Emotions, Psychopathology , &amp; Socio- Economic</b>		<b>3</b>	<b>Th: 10-12</b>	<b>Arsenio</b>	<b>Yes</b>	<b>No</b>	The second half of this year long seminar completes the theoretical overview of research on emotions with particular attention to the research

	<b>Contexts II: Theories and Concepts</b>							methods used to examine the links between affective and clinical science. Methods include an introduction to fMRI, cortisol measurement, and other more biological approaches. Much of the class focuses on methods that can be used in graduate-level research, including questionnaires, standardized instruments, and the creation and use of novel stimulus materials. Topics include emotional socialization and competence, emotionality, and biases and deficits in affective social cognitive processes.	
<b>PSC 6146</b>	<b>Psychological Trauma II</b>		<b>3</b>	<b>Th: 10-12</b>	<b>Auerbach</b>			The course explores the phenomenon of collective trauma, that is traumatic events that effect not single individuals alone, but also large populations of individuals. Topics include the Jewish Holocaust, The Rwandan genocide, and the Native American Genocide, the intergenerational transmission of trauma, and collective resilience. Although the course is a research seminar, it is open to students not planning to do research but are interested in these topics.	
<b>PSA 6289</b>	<b>Introduction to Qualitative Research</b>	<b>A</b>	<b>3</b>	<b>T: 4-6</b>	<b>Auerbach</b>			Major methods of qualitative research, together with some useful psychological applications of them. For students who want to do qualitative research and those who want to learn about it.	
<b>PSA 6601</b>	<b>History &amp; Systems of Psychology</b>	<b>A</b>	<b>3</b>	<b>Online</b>	<b>Auerbach</b>	<b>No</b>	<b>No</b>	The course presents a historical survey of the development of contemporary psychological theory, beginning with classical antiquity and moving up to the present day. Emphasis is placed on understanding both past and present clinical theories in their cultural contact.	

<b>PSC 6544</b>	<b>Working with Asylum Seekers</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Auerbach</b>			Millions of people world wide are forced to flee their native country as a result of persecution. Asylum is a form of protection that the U.S. government grants these people if they can prove they have a “well founded fear” of future persecution based on race, religion, nationality, political opinion or social group. Applicants for asylum must apply for an asylum hearing for which psychological testimony along with medical testimony is relevant. The Ferkauf Graduate School of Psychology in conjunction with the Cardozo Human Rights and Genocide Clinical and the Weill Cornell Center for Human Rights is providing psychological documentation for asylum claims. The course will train students to conduct asylum interviews on which the psychological documentation is based. The interviews will be conducted under the supervision of a licensed clinical psychologist, most often the course instructor. The course materials will include the legal, medical and psychological aspects of conducting and writing up asylum interviews, as well as academic research on refugees, refugee stress and refugee trauma. Classes will involve case presentations, didactic materials, and lectures by outside legal and medical experts.
<b>PSC 6814</b>	<b>Lifespan Psychopathology II</b>	<b>A</b>	<b>3</b>	<b>T: 2-4</b>	<b>Eubanks</b>	<b>No</b>	<b>No</b>	This course focuses on the etiology, epidemiology, and classification of adult psychopathology. The topic will be considered from various angles, including social, cultural, historical, and phenomenological. Specific emphasis will be placed on reviewing

								the empirical evidence for the cognitive, behavioral, affective, genetic, neurobiological, and psychosocial bases of psychopathology.	
<b>PSC 6191</b>	<b>Concepts of Psychotherapy</b>	<b>A</b>	<b>3</b>	<b>W: 12-2</b>	<b>Eubanks</b>	<b>No</b>	<b>No</b>	In this course we address the theory of technique in several approaches to psychotherapy, especially as it applies to the question “what is mutative in psychotherapy?” We first examine the students’ implicit theories of what is mutative so that students: 1- know they hold such theories, 2 – make those theories explicit, and 3 – can clarify what they believe along such dimensions as fantasy and reality, rationality and irrationality, temporality (past and present), reenactments and enactments, and also categories such as education, insight, and experience. We move on to learning the theory of techniques related to important, selected concepts in several major orientations and modalities. We note issues of class, sex, and race throughout our inquiries.	
<b>PSC 6528</b>	<b>Effective Psychotherapists : An Integrative Approach II</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Eubanks</b>	<b>Yes</b>	<b>No</b>	Building upon material covered in the first semester course Effective Psychotherapists I, this seminar will focus on how to conduct research on therapeutic effectiveness. Students will use their knowledge of therapist effects and common principles of change to deepen their understanding of the psychotherapy process and outcome literature and to refine their own research ideas. They will also learn methodological and statistical skills that will enable them to carry out their research proposals.	

