FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

ACADEMIC CATALOG

2016-2017

TABLE OF CONTENTS

INTRODUCTION

YESHIVA UNIVERSITY

- About
- Accreditation

FERKAUF GRADUATE SCHOOL

- About
- Mission
- Program Codes

COMMITMENT TO EQUAL OPPORTUNITY

- Student Bill of Rights
- Nondiscrimination & Harassment
- Accommodations for Students with Disabilities

PRIVACY RIGHTS

- FERPA
- HIPAA

ACADEMIC STANDARDS AND EXPECTATIONS

- Time Limitations
- Evaluation of Performance
- Certification of Doctoral Degree Candidacy
- Minimum Residency Requirement
- Transfer of Credit
- Student Status

Satisfactory Academic Performance and Standards

Registration

Maintenance of Matriculation

Cross-Campus Registration

Course Auditing Policy

Independent Study

Waiver/Substitution of a Required Course

Withdrawal from a Course

Grading Policy

Competency Examinations

Eligibility for Graduation

Commencement Exercises

Unsatisfactory Academic Performance

Academic Warning

Academic Probation

Procedures for Faculty/Students

Therapy for Students

CHANGES OF STATUS, LEAVES AND DISMISSAL

Leaves of Absence

Involuntary Leave Policy

Readmission

Official Withdrawal

Dismissal

CODE OF ETHICS

- Academic Integrity
- Ethical Violations
- Social Media Use

STUDENT GRIEVANCES AND DISCIPLINE

- Student Complaint/Grievance Procedure
- Student Discipline

PROGRAMS OF STUDY

CLINICAL PSYCHOLOGY PSYD

- Program Philosophy
- Curriculum
- Clinical Psychology Concentrations
- Research Seminar
- Research Project I
- Research Project II and the Oral Defense Examination
- Externship
- Pre-Doctoral Internship
- Competencies
- Master of Arts en Route to Doctorate Degree
- Clinical Program (PsyD) Procedures for Graduation

SCHOOL-CLINICAL CHILD PSYCHOLOGY PSYD

- Program Philosophy
- Curriculum

Bilingual School Psychology Extension

School-Clinical Child Psychology Concentrations

Research Seminars

Research Projects I & II and the Oral Defense Examination

Externship

Pre-Doctoral Internship

Master of Science en Route to Doctorate Degree

Certification of School Psychological Services

CLINICAL PSYCHOLOGY WITH HEALTH EMPHASIS PHD

Program Philosophy

Curriculum

Specialty Research Labs

Comprehensive Examination

Master's Thesis

Doctoral Dissertation & the Oral Defense Examination

Clinical Externship

Pre-Doctoral Internship

Master of Arts en Route to Doctorate Degree

Clinical Psychology (Health Emphasis) Procedure for Graduation

MENTAL HEALTH COUNSELING MA

Program Philosophy

Curriculum

Field Placement

DOCTORAL PROGRAM MINORS

- Clinical Neuropsychology Minor
- Clinical Health Psychology Minor
- Child Clinical Psychology Minor
- Gero-Psychology Minor
- Research Methodology & Statistics Minor
- Adult Clinical Psychology Minor

STUDENT LIFE

- Campus and Associated Services
- Max & Celia Parnes Family Psychological & Psychoeducational Services Clinic
- D. Samuel Gottesman Library
- Computing Facilities
- Recreation and Dining Facilities
- Organization of Psychology Students (OPS)
- Graduate Teaching and Research Assistantships
- Office of Student Finance
- Angel
- MY YU
- YU Email Address
- Liability Insurance
- Identification Cards
- Shuttle Bus Service
- Records and Transcripts

Change of Name and Address

Duplicate Diploma

Use of University Name

FACULTY

Full-Time Faculty

Adjunct Faculty

COURSE DESCRIPTIONS

General Psychology

Clinical Psychology

Clinical Health Psychology

School-Clinical Child Psychology

Mental Health Counseling

Welcome to Ferkauf Graduate School of Psychology. This *Academic Catalog* provides statements about policies and procedures which are currently operative and it is intended primarily as a source of information for graduate students. The School, however, reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. In regard to curriculum requirements, students will be governed by the *Academic Catalog* in the year in which they entered the program.

