

Course List and Descriptions							Revised November 28, 2017		
FALL 2017									
Courses Taught by Core Faculty									
Course #	Course Title	Section	Credit	Day/Time	Instructor	Permis sion	Pre-req/ Co-req	Course Description	Course Limit
PSC 6486	Evidence-Based Psychodynamic Therapies	A	3	Th: 10-12	Aafjes-van Doorn	No	No	<p>This course will focus on the existing outcome research for psychodynamic psychotherapy, compared to other non-psychodynamic models. We will critically analyze evidence-based therapy models for different symptomatology, including anxiety, depression, trauma, obsessionality, self-esteem, fear of abandonment.</p> <p>Approaches that will be reviewed include transference focused psychotherapy (Yeomans, 2002) and mentalization-based treatment (Fonagy & Bateman, 2006) for borderline personality disorders, supportive-expressive dynamic psychotherapy for depression (Luborsky et al., 1995), panic-focused psychodynamic psychotherapy (Milrod et al. 1997), experiential dynamic therapy (McCullough et al., 2003), and other short-term dynamic psychotherapies (e.g. Abbass, 2009). The discussion of the evidence base of different psychodynamic therapies will take the format of Oxford-style debates in which the students prepare arguments for and against psychodynamic psychotherapy approaches based on the critical reading of empirical studies and meta-analyses of psychodynamic psychotherapy. Following this course, students will have gained a basic knowledge of the range of evidence-based psychodynamic psychotherapies</p>	

								that have been tried and tested and will be able to consider what/if a psychodynamic psychotherapy approach might be appropriate in the formulation and treatment of their patients.	
PSC 6574	Psychodynamic Process Research I (RS)		3	T: 12-2	Aafjes-van Doorn	No	No	This seminar will provide a basic introduction in the techniques and therapeutic processes in Short-Term Dynamic Psychotherapy (STDP), including defenses, inhibitory anxiety, affect experiencing, transference, counter transference, disclosure, immediacy, interpretation. The primary focus of the course will be on the evidence based STDP models of McCullough (2003) and Luborsky (Luborsky, 1984; Book 1998). The seminar will provide an interactive learning context, with discussions, presentations and debates regarding the importance of different processes in psychodynamic psychotherapy. Part of the focus of this class will be the review of selected readings on STDP, and cover seminal theoretical, clinical and research contributions on effective psychodynamic processes. A second aspect of this course will be the review of actual clinical case material (i.e. videotaped and/or transcript – to be provided by the course instructor) intended to help students gain a better understanding of critical clinical/theoretical concepts, applied clinical techniques/interventions, and amplify the lecture topics. These clinical examples will aid in the discussion of the similarities and differences between processes in psychodynamic psychotherapy and	

								other 'evidence-based' psychotherapy models. Discussion of these in-session processes with regard to theory, case conceptualization, technique, and research will be developed from therapy training videos as well as the students own current clinical experiences pursuant to the issues being presented in class that day.	
PSA 6515	Life-Span Development	A	3	W: 4-6	Arsenio	No	No	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.	30
PSC 6542	Emotions, Psychopathology, and Socio-Economic Contexts I: Theories and Concepts (RS)		3	W: 6-8	Arsenio	Yes	No	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.	
PSC 6511	Positive Psychology	A	3	W: 10-12	Arsenio	Yes	No	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.	
PSA 6601	History and Systems of Psychology (Online)	A	3	Online	Auerbach	No	No	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.	
PSC 6145	Psychological Trauma I (RS)	A	3	Th: 10-12	Auerbach	No	No	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.	
PSA 6181	Multicultural and Diversity Issues	A	3	T: 4-6	Auerbach	No	No	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.	
PSC 6491	Self Psychology	A	3	Th: 4-6	Auerbach	No	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies	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.	
PSC 6544	Working with Asylum Seekers	A	3	Tues: 12-2	Auerbach			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.	
PSC 6497	Cognitive Therapy	A	3	T: 10-12	Eubanks	No	No	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.	
PSC 6520	Effective Psychotherapists : An Integrative Approach I (RS)	A	3	T: 12-2	Eubanks	Yes	No	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.	
PSC 6465	Family Therapy With Practicum I	A	4.5	W: 12-2	Goldklank	Yes	4th year only	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.	10 (Depend s on Pt. Flow)