<b>PSC 6466</b>	<b>Family Therapy with Practicum II</b>	<b>A</b>	<b>4.5</b>	<b>W: 12-2</b>	<b>Goldklank</b>		<b>PSC 6465</b>	In this second half of the intensive year long practicum in family and couples therapy we focus primarily on the specific therapeutic problems and particular systemic issues presented by the students' cases obtained through this course. In addition, we continue to highlight more general theory and practice problems. N.B., additional readings, or changes in the readings may occur as the student caseload requires our focus to shift. The goal of this second semester is for students to gain experience as family and couple therapists, and to increase their knowledge and preparedness for specific challenging problems that might arise in their and their fellow students' cases.	
<b>PSC 6463</b>	<b>Clinical Concepts in Couples and Family Therapy</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>Goldklank</b>	<b>No</b>	<b>No</b>	What we cover in this course is an analysis of couples' and families' healthy functioning and malfunctioning. We examine mate selection, some theories of technique, and techniques from a variety of couples and family therapy perspectives, including: Interpersonal Psychoanalytic-Systemic; Emotion Focused; Object-relational; Bowenian Systems; Structural; and Neuroscience views. We emphasize a psychodynamic-systemic orientation and interventions.	
<b>PSC 6495</b>	<b>Advanced Psychodynamic Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 10-12</b>	<b>Goldklank</b>	<b>Yes</b>	<b>Psychodynamic Psychotherapy Practicum (4<sup>th</sup> year)</b>	See PSC 6494	

<b>PSC 6475</b>	<b>Theory and Research in Anxiety and Depression II</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>McGinn</b>	<b>Yes</b>	<b>No</b>	This class is a follow-up to theory and research in Anxiety and Depression I and is intended to facilitate the development of a research proposal in the area of anxiety or depression. Students will develop and design a research project, initiate class presentations, participate in group discussions, and provide a critical analysis of empirical research.
<b>PSC 6471</b>	<b>Cognitive-Behavior Therapy for Anxiety and Depressive Disorders II</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>McGinn</b>	<b>Yes</b>	<b>Cognitive Therapy or Behavior Therapy</b>	See PSC 6470
<b>PSC 6509</b>	<b>The Teaching and Learning of Psychotherapy (Clinical Supervision)</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Rock</b>	<b>Yes</b>	<b>No</b>	Readings and discussions focus on the theory and practice of clinical supervision. Practicum experience enables students to supervise beginning students.
<b>PSC 6498</b>	<b>Interpersonal and Relational Psychotherapy</b>	<b>A</b>	<b>3</b>	<b>Th: 10-12</b>	<b>Rock</b>	<b>No</b>	<b>No</b>	Survey of the interpersonal approach to the conception and conduct of psychotherapy and therapeutic engagement; the therapeutic relationship, transference, and countertransference, the analysis of dreams, and the process of supervision. Comparison and contrast of the interpersonal approach with other therapeutic models.
<b>PSC 6493</b>	<b>Psychodynamic Individual Psychotherapy Practicum</b>	<b>B</b>	<b>1.5</b>	<b>T: 10-12</b>	<b>Rock</b>	<b>Yes Must be Sorted into Labs</b>	<b>Psychoanalytic Theory Object Relations or Interpersonal Therapy</b>	Students enrolled in the Individual Psychodynamic Psychotherapy Lab are either in their third year at Ferkauf, or are fourth year students taking a psychodynamic lab for the first time. They are assigned three individual psychotherapy patients from the Parnes Psychology Clinic, which is located at Ferkauf. Pre requisites for this lab, sometimes called the third year/first