Further information about the substance and subject matter of the specific Ferkauf programs may be expressed in one or more separate subprogram handbooks. Please note that in the event of a conflict between any of the Ferkauf handbooks, the procedures listed in this *Academic Catalog* will govern.

Students are ultimately responsible for knowing and observing all regulations and degree requirements that may affect their status at Ferkauf Graduate School of Psychology and paying all fees. For this reason, students should meet with academic advisors and the Office of the Registrar on a regular basis as well as read thoroughly the contents of this catalog.

YESHIVA UNIVERSITY

Now in its second century, Yeshiva University is the country's oldest and most comprehensive educational institution under Jewish auspices in America. It is an independent university that ranks among the nation's leading academic research institutions and, reflecting the time-honored tradition of Torah Umadda, provides the highest quality Jewish and secular education of any Jewish university in the world.

More than 6,400 undergraduate and graduate students study at Yeshiva University's four (4) New York City campuses: The Wilf Campus, Israel Henry Beren Campus, Brookdale Center, and Jack and Pearl Resnick Campus.

Undergraduate schools include:

- Yeshiva College
- Stern College for Women
- Sy Syms School of Business

Graduate schools and affiliates include:

- Albert Einstein College of Medicine
- Benjamin N. Cardozo School of Law
- Wurzweiler School of Social Work
- Ferkauf Graduate School of Psychology
- Azrieli Graduate School of Jewish Education and Administration
- Bernard Revel Graduate School of Jewish Studies
- Rabbi Isaac Elchanan Theological Seminary

Accreditation

Yeshiva University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104 – (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.

Ferkauf Graduate School of Psychology doctoral programs are accredited by the American Psychological Association.

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

Ferkauf Graduate School of Psychology, located on Yeshiva University's Jack and Pearl Resnick Campus, developed from the University's School of Education and Community Administration (1948-1957) and Graduate School of Education (1957-1965). The School was named in 1965 to honor the vision and generosity of Eugene and Estelle Ferkauf. It later became Ferkauf Graduate School of Humanities and Social Sciences (1966-1977), and Ferkauf Graduate School (1977-1982). Development as a school of Psychology began in 1975 with the joining of the Departments of Psychology and Educational Psychology to form the University-wide Department of Psychology. The School of Professional Psychology was established at Ferkauf Graduate School in 1979 in response to changing patterns of training in psychology and new patterns of student demand for such training.

The New York State Board of Regents approved the granting of the degree of doctor of psychology in clinical psychology and school psychology in October 1980.

Collaborations with urban and rural schools, and health and mental health institutions are well established for all programs. Ferkauf has affiliations with the AECOM department of pediatrics and the Rose F. Kennedy Center for Research in Mental Retardation and Developmental Disabilities that provide interdisciplinary training for students.

Mission

The educational mission of Ferkauf Graduate School is to train highly qualified professional psychologists in the fields of clinical and school-clinical child psychology for the doctor of psychology degree; and to train skilled researchers and clinicians in the field of clinical health psychology for the doctor of philosophy degree. To these ends, students receive training in the specialty fields to prepare them to apply established knowledge toward prevention and healing, and to advance knowledge in those fields.

Program Codes

All programs are registered by the New York State Education Department and meet its educational requirements. Graduates are eligible for New York State licensure in the discipline of psychology. Students in the school-clinical child psychology program are also eligible for

New York State certification as a school psychologist and the bilingual extension to the certificate.

All three (3) doctoral programs (Ph.D in clinical health psychology, Psy.D in clinical psychology, and Psy.D in school-clinical child psychology) are accredited by the American Psychological Association.