								They learn several systemic approaches to families and couples and treat a family and couple with the aid of live 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.	
PSC 6468	Research in Couples, Family, and Psychoanalysis (RS)	A	3	Th: 10-12	Goldklank	Yes	No	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. 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.	
PSC 6470	CBT of Anxiety and Depressive Disorders I	A	3	Th: 10-12	McGinn	Yes	Pre-Req: Cog Therapy and Behavior Therapy Co-Req: CBT Lab	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.	PSC 6470
PSC 6474	Theory and Research in Anxiety and Depression I (RS)	A	3	T: 12-2	McGinn	Yes	No	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.	

PSC 6551A	First Year Professional Seminar	A	0.75	T: 9-10	Schumpf	No	1st year only	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.
PSC 6552A	Second Year Professional Seminar	A	0.75	T: 9-10	Schumpf	No	2nd year only	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.
PSC 6553A	Third Year Professional Seminar	A	0.75	Th: 9-10	Schumpf	No	3rd year only	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.
PSC 6554A	Fourth Year Professional Seminar	A	0.75	Th: 9-10	Schumpf	No	4th year only	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.
PSC 6813	Lifespan Psychopathology I	A	3	T:2-4	Van Meter	No	No	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.	
PSC 6540	Investigating Mood Pathology: Assessment, Course, & Treatment of Bipolar Spectrum Disorders I (RS)	A	3	T: 12-2	Van Meter	Yes	No	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.	
PSC 6288	Integrating Clinical Practice and Research	A	3	W: 12-2	Van Meter	No	No	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.	

PSC 6287	Research Methods and Design	A	3	W: 2-4	Van Meter	No	No	This course will review basic elements and concepts that underlie the utilization and design of scientific research in the field of psychology. The most common study design paradigms will be reviewed with respect to their applicability to research questions and implications for causal inference. Throughout the course, particular attention is paid to issues of clinical application. Students generate a topic of clinical interest at the beginning of the course that represents the focus of structured homework assignments in which concepts discussed in class are applied.
PSC 6548	Trauma, Resilience, Interpersonal Violence, and Emotion-I (RS)	A	3	T: 4-6	Walsh	Yes	No	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.
PSC 6446	Clinical Assessment with Practicum I	A	3	W: 12-2	Zweig	No	Pre-requisites: Cognitive Assessment and Personality Assessment Co-requisite: Clinical	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

							Assessment Practicum	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.	
PSC 6529	Research in Depression and Personality Disorder in Older Adults I (RS)		3	T: 2-4	Zweig	Yes	No	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.	
PSC 6448	Psychological Assessment and Treatment of Older Adults	A	1.5	T: 12-2	Zweig	Yes	Pre-requisites: Clinical Interviewing (PSC 6435, 6435L) and Clinical Assessment with Practicum (PSC 6446)	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.	
PSC 6449	Gero-psychology Practicum I (FOAP Lab)	A	1.5	T: 8:30 -10	Zweig	Yes	Co-requisite: Dynamic or CBT lab	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.	
Courses Taught by Other Program Faculty									