							<p>timer lab, include Psychoanalytic Theory, as well as a psychodynamic theory of intervention course such as Interpersonal Therapy, Self Psychology, or Object Relations.</p> <p>Individual Psychodynamic Psychotherapy Lab enrollment includes participation in a one hour fifty minute weekly group supervision on site where students present their individual cases to their lab. All lab students are also assigned an individual supervisor for one hour weekly off-site supervision. With few exceptions, the clinical professors and adjunct clinical supervisors associated with the psychodynamic labs have received extensive postdoctoral training and are graduates of highly esteemed psychoanalytic institutes. These include, for example, The William Alanson White Institute, the New York University Post Doctoral Program in Psychoanalysis and Psychotherapy, The Institute for Psychoanalytic Training and Research, and the National Institute for the Psychotherapies.</p> <p>Individual Psychodynamic Psychotherapy Labs address issues common to students starting their first intensive, relatively long term (potentially two year) psychodynamic treatments, including but not limited to anxieties related to beginning treatments, case conceptualization, how to maintain good boundaries while connecting well, when to refer for a psychopharmacological consultation, how to interact with other psychological professionals in the patient's life (the first year testing</p>	
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								student or a disability agency, for example), and transference/countertransference phenomena. The particular issues related to the individual patient often prompt readings as well as discussion for the lab, for example in the areas of race, culture, and sexual orientation. Students who are in their third year in the Individual Psychotherapy Lab prepare for their Clinical Comprehensive Exam with the help of the lab cohort, instructor, and adjunct supervisor. Once a patient is picked from the student's caseload, the student is helped towards being able to formulate a case conceptualization, which forms the main body of the comps. Comps are due at the end of the third year.	
<b>PSC 6551B</b>	<b>First Year Professional Seminar</b>	<b>B</b>	<b>0.75</b>	<b>T: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>1<sup>st</sup> year only</b>	This course is designed as an introduction to the clinical psychology program with a focus on helping students become oriented to the expectations of the program and their role as members of the Ferkauf community. The course also serves to familiarize students with relevant issues in the field of clinical psychology. Guidance and preparation for the externship process will be a main focus.	
<b>PSC 6552B</b>	<b>Second Year Professional Seminar</b>	<b>B</b>	<b>0.75</b>	<b>T: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>2<sup>nd</sup> year only</b>	The course serves as a forum to discuss all aspects of externship experience, familiarize students with current research on clinical supervision and professional consultation in clinical psychology. The class allows for group supervisions of externship cases and discussion of issues that arise at students' externship sites.	



<b>PSC 6553B</b>	<b>Third Year Professional Seminar</b>	<b>B</b>	<b>0.75</b>	<b>Th: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>3<sup>rd</sup> year only</b>	The course serves as a forum to discuss all aspects of externship experience, familiarize students with current research on clinical supervision and professional consultation in clinical psychology. The class allows for group supervision of externship cases and discussion of issues that arise at students' externship sites.
<b>PSC 6554B</b>	<b>Fourth Year Professional Seminar</b>	<b>B</b>	<b>0.75</b>	<b>Th: 9-10</b>	<b>Schumpf</b>	<b>No</b>	<b>4<sup>th</sup> year only</b>	The course serves as a forum to discuss internship application process and current externship placement; The class allows for group supervisions of externship cases and discussion of issues that arise at students' externship sites.
<b>PSC 6505</b>	<b>Advanced CBT Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 8-10</b>	<b>Schumpf</b>	<b>No</b>	<b>Pre-Requisite: CBT of Anxiety &amp; Depressive Disorders I &amp; II</b>	This course consists of group supervisory sessions for students providing individual Cognitive Behavioral Therapy (CBT) for the second year to University clinic patients. Students will continue to learn and practice various interventions and present case conceptualizations in the group.
<b>PSC 6486</b>	<b>Assessment and Treatment of Substance Use Disorders</b>		<b>3</b>	<b>T: 12p-2p</b>	<b>Walsh</b>	<b>No</b>	<b>No</b>	This course will provide students with a broad understanding of the prevalence of substance use disorders in the US population as well as in various clinical samples. We will review the new DSM-5 substance use disorder criteria, and a substantial segment of the course will be devoted to understanding comorbidity between substance use disorders and other mental disorders. Finally, students will learn about common evidence-based treatments for substance use disorders (Motivational Interviewing, Harm Reduction, Relapse Prevention,) as well as emerging literature on the efficacy and