Hegis Code	Program #	Title	Degree
2104.10	29849	Mental Health Counseling (60 credits)	Master of Arts
2003	80360	Clinical Psychology	Doctor of Psychology
2099	80361	School-Clinical Child Psychology	Doctor of Psychology
2099	11055	School Psychology	Master of Science
2099	90326	Clinical Health Psychology	Doctor of Philosophy

COMMITMENT TO EQUAL OPPORTUNITY

Student Bill of Rights

The University is committed to providing options, support and assistance to victims/survivors of sexual assault, domestic violence, dating violence, and/or stalking to ensure that they can continue to participate in University-wide and campus programs, activities, and employment. All victims/survivors of these crimes and violations have the following rights, regardless of whether the crime or violation occurs on campus, off campus, or while studying abroad:

All students have the right to:

1. Make a report to local law enforcement and/or state police;
2. Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously;
3. Make a decision about whether or not to disclose a crime or violation and participate in the judicial or conduct process and/or criminal justice process free from pressure by the institution;
4. Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard;
5. Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available;
6. Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes or violations;
7. Describe the incident to as few institution representatives as practicable and not be required to unnecessarily repeat a description of the incident;

8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Nondiscrimination & Anti-Harassment (including sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence)

Yeshiva University has a long-standing commitment to equal opportunity and affirmative action, and uses good faith effort to achieve non-discrimination and equality of opportunity in employment and in all spheres of academic life. All University-wide decisions with regard to faculty, staff and students are based on equitable and equally applied standards of excellence. Unlawful harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's policy is designed to insure that recruitment, hiring, training, promotion and all other personnel actions take place, and all programs involving students (both academic and non-academic) are administered, without regard to race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, genetic predisposition/carrier status, marital status, sexual orientation, gender identity or citizenship status (as those terms are used in the law). In addition, University policy is designed to maintain a work and academic environment free of harassment and intimidation.

All University faculty and staff with any knowledge, whether from firsthand observation, having been confided in or having heard about it in some other fashion, of an allegation of discrimination, harassment or sexual misconduct must report the incident. The University will respond to all complaints from faculty, staff and students promptly, thoroughly, fairly and impartially. Retaliation is prohibited against anyone who filed and/or participated in the investigation of a complaint, even if the complaint is unsubstantiated.

Reports should be made to:

- **Title IX Coordinator**
  Renee Coker - (718) 430-3771 - renee.coker@einstein.yu.edu
- **Security Department**
  Rousso Building Front Desk - (718) 430-3800
  Wilf Campus YU Security Department - 212.960.5221- security@yu.edu
  24-Hour Hotline: 212.960.5200/1-888-YU SAFTY
- **Dean, Ferkauf Graduate School of Psychology**
  Dr. Lawrence Siegel - (718) 430-3941
- **Unlawful Harassment Panel** - http://yu.edu/hr/harass-panel/
- **Office of Human Resources** - http://yu.edu/hr/ - (718) 430-2541

- **Office of the General Counsel** - http://yu.edu/ogc/ - (646) 592-4400
- **The University's Confidential Compliance Hotline** - (866) 447-5052 - https://www.integrity-helpline.com/yu.jsp

Regarding the appropriateness of romantic or sexual relationships between University employees and students, see Yeshiva University Policy Regarding Romantic Relationships between Individuals of Unequal Power or Status (http://www.yu.edu/hr/policies/).

For more information about the University's Non-Discrimination and Anti-Harassment Policy, including information about preventing and addressing sexual assault, domestic violence, dating violence, and stalking at the University, see the University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures available on the University's website at: http://yu.edu/student-life/resources-and-services/standards-policies/; http://yu.edu/hr/policies/; and http://yu.edu/ogc/policies/ (among other places). This policy includes information about filing a report, seeking a response and options for confidential disclosure.

Sexual Violence

Programming

The University provides educational programs to its students to promote the awareness of sex offenses and the availability of victim counseling services. E-Learning workshops and other E-Learning programs are made available to its students. For more information, contact the University's Title IX Coordinator.

Law Enforcement

The University's first and foremost concern for anyone who has been the victim of an incident of sexual violence, stalking, domestic violence, dating violence, or any other crime is their physical safety. Thus, if anyone who has been a victim of such unlawful behavior is feeling physically unsafe, he/she should immediately call the Security Department, the local police precinct or 911 for assistance. Please see above for Security Department contact information. You can reach the **NYPD 49th Precinct** by calling (718) 918-2000.