PSS 6213	Evidence-Based Intervention for Youth I	A	3	Th: 10-12	Doctoroff	Yes	No	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.
PSH 6011	Introduction to Clinical Neuropsychology I	A	3	Th: 4-6	Holtzer	No	No	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.
PSC 6436L	Basic Psychotherapy Skills Lab	A	0	W: 10-12	Salton	No	Co-req: Clinical Interviewing w/Practicum	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.
PSH 6421	Health and Addictions	A	3	W: 2-4	Weinberger	No	No	Health and Addictions” will focus on addictive substances and how addictive substances relate to health (e.g., health consequences of drug use, impact of use on health conditions). The course will also provide information about dealing with addictions while working in health- and psychological-related settings (e.g., assessments of problematic drug use). Each class will focus on a different substance (e.g., alcohol, nicotine, cannabis, opiates) and will provide an introduction to that substance and a review of the health-related aspects of that substance. The primary requirements for students will be class attendance and participation, brief reaction papers on topics related to addictions (e.g., opiate treatment of

								<p>pain, legalization of marijuana), a paper on the relationship between a health condition and addictive substances, and a class presentation summarizing information from the paper.</p>	
Courses Taught by Adjunct Faculty									
PSC 6175	Object Relations Theory and Therapy	A	3	W: 12-2	Aviram	Yes	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies	<p>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.</p>	

PSA 6405	Social Psychology	A	3	Online	Baren	No	No	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.
PSC 6441	Cognitive Assessment w/ Practicum	A	3	W: 2-4	Camargo	No	Co-requisite: Cognitive Assessment Practicum	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.
PSC 6435	Clinical Interviewing with Practicum Lab	A	3	Th: 2-4	Passman	No	Co-req: Clinical Interviewing Lab and Basic Psychotherapy Skills	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.	
PSC 6435L	Clinical Interviewing with Practicum Lab	A	0	Th: 4-6	Passman	No	Co-req: Clinical Interviewing and Basic Psychotherapy Skills	See PSC 6435	
PSA 6515	Life-Span Development	B	3	W: 4-6	Penn	No	No	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.	
PSC 6280	Statistics	A	3	W: 2-4	Penn	No	No	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).	
Courses Taught by Lab Supervisors: Assessment Labs (yearlong)									
n/a	Cognitive Assessment Practicum		n/a	W: 6-8	Taught by student TAs (changes each year)	Yes	Co-requisite: Cognitive Assessment (PSC 6441)	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	Clinical Assessment Practicum		n/a	Th: 9:30-11	Brickman	Yes	Co-requisite: Clinical Assessment (PSC 6447)	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
n/a	Clinical Assessment Practicum		n/a	M: 6-7:30	Lubow	Yes	Co-requisite: Clinical Assessment (PSC 6447)	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
n/a	Clinical Assessment Practicum		n/a	Th: 4:00-5:30	Termini	Yes	Co-requisite: Clinical Assessment (PSC 6447)	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
n/a	Clinical Assessment Practicum		n/a	W: 8:30-10 and W: 6-8	Winkler	Yes	Co-requisite: Clinical Assessment (PSC 6447)	This ungraded practicum must be taken in conjunction with Clinical Assessment (PSC 6447).	
Courses Taught by Lab Supervisors: Therapy Labs (yearlong)									

PSC 6502	CBT Individual Psychotherapy Practicum	A	1.5	W: 10-12	Buchwald	Yes	Co-Requisite: CBT of Anxiety & Depressive Disorders I	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	CBT Individual Psychotherapy Practicum	B	1.5	W: 10-12	Silberstein	Yes	Co-Requisite: CBT of Anxiety & Depressive Disorders I	See above description for PSC 6502.
PSC 6504	Advanced CBT Individual Psychotherapy Practicum	A	1.5	W: 8-10	Schumpf	Yes	Pre-requisite: CBT for Anxiety and Depressive Disorders	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.
PSC 6492	Psychodynamic Individual Psychotherapy Practicum	A	1.5	W: 10-12	Aviram	Yes Must be Sorted into Labs	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies and Object Relations, Self Psychology, or Interpersonal Therapy	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

							<p>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 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</p>	
--	--	--	--	--	--	--	---	--