								effectiveness of treatments for comorbid substance use disorders and other mental disorders (e.g. Seeking Safety).	
<b>PSC 6549</b>	<b>Trauma, Resilience, Interpersonal Violence, and Emotion-II (RS)</b>	<b>A</b>	<b>3</b>	<b>W: 2-4p</b>	<b>Walsh</b>	<b>Yes</b>	<b>No</b>	This seminar will introduce students to the research literature on violence, particularly gender-based violence (GBV), and its effects on emotion regulation and psychopathology, particularly substance use disorders. Students will be trained in theoretical models linking GBV to psychopathology and other outcomes as well as the types of studies that have been conducted to test these theories. Students will also learn how to evaluate research on GBV and psychopathology and apply this knowledge to their own research and practice. Students also will become familiar with the construct of emotion regulation as it relates to both GBV and the development of psychopathology. Students will use the information covered in this course to develop their own hypotheses and plans for testing them empirically.	
<b>PSC 6478</b>	<b>Behavior Therapy</b>	<b>A</b>	<b>3</b>	<b>W: 10a-12p</b>	<b>Wheaton</b>	<b>No</b>	<b>No</b>	This course will systematically review the principles of classical and operant conditioning and consider the ways in which they can be applied to the mental health disorders. Students will first consider those cases with a clear stimulus-response link (e.g., the anxiety disorders) before moving on to consider the ways in which these basic principles can inform the treatment of more complicated presenting problems. Although discrete behavioral techniques will be covered, students	

								will also learn that behavior therapy is best conceptualized as an empirically-informed set of principles that guide many treatment approaches, even those usually considered apart from behavior therapy (e.g., psychodynamic, experiential approaches). The course will also provide an introduction to the so-called “third wave” behavioral approaches, including Acceptance and Commitment Therapy (ACT), Functional Analytic Psychotherapy (FAP), and Dialectical Behavior Therapy (DBT).	
<b>PSC 6547</b>	<b>Seminar in Obsessive Compulsive Disorder (OCD), hoarding disorder, and OCD-Related Disorders</b>	<b>A</b>	<b>3</b>	<b>T: 2-4</b>	<b>Wheaton</b>	<b>Yes</b>	<b>No</b>	This course will focus on the etiology and phenomenology of obsessive compulsive disorder (OCD), hoarding disorder, and other OCD-related disorders, as well as their evidence-based treatments. Course objectives (below) will be met through course readings and participation in weekly discussions.	
<b>PSC 6537</b>	<b>Data Analysis</b>	<b>A</b>	<b>3</b>	<b>W: 2-4</b>	<b>Wheaton</b>	<b>No</b>		This advanced statistics course will review the major types of statistical methods commonly used in clinical psychology research, including t-tests, ANOVAs, correlation, regression, nonparametric tests, and factor analysis. Students will first gain a solid conceptual understanding of statistical principles and methods; they will then build upon this understanding by conducting analyses of data related to their research interests.	
<b>PSC 6447</b>	<b>Clinical Assessment with Practicum II</b>	<b>A</b>	<b>3</b>	<b>W: 12-2</b>	<b>Zweig</b>	<b>No</b>	<b>Pre-requisite: Cognitive and Personality Assessment</b>	See PSC 6446	

							<b>Co-requisite: Clinical Assessment Practicum</b>	
<b>PSC 6530</b>	<b>Research in Depression and Personality Disorders in Older Adults II (RS)</b>	<b>A</b>	<b>3</b>	<b>T: 2-4</b>	<b>Zweig</b>	<b>Yes</b>	<b>No</b>	The second half of this year-long research seminar focuses on broadening understanding of personality in later life as viewed from developmental and social-cognitive perspectives, as well as research methods used to examine personality traits, processes and disorders. Students continue to hone skills in the critical analysis of empirical research, and develop a comprehensive review of research in the areas of depression, personality disorder, or social/interpersonal functioning in older adulthood.
<b>PSC 6450</b>	<b>Gero-psychology Practicum II (FOAP Lab)</b>	<b>A</b>	<b>1.5</b>	<b>T: 10-12</b>	<b>Zweig</b>	<b>Yes</b>	<b>Co-requisite: Dynamic or CBT lab</b>	Year-long advanced seminar & group supervision lab for gero-psychology practicum trainees and students seeing older adults in the University clinic, covering topics which may include: (a) Biological, cognitive, developmental, and social psychological aspects of aging; (b) Prevalence, course, and outcome of psychopathology in later life; (c) Special issues bearing on the diagnostic and psychological assessment of older adults; (d) Special issues regarding the application of psychotherapeutic interventions to older adults of diverse racial/ethnic backgrounds; (e) Gero-psychology consultation liaison within a primary care setting. This course (lab) is intended to have an applied focus, and has as its premise that what makes working with older adults distinct is not the techniques you would employ, but