In addition, if he/she is in need of immediate medical treatment, he/she should go to the nearest hospital emergency room or call 911 or Hatzalah Volunteer Ambulance Corps at (212) 230-1000. The University also has trained counselors in its Counseling Center to assist the victim. They can be reached by calling (646) 592-4210 (Beren/Cardozo Campus) or (646) 592-4200 (Wilf Campus) (or emailing counseling@yu.edu) and asking for a sexual assault coordinator. There are also many outside sources of support available to victims in these circumstances, including The NYC Alliance Against Sexual Assault (on-line at www.svfreenyc.org), which has compiled numerous resources available to victims, and the SOVRI (Support for Orthodox Victims of Rape and Incest) Hotline at Beth Israel Medical Center, (888) 613-1613. The latter is a confidential (no caller-ID is used) hotline that may be called anonymously for information and support.

If a victim files a complaint with the police, the University will support such individual in doing so. Regardless of whether such person wants to make a complaint to either the University or the local police, he/she should promptly seek medical attention both to address his/her own health and to preserve potential evidence should he/she later decide to file charges or obtain a protective order. The University can help guide a victim through the process of obtaining a judicial order of protection and/or University-issued "no contact" order.

Bystander Intervention

If someone suspects a friend, acquaintance, or stranger may be in a high risk situation for becoming a victim, is being victimized, or has been victimized, it is important to decide as a bystander whether there is a safe and reasonable way to intervene effectively.

Do's:

- Remind friends that affirmative consent is required and it is the difference between sex and sexual assault and that someone can be too intoxicated to consent.
- Take the initiative to help friends who aren't thinking clearly from becoming targets of violence (or) take steps to stop a friend who chooses to use violence.
- When possible, prevent an intoxicated friend/person from going to a private location with an acquaintance or friend.
- Contact the Security Department, the Title IX Coordinator or another person of authority who can assist.

Don'ts:

- Let friends engage in activities, such as excessive alcohol/drug consumption, that impedes judgement and that therefore could lead to actions, including sexual advances, that are unwelcome and/or endanger the rights, safety, and well-being of others.
- Let friends walk/run alone in secluded areas or at night.
- Leave a friend or acquaintance alone at a party.
- Leave residence hall doors unlocked.
- Let friends drink to the point of impairment.
- Place yourself in a vulnerable situation where you are unable to voice consent.

Accommodations for Students with Disabilities

The Office of the Dean assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. A student who wishes to request accommodations for a disability that affects his/her academic performance should contact the Ferkauf Dean's Office at (718) 430-3942.

Students seeking reasonable accommodations should bear in mind that they are responsible for the following:

- Advising the Office of the Dean of the exact nature of the accommodation(s) desired
- Providing supporting documentation in a timely manner
- Submitting a Request for Reasonable Accommodations form to the Office of the Dean and receiving the form back from the Office of Disability Services
- Discussing accommodation implementation with the Professor(s) and obtaining signature of Professor(s)
- Returning completed form to the Program Director
- Meeting all academic responsibilities and deadlines, taking into account any agreed-upon accommodations
- Bringing any problems to the immediate attention of the Program Director

No accommodations will be given retroactively. Supporting documentation should be recent and come from an appropriate, licensed professional who is not a member of the student's family. The documentation must be dated, signed and on the letterhead of the professional. The documentation must be submitted to the Office of the Dean, along with the attached "Request for Accommodations" form. The adequacy of the documentation will be determined by Yeshiva University's Office of Disability Services, or by consultants whom the Office may engage. At times, additional documentation may be required. All documentation will be kept confidential as required by law.

For more information, please visit the Ferkauf Student Resources website: www.yu.edu/ferkauf/student-resources.