								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.	
PSC 6492	Psychodynamic Individual Psychotherapy Practicum	B	1.5	W: 10-12	Warfield	Yes Must be Sorted into Labs	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies and Object Relations, Self Psychology, or Interpersonal Therapy	See above description for PSC 6492	
PSC 6492	Psychodynamic Individual Psychotherapy Practicum	C	1.5	W: 10-12	Baker	Yes Must be Sorted into Labs	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies and Object Relations, Self Psychology, or Interpersonal Therapy	See above description for PSC 6492	
PSC 6494	Advanced Psychodynamic Individual Psychotherapy Practicum	A	1.5	W: 10-12	Goldklank	Yes – Must be Sorted into Labs	Pre-requisite: Psychodynamic Psychotherapy Practicum taken in the 3rd year	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	

								<p>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 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</p>	
--	--	--	--	--	--	--	--	--	--

								Darlene Ehrenberg, Ph. D, author of The Intimate Edge.	
PSC 6494	Advanced Psychodynamic Individual Psychotherapy Practicum	B	1.5	W: 8-10	Fulmer	Yes	Psychodynamic Psychotherapy Practicum (4th year)	See PSC 6494	
Courses Taught by Lab Supervisors: Geropsychology (yearlong)									
PSC 6449L	Geriatric Neuropsychology Practicum	A	0	M: 1-2	Mahoney	Yes	Yes, open only to FOAP externs	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 2018

Courses Taught by Core Faculty

Course #	Course Title	Section	Credit	Day/Time	Instructor	Permission	Pre-req/ Co-req	Course Description	Course Limit
PSC 6498	Interpersonal and Relational Psychotherapy	A	3	Th: 10-12	Aafjes-van Doorn	No	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies	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.	
PSA 6900	Psychodynamic Process Research II (RS)		3	T: 12-2	Aafjes-van Doorn	No	Psychodynamic Process Research I	This second research seminar builds on Research Seminar 1 Psychodynamic psychotherapy process. This second seminar involves the critical analyses of the way psychodynamic processes have been operationalized and measured in previous process and process-outcome research of psychodynamic psychotherapies. Although there will be some didactic aspects, much of the seminar will provide experiential learning; experimenting with and arguing for and against different methods of process analyses. Besides reviewing different patient self-report, therapist self-report and observer-coded process measures, students will receive	

								training in several process coding systems and learn to code defenses, inhibitory affect, sense of self, sense of other, insight and affect experiencing in clinical videos and transcripts. This seminar illustrates the integration of clinical practice and research. By experimenting with different process measures, it aims to not only increase clinical awareness of psychodynamic processes, but also offer ways to measure processes in clinical practice at internships and externships and develop clinically relevant research projects.	
PSA 6472	Cognitive and Affective Bases of Behavior	A	3	W: 4-6	Arsenio	No	No	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.	

PSC 6543	Emotions, Psychopathology , & Socio- Economic Contexts II: Theories and Concepts (RS)		3	Th: 10-12	Arsenio	Yes	No	The second half of this year long seminar completes the theoretical overview of research on emotions with particular attention to the research 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.
PSC 6146	Psychological Trauma II (RS)		3	Th: 10-12	Auerbach			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.
PSA 6289	Introduction to Qualitative Research	A	3	T: 4-6	Auerbach			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.

PSA 6601	History & Systems of Psychology	A	3	Online	Auerbach	No	No	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.
PSC 6544	Working with Asylum Seekers	A	3	W: 10-12	Auerbach			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.	
PSC 6814	Lifespan Psychopathology II	A	3	T: 2-4	Eubanks	No	No	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.	
PSC 6191	Concepts of Psychotherapy	A	3	W: 12-2	Eubanks	No	No	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.	
PSC 6528	Effective Psychotherapists : An Integrative Approach II	A	3	T: 12-2	Eubanks	Yes	No	Building upon material covered in the first semester course Effective Psychotherapists I, this seminar will focus on how to conduct research on	