								the knowledge that informs your choices regarding assessment and psychotherapeutic interventions.	
<b>Courses Taught by Other Program Faculty</b>									
<b>PSA 6371</b>	<b>Issues in Professional Practice</b>	<b>A</b>	<b>3</b>	<b>W: 2-4</b>	<b>Foley</b>	<b>No</b>	<b>No</b>	This is a broad-based course that covers a wide range of issues confronting the professional psychologist. Ethical principles that guide professional conduct as psychologist-in-training, practitioner, scientist, teacher, and consultant are emphasized. Case examples will accompany lecture and discussion. The course is designed to expose students to the ethical questions and challenges that psychologists are facing in their current work.	
<b>PSS 6610</b>	<b>Introduction to Child Therapy</b>	<b>A</b>	<b>3</b>	<b>T: 12-2</b>	<b>Gerson</b>	<b>Yes</b>	<b>No</b>	This course presents psychodynamically-based psychotherapy with children from preschool through pre-adolescence, with particular emphasis on using play in therapy, working with parents, and working with families with multiple chronic stressors. We will study the meaning and use of play in child therapy. The Children's Play Therapy Instrument will be introduced as a technique to describe play sessions and to evaluate change. We will discuss the processes of child therapy-- beginning the treatment, defining the problem and setting goals, understanding the therapeutic relationship, using a variety of psychodynamic interventions and integrating other techniques, understanding the change process, and ending therapy. Various approaches to	

								parent involvement will be included, with considerations of ethnic influences and working with inner city families. A model for evaluating therapy process and outcome will be introduced.	
<b>PSH 6012</b>	<b>Introduction to Clinical Neuropsychology II</b>	<b>A</b>	<b>3</b>	<b>Th: 4-6</b>	<b>Holtzer</b>	<b>No</b>	<b>Pre-requisite: PSH 6011</b>	See PSH 6011	
<b>PSH 6014</b>	<b>Science of Cognitive and Affective Function</b>	<b>A</b>	<b>3</b>	<b>T: 4-6p</b>	<b>Mahoney</b>	<b>No</b>	<b>No</b>	The course will provide overview of cognitive and affective function in humans by reviewing the structure and function of the central nervous system. Integrating different disciplines including cognitive psychology, neuropsychology and the cognitive neurosciences to examine classic and current literature pertaining to normal and abnormal cognitive and affective function. The course will cover complex cognitive functions including but not limited to attention, memory, language, and executive control as well as the neuroanatomical substrate underlying these functions. In addition, mechanisms involved in regulation of emotions and affect in normal and diseased populations will be covered.	
<b>PSC 6436L</b>	<b>Basic Psychotherapy Practicum</b>	<b>B</b>	<b>0</b>	<b>T: 10-12</b>	<b>Salton</b>	<b>Yes</b>	<b>Co-req: Clinical Interviewing w/Practicum</b>	This course is a lab which will be taken each semester in conjunction with PSC 6435 (Clinical Interviewing). The course is designed to provide first year clinical psychology (Psy. D.) graduate students with an introduction to the practice of psychotherapy. The “basic skills” that they are exposed to and begin to work with include, but are not limited to: listening, reflecting, interpreting, empathy, and cross cultural competence. This is an	

								experiential lab in which students practice these skills by participating in role plays with each other and the instructor as well as other exercises.	
<b>PSA 6472</b>	<b>Cognitive and Affective Bases of Behavior</b>	<b>A</b>	<b>3</b>	<b>W: 4-6</b>	<b>Weinberger</b>	<b>No</b>	<b>No</b>	This class provides an overview of the major cognitive and affective influences on human behavior, with specific attention to some of the ways in which cognition and affect interact. Malcolm Gladwell's book Blink must be read prior to the first class, and the first two classes address Blink and the empirical research underlying it. Initial issues include the nature of "thin-slicing" and the interplay of conscious and unconscious processes in decision making and behavior. Three subsequent blocks of lectures present an overview of: a) basic cognitive structures and processes (e.g., attention, memory, rationality, etc.); b) the functional and dysfunctional aspects of emotions (e.g., psychoevolutionary theory, emotion recognition, expression, and regulation, and emotions in psychopathology); and c) some of the theories and research on how cognition and affect interact during both typical and atypical functioning.	
<b>Courses Taught by Adjunct Faculty</b>									
<b>PSA 6405</b>	<b>Social Psychology</b>	<b>A</b>	<b>3</b>	<b>Online</b>	<b>Baren</b>	<b>No</b>	<b>No</b>	This course is intended to provide an overview of the field of social psychology. Students will learn basic principles and theories that can be applied to everyday life, research, and clinical or applied work.	