PRIVACY RIGHTS

Federal Family Educational Rights and Privacy Act (FERPA)

Yeshiva University strictly follows the privacy regulations outlined in the Federal Family Educational Rights and Privacy Act of 1974 which regulates a wide range of privacy related activity including:

- Management of student records maintained by the University
- Regulations regarding who has access to student records
- For which purposes access to student records is granted

The act also generally:

- Permits the University to release limited directory information (see below)
- Guarantees students access to their records and limits such access to others

Directory Information

Please note that the following types of information are considered "Directory Information" by Yeshiva University:

- Name
- YU email address
- Photograph
- Academic major(s) and minor(s)
- Dates of attendance at Yeshiva University
- School, department, division, or institution attended
- Degrees and awards received and their dates
- Titles of masters and doctoral dissertations
- Participation in officially recognized activities (including positions held)
- High school and class year (for those participating in any officially recognized intercollegiate athletic team only)
- High school, class year, height, and weight classifications (for those on intercollegiate basketball or volleyball teams only)

The University may disclose directory information to anyone without the student's consent unless the student, within ten days of registration each semester, informs the Office of the Registrar in writing on the Request to Prevent Disclosure of Directory Information Form that any or all such information about the student is not to be made public without his or her written permission. A new form for non-disclosure must be completed each year. You may also make this indication online through MY YU.

The official University policy on FERPA can be found here.

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be identified, unless authorized by the client. This means that any information that would allow another to identify the person must be changed or eliminated. This includes obvious information like names and birth dates but may also contain other protected health information that is so unique to that person that it would allow for identification. This includes diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

The following individually identifiable data elements, when combined with health information about that individual, make such information protected health information (PHI):

- Names
- All geographic subdivisions smaller than a state

- All elements of dates (except year) for dates directly related to an individual including birth date, admission date, discharge date, date of death
- Telephone numbers
- Fax numbers
- Electronic mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers, including license plate numbers
- Device identifiers and serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints
- Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic, code, or combination that allows identification of an individual.

ACADEMIC STANDARDS AND EXPECTATIONS

Time Limitations

A student must complete the requirements for the mental health counseling master's degree within four (4) years of admission to the school. Requirements for a doctoral degree must be completed within ten (10) years of admission. Continuation in the program beyond the time limit is grounds for dismissal.

Evaluation of Performance

Evaluation of performance in the program is ongoing throughout a student's academic tenure and is based on, but not limited to, the following criteria:

1. Coursework
2. Faculty Evaluation
3. Assessments
4. Interpersonal Skills
5. Professional and Ethical Behavior

In addition to the factors above, students are required to gain and demonstrate a sense of multicultural sensitivity throughout their academic tenure. Students are expected to become aware of themselves as cultural beings and examine their own biases and prejudices. They should acquire (1) An awareness of their own cultural worldview, (2) An accepting attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews, and (4) The skills to understand, communicate and effectively interact with people from different cultures in their own clinical work. Most importantly, students must develop multicultural humility, recognizing that developing multicultural sensitivity and competence is a lifelong process that is challenging and anxiety provoking.

The program director reviews the student's progress with the faculty regularly. Strengths and weaknesses are considered to ensure maximal development and to avoid potential problems.

Students who are seen as unfit/unqualified to continue may be dismissed from the doctoral program.

Please refer to **"Academic Performance", "Unsatisfactory Academic Performance", Academic Warning, "Academic Probation",** and **"Dismissal"** sections for more information.

Certification of Doctoral Degree Candidacy

Admission to the doctoral programs is provisional and must be certified. Certification occurs when the student meets the requirements for and receives his/her individual program's master en route degree. Typically, this includes completing two (2) years of required coursework or its equivalent and competency assessments (i.e. master's thesis, research project I, and comprehensive/competency examinations) as well as completing a year-long externship.

Please refer to the **"Programs of Study"** section for more information regarding individual curriculum and program requirements.

Minimum Residency Requirement

All reading, directed study, and doctoral research credits must be taken at the school. No more than twelve (12) credits towards a master's or doctoral degree may be transferred from other institutions.

Transfer of Credit

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Ferkauf faculty member who teaches the equivalent Ferkauf course, by the program director, and by the dean. Students must also include an official transcript showing the course they wish to transfer with a final grade and any course descriptions or syllabi for the course. All forms should be submitted during the student's first semester, and it is at the discretion of the program director to decide which courses may transfer.