	(RS)							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.	
PSC 6466	Family Therapy with Practicum II	A	4.5	W: 12-2	Goldklank		PSC 6465	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.	
PSC 6463	Clinical Concepts in Couples and Family Therapy	A	3	Th: 10-12	Goldklank	No	No	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.	
PSC 6475	Theory and Research in Anxiety and Depression II (RS)	A	3	T: 12-2	McGinn	Yes	No	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.	
PSC 6471	Cognitive-Behavior Therapy for Anxiety and Depressive Disorders II	A	3	Th: 10-12	McGinn	Yes	Cognitive Therapy or Behavior Therapy	See PSC 6470	
PSC 6551B	First Year Professional Seminar	B	0.75	T: 9-10	Schumpf	No	1st year only	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.	
PSC 6552B	Second Year Professional Seminar	B	0.75	T: 9-10	Schumpf	No	2nd year only	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.	

PSC 6553B	Third Year Professional Seminar	B	0.75	Th: 9-10	Schumpf	No	3rd year only	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.
PSC 6554B	Fourth Year Professional Seminar	B	0.75	Th: 9-10	Schumpf	No	4th year only	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.
PSC 6549	Trauma, Resilience, Interpersonal Violence, and Emotion-II (RS)	A	3	W: 2-4p	Walsh	Yes	No	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.

PSC 6447	Clinical Assessment with Practicum II	A	3	W: 12-2	Zweig	No	Pre-requisite: Cognitive and Personality Assessment Co-requisite: Clinical Assessment Practicum	See PSC 6446	
PSC 6530	Research in Depression and Personality Disorders in Older Adults II (RS)	A	3	T: 2-4	Zweig	Yes	No	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.	
PSC 6450	Gero-psychology Practicum II (FOAP Lab)	A	1.5	T: 10-12	Zweig	Yes	Co-requisite: Dynamic or CBT lab	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.
Courses Taught by Other Program Faculty									
PSA 6371	Issues in Professional Practice	A	3	W: 2-4	Foley	No	No		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.
PSS 6610	Introduction to Child Therapy	A	3	T: 12-2	Gerson	Yes	No		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.	
PSH 6012	Introduction to Clinical Neuropsychology II	A	3	Th: 4-6	Holtzer	No	Pre-requisite: PSH 6011	See PSH 6011	
PSH 6014	Science of Cognitive and Affective Function	A	3	T: 4-6p	Mahoney	No	No	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.	
PSC 6436L	Basic Psychotherapy Practicum	B	0	T: 10-12	Salton	Yes	Co-req: Clinical Interviewing w/Practicum	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.	
PSA 6472	Cognitive and Affective Bases of Behavior	A	3	W: 4-6	Weinberger	No	No	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.	
Courses Taught by Adjunct Faculty									
PSA 6405	Social Psychology	A	3	Online	Baren	No	No	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.	