<b>PSA 6071</b>	<b>Psychopharmacology</b>	<b>A</b>	<b>3</b>	<b>W: 6-8</b>	<b>Labins</b>	<b>No</b>		The course is designed to provide an operational introduction to the principles and practice of psychotherapeutic medication with the hopes that it will enhance the future clinician's clinical knowledge and theoretical understanding of the use and misuse of psychological active medications. Emphasis is placed on specific indications, mechanisms of action, adverse and therapeutic effects of agents prescribed for mood, anxiety, and personality disorders, as well as psychosis. The integration of psychopharmacology and psychotherapy will be explored.	
<b>PSC 6435</b>	<b>Clinical Interviewing</b>	<b>A</b>	<b>3</b>	<b>Th: 2-4</b>	<b>Passman</b>	<b>No</b>	<b>Clinical Interviewing Lab Basic Psychotherapy Skills</b>	This course is designed to teach first year doctoral students basic skills in clinical interviewing. It is expected that by the end of the semester students will have begun to develop skills in the following areas: development of a psychotherapeutic stance, interviewing and diagnostic skills, mental status evaluation, SCID administration, case disposition, as well as case presentation, conceptualization and report writing. Material in the course will be presented without emphasis on any one particular theory or orientation. However, case formulation and treatment planning skills are essential and will be understood from various perspectives.	
<b>PSC 6435L</b>	<b>Clinical Interviewing With Practicum</b>	<b>A</b>	<b>0</b>	<b>Th: 4-6</b>	<b>Passman</b>	<b>No</b>	<b>Clinical Interviewing and Basic Psychotherapy Skills</b>	See PSC 6435	



<b>PSC 6442</b>	<b>Personality Assessment</b>	<b>A</b>	<b>3</b>	<b>Th: 8-10</b>	<b>Rodriguez</b>	<b>No</b>	<b>Pre-requisite: Cognitive Assessment</b> <b>Co-requisite: Personality Assessment Practicum</b>	This course provides an overview of personality assessment using projective measures with adults. This course will focus primarily on basic administration, scoring, and interpretation of the Rorschach, as well as other personality assessment tools such as the TAT and the House-Tree-Person (HTP) tests. In addition, the course will review the criteria for referral for testing, test selection, and initial integration of cognitive performance, as measured by the WAIS-IV in a psychological report.	
<b>PSA 6930</b>	<b>Physiological Psychology</b>	<b>A</b>	<b>3</b>	<b>W: 4-6</b>	<b>Vela</b>	<b>No</b>	<b>No</b>	This course provides a broad and general background into the biological aspects of behavior by covering a range of topics on physiological psychology (e.g., basic cellular mechanisms, neuroanatomy, neurophysiology, neuropharmacology, neural systems and diseases that affect these systems).	
<b>XXXXX XX</b>	<b>Evidence-Based Treatment for Children and Adolescents</b>		<b>3</b>	<b>W: 4-6</b>	<b>Wei</b>	<b>No</b>	<b>No</b>	TBA	
<b>Courses Taught by Lab Supervisors: Assessment Labs (yearlong)</b>									
<b>n/a</b>	<b>Personality Assessment Practicum</b>		<b>n/a</b>	<b>Time changes each year</b>	<b>Taught by student TAs (changes each year)</b>	<b>Yes</b>	<b>Co-requisite: Personality Assessment (PSC 6442)</b>	This ungraded practicum must be taken in conjunction with Personality Assessment (PSC 6442). This practicum is taught by student TAs. Meeting times change each year.	
<b>n/a</b>	<b>Clinical Assessment Practicum</b>		<b>n/a</b>	<b>Th: 4:30-6</b>	<b>Brickman</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	<b>n/a</b>	