Only graduate coursework will be accepted as transfer credit. Credit will not be granted for any course transferred from another institution with a grade below B or for a P/F course, nor for any subject that is technical or commercial or in any way not ordinarily classified as a liberal arts subject. Courses that are transferred will not factor into the student's Ferkauf GPA.

Students may transfer a maximum of twelve (12) credits towards the master of arts degree and the doctor of psychology and doctor of philosophy degrees. The one exception to this is for students who are admitted into the master of arts program and subsequently transfer to one of Ferkauf's doctoral programs. In this case, students may transfer selected credits toward their doctoral degree. These courses must first be approved for transfer by the doctoral program director. Transfer credits cannot be used to reduce the required five year full-time residency training requirement.

Credit will not be granted for coursework completed more than ten (10) years before the date of application for transfer credit.

Student Status

Students must follow the per semester credit requirements established by their individual program curriculum. In addition, students are expected to maintain full-time status, defined as a minimum of nine (9) credits per semester, for the duration of their academic tenure. Any exceptions must be approved by the program director.

Please refer to the **"Programs of Study"** section for more information regarding individual curriculum and program requirements.

Satisfactory Academic Performance and Standards

Satisfactory academic performance and standards are comprised of a student's performance of academic, clinical and research activities. Academic performance and standards include overall course grades as well as critical analytic skills, written communication skills, intellectual engagement, class participation, academic progress (meeting deadlines), appropriate professional and ethical behavior, interpersonal skills, multicultural sensitivity, and teaching and/or other scholarly activities. Clinical performance includes the demonstration of clinical competencies in clinical coursework, on the comprehensive examinations, and in practicum settings as evaluated by faculty and supervisors. Research performance includes the demonstration of research competencies in research coursework, in the active participation in the mentor's research, in the design and execution of doctoral research projects/dissertations, and in research related scholarly activities.

For doctoral programs, students are required to maintain a satisfactory level of academic performance in each academic semester as defined by, but not limited to, the following criteria: 1) Minimum semester and cumulative GPA of 3.25; 2) Timely completion of ALL course work and in meeting deadlines and academic progress standards for academic, clinical, interpersonal skills, and professional and ethical requirements; 3) Passing the comprehensive/competency exams (any student who fails an exam is given one (1) more opportunity to retake the exam after receiving remediation. If the student does not pass the re-take he/she will not be permitted to continue in the program); 4) Satisfactory evaluations from clinical settings and satisfactory evaluations from clinical supervisors; 6) Satisfactory evaluations from research supervisors, 7) Maintenance of competent interpersonal skills as evaluated by program faculty; and 8) Maintenance of professional and ethical behavior as evaluated by program faculty.

Students in the **mental health master of arts** program are required to maintain a semester and cumulative GPA of 3.0 and are allowed a maximum of one (1) grade of *C* during their academic tenure.

Failure to meet or progress in any academic, clinical, research, interpersonal skills or professional and ethical requirements may prevent the student from moving ahead in the program and may be grounds for academic warning, probation or dismissal. Please refer to the **"Unsatisfactory Academic Performance", "Academic Warning", "Academic Probation",** and **"Dismissal"** sections for more information.

Registration

Registration takes place through MY YU (www.yu.edu/myyu) twice a year: May for the fall semester and December for the spring semester. Students are expected to register each semester during the specific registration period. Students must meet with their assigned academic advisor beforehand to review course requirements and obtain their RAC (registration access code).

Maintenance of Matriculation: Students must maintain continuous full-time registration until graduation – including registering for research requirements (as specified by individual programs) each semester until the oral defense is complete. This includes registration for

Research Project I+II and Dissertation Planning. Any student who neither registers nor secures an official leave of absence for any semester will be considered withdrawn from the school.