PSA 6900	Special Topics; Dreams in Psychotherapy	A	3	W: 12-2p	Aviram	Yes	It is required that students are in third or fourth year.	This course will familiarize students with the major theories that developed to understand and work with dreams in psychotherapy. These theories contribute to the clinical practice of clinicians from diverse theoretical perspectives. The course will discuss the early contributors to understanding how to work with dreams, including Sigmund Freud, Fritz Perls, and Aaron Beck. We will discuss specific types of dreams that clinicians encounter, including dreams about therapists, nightmares, recurring dreams. Each class will integrate clinical material that will be discussed in the context of that day's reading material. We will continuously make an effort to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.
PSC 6478	Behavior Therapy	A	3	W: 10a- 12p	Greif	No	No	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).
PSA 6071	Psychopharmacology	A	3	W: 6-8	Labins	No		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.
PSC 6435	Clinical Interviewing	A	3	Th: 2-4	Passman	No	Clinical Interviewing Lab Basic Psychotherapy Skills	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.	
PSC 6435L	Clinical Interviewing With Practicum	A	0	Th: 4-6	Passman	No	Clinical Interviewing and Basic Psychotherapy Skills	See PSC 6435	
PSC 6537	Data Analysis	A	3	W: 2-4	Penn	No		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.	
PSA 6930	Physiological Psychology	A	3	W: 4-6	Penn	No	No	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).	
PSC 6442	Personality Assessment	A	3	Th: 8-10	Rodriguez	No	Pre-requisite: Cognitive Assessment Co-requisite: Personality Assessment Practicum	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.	
PSC 6485	Evidence-Based Interventions for Children and Adolescents		3	W: 4-6	TBA	No	No	Treatments of specific psychopathology seen during childhood and application of technique in students' field placements.	
Courses Taught by Lab Supervisors: Assessment Labs (yearlong)									
n/a	Personality Assessment Practicum		n/a	Time changes each year	Taught by student TAs (changes each year)	Yes	Co-requisite: Personality Assessment (PSC 6442)	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.	
n/a	Clinical Assessment Practicum		n/a	Th: 4:30-6	Brickman	Yes	Co-requisite: Clinical Assessment (PSC 6447)	n/a	
n/a	Clinical Assessment Practicum		n/a	M: 6-7:30	Lubow	Yes	Co-requisite: Clinical Assessment (PSC 6447)	n/a	
n/a	Clinical Assessment Practicum		n/a	Th: 4:00-5:30	Termini	Yes	Co-requisite: Clinical Assessment (PSC 6447)	n/a	
n/a	Clinical Assessment Practicum		n/a	W: 8:30-10 and W: 6-8	Winkler	Yes	Co-requisite: Clinical Assessment (PSC 6447)	n/a	
Courses Taught by Adjunct Lab Supervisors: Therapy Labs (yearlong)									

PSC 6503	CBT Individual Psychotherapy Practicum	A	1.5	W: 10-12	Buchwald	Yes	Co-Requisite: CBT of Anxiety & Depressive Disorders I	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 6503	CBT Individual Psychotherapy Practicum	B	1.5	W: 10-12	Silberstein	Yes	Pre-requisite: CBT for Anxiety and Depressive Disorders	See above description for PSC 6502.
PSC 6505	Advanced CBT Individual Psychotherapy Practicum	A	1.5	W: 8-10	Schumpf	No	Pre-Requisite: CBT of Anxiety & Depressive Disorders I & II	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.
PSC 6493	Psychodynamic Individual Psychotherapy Practicum	A	1.5	W: 10-12	Aviram	Yes Must be Sorted into Labs	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies and Object Relations, Self Psychology, or Interpersonal Therapy	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

							<p>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 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</p>	
--	--	--	--	--	--	--	--	--

								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.	
PSC 6493	Psychodynamic Individual Psychotherapy Practicum	B	1.5	W: 10-12	Warfield	Yes Must be Sorted into Labs	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies and Object Relations, Self Psychology, or Interpersonal Therapy	See above description for PSC 6492	
PSC 6493	Psychodynamic Individual Psychotherapy Practicum	C	1.5	W: 10-12	Baker	Yes Must be Sorted into Labs	Psychoanalytic Theory or Evidence Based Psychodynamic Therapies and Object Relations, Self Psychology, or Interpersonal Therapy	See above description for PSC 6492	
PSC 6495	Advanced Psychodynamic Individual Psychotherapy Practicum	A	1.5	W: 10-12	Goldklank	Yes	Psychodynamic Psychotherapy Practicum (4th year)	See PSC 6494	

PSC 6495	Advanced Psychodynamic Individual Psychotherapy Practicum	B	1.5	W: 8-10	Fulmer	Yes	Psychodynamic Psychotherapy Practicum (4th year)	See PSC 6494	
Courses Taught by Lab Supervisors: Geropsychology (yearlong)									
PSC 6450L	Geriatric Neuropsychology Practicum	A	0	W: 1-2	Mahoney	Yes	Yes, open only to FOAP externs	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.	