n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>M: 6-7:30</b>	<b>Lubow</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	n/a	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>Th: 4:00-5:30</b>	<b>Termini</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	n/a	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>T: 3:30-5</b>	<b>Weisfeld</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	n/a	
n/a	<b>Clinical Assessment Practicum</b>		n/a	<b>W: 8:30-10</b>	<b>Winkler</b>	<b>Yes</b>	<b>Co-requisite: Clinical Assessment (PSC 6447)</b>	n/a	
<b>Courses Taught by Lab Supervisors: Therapy Labs (yearlong)</b>									
<b>PSC 6503</b>	<b>CBT Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 10-12</b>	<b>Carnesale</b>	<b>Yes</b>	<b>Pre-requisite: CBT for Anxiety and Depressive Disorders</b>	This course consists of group supervisory sessions for students providing individual Cognitive Behavioral Therapy (CBT) for the second year to University clinic patients. Students will continue to learn and practice various interventions and present case conceptualizations in the group.	
<b>PSC 6503</b>	<b>CBT Individual Psychotherapy Practicum</b>	<b>B</b>	<b>1.5</b>	<b>W: 10-12</b>	<b>Silberstein</b>	<b>Yes</b>	<b>Pre-requisite: CBT for Anxiety and Depressive Disorders</b>	This course consists of group supervisory sessions for students providing individual Cognitive Behavioral Therapy (CBT) for the first time to University clinic patients. Students will learn and practice various interventions and present case conceptualizations in the group.	

PSC 6493	Psychodynamic Individual Psychotherapy Practicum	B	1.5	W: 12-2	Aviram	Yes Must be Sorted into Labs	Psychoanalytic Theory Object Relations or Interpersonal Therapy	<p>Students enrolled in the Individual Psychodynamic Psychotherapy Lab are either in their third year at Ferkauf, or are fourth year students taking a psychodynamic lab for the first time. They are assigned three individual psychotherapy patients from the Parnes Psychology Clinic, which is located at Ferkauf. Pre requisites for this lab, sometimes called the third year/first timer lab, include Psychoanalytic Theory, as well as a psychodynamic theory of intervention course such as Interpersonal Therapy, Self Psychology, or Object Relations.</p> <p>Individual Psychodynamic Psychotherapy Lab enrollment includes participation in a one hour fifty minute weekly group supervision on site where students present their individual cases to their lab. All lab students are also assigned an individual supervisor for one hour weekly off-site supervision. With few exceptions, the clinical professors and adjunct clinical supervisors associated with the psychodynamic labs have received extensive postdoctoral training and are graduates of highly esteemed psychoanalytic institutes. These include, for example, The William Alanson White Institute, the New York University Post Doctoral Program in Psychoanalysis and Psychotherapy, The Institute for Psychoanalytic Training and Research, and the National Institute for the Psychotherapies.</p> <p>Individual Psychodynamic Psychotherapy Labs address issues common to students starting their first intensive, relatively long term</p>
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								(potentially two year) psychodynamic treatments, including but not limited to anxieties related to beginning treatments, case conceptualization, how to maintain good boundaries while connecting well, when to refer for a psychopharmacological consultation, how to interact with other psychological professionals in the patient's life (the first year testing student or a disability agency, for example), and transference/countertransference phenomena. The particular issues related to the individual patient often prompt readings as well as discussion for the lab, for example in the areas of race, culture, and sexual orientation. Students who are in their third year in the Individual Psychotherapy Lab prepare for their Clinical Comprehensive Exam with the help of the lab cohort, instructor, and adjunct supervisor. Once a patient is picked from the student's caseload, the student is helped towards being able to formulate a case conceptualization, which forms the main body of the comps. Comps are due at the end of the third year.	
<b>PSC 6493</b>	<b>Psychodynamic Individual Psychotherapy Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 10-12</b>	<b>Warfield</b>	<b>Yes Must be Sorted into Labs</b>	<b>Psychoanalytic Theory Object Relations or Interpersonal Therapy</b>	See above description for PSC 6492	
<b>Courses Taught by Lab Supervisors: Geropsychology (yearlong)</b>									

<b>PSC 6450L</b>	<b>Geriatric Neuropsychology Practicum</b>	<b>A</b>	<b>1.5</b>	<b>W: 1-2</b>	<b>Mahoney</b>	<b>Yes</b>	<b>Yes, open only to FOAP externs</b>	Geriatric Neuropsych Lab/Supervision as part of the Ferkauf Older Adult Program. The Seminar hour will serve a variety of purposes as the year unfolds. In the beginning we will focus on training and didactic issues. As the year progresses, we will focus more on supervision of the assessment experiences. The weekly four hour NP Assessment period will allow you to gain practical experience with NP assessment. In the beginning of the year, this time will be spent observing the current CCMA Research Assistants. You will transition to an independent NP Tester as the year progresses.
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