Cross-Registration: In certain cases, and with the permission of the program director, students may be eligible to take a course at another Yeshiva University school. The student would be responsible for paying tuition to the host school unless a previous agreement has been arranged between the host and home school and has been approved by the Office of Student Finance. Any student who wishes to take a course at another YU school must notify the Office of the Registrar prior to the beginning of the semester and receive written approval from his/her program director and from the dean or instructor of the course at the host school. The program director should indicate if the course will count towards the student's Ferkauf degree requirements, and if so, which requirement it fulfills. Only graduate level courses can be applied toward the Ferkauf degree requirements. The host school may require the completion of additional forms.

Course Auditing Policy: Ferkauf students are not eligible to audit another Ferkauf course. The University does not permit students to audit or sit in on classes they are not officially registered for.

Independent Study: An independent study is an individualized project/course conducted under the guidance and supervision of a faculty advisor. A request to take an independent study may be granted only under the following circumstances:

1. To pursue a specialized topic that is not offered under Ferkauf's course listings,
2. When a student is prevented from graduating because a required course is no longer offered.

Students interested in completing an independent study must submit the Application for Independent Study to the Office of the Registrar. The form should be filled out by both the student and the faculty advisor and signed by the program director. Students may not use an independent study as an opportunity to do additional research on their current research projects or dissertations.

Waiver or Substitution of a Required Course: In some cases, where students can show proof of relevant work experience, a program director may allow a student to waive a required course.

Students who wish to waive a course requirement or substitute a Ferkauf elective for a required course must submit a Waiver or Substitution of Credit Form to the Office of the Registrar by the end of the student's first semester. Students who are waived from a required course will not receive credit for the course but will no longer have to fulfill that course to meet graduation requirements. The student will still be required to maintain the five year, full-time status residency requirement.

Withdrawal from a Course: Students may drop classes through MY YU from the start of the designated registration period until the "last day to drop a course" as listed on the academic calendar. This date is usually about a month after the start of classes. Typically, it is not permitted for students to drop courses after this date; however, in some cases, withdrawal from

courses after the deadline is approved. Students will be required to fill out an Add/Drop Form and have it signed by their advisor. If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of "W".

Students should be aware of the refund dates each semester. Students may not receive a full refund for courses dropped even if they are dropped before the "last day to drop a course without a W".

The refund schedule is listed below. Please note that fees will not be refunded.

Course withdrawn by:	Percent of tuition refunded
1st week of semester	100%
2nd week of semester	75%
3rd week of semester	50%
4th week of semester	25%
After 4th week	0%

Grading Policy

The work of each student is graded on the following basis:

Letter Grade	Numerical Value*	Description of Grade
A+	4.334	Outstanding
A	4.0	Excellent
A-	3.667	Very Good
B+	3.334	Good
B	3.0	Adequate
B-	2.667	Just Adequate, Borderline
C	2.0	Well Below Level
F	0.0	Failing

*When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points. The student's average is computed by dividing the number of quality points earned by the number of credits completed, including courses failed. The average is rounded to the third decimal place. Grades achieved at other institutions are not averaged in with the student's record at Ferkauf Graduate School; only credit is granted for transfer courses.

I (incomplete) may be given by faculty to accommodate unavoidable delays in the completion of course requirements and to allow for excused medical emergencies. A student is given until the end of the following semester to receive a grade; otherwise, the *I* will automatically become an *F* grade.

P (pass) is used for courses bearing less than one and a half (1.5) credit and for approved externships and internships.

R (repeat) is typically used for Dissertation Planning and Research Project I and II when students are required to register for the course continuously until they defend. Students will not receive earned credits for any course in which they are given an *R* grade.

S (satisfactory completion) is used as the final grade for Dissertation Planning, which is earned during the semester the student passes his/her oral defense.

W is given when a student drops a course without prejudice or penalty.

Y is used for the fall semester of a year-long course. The student will receive a letter grade during the spring semester. In some cases, students will be graded during both the fall and spring semesters.

Please refer to the **"Academic Performance", "Academic Warning", and "Academic Probation"** sections for information regarding minimum GPA requirements, academic warning, academic probation, and academic dismissal.

Competency Examinations

Candidates in the clinical psychology (PsyD) program are required to successfully pass eight competency exams before they can graduate: (1) Two assessment competency exams in their first and second year that assess competency in assessment, and related competencies in ethics and diversity; (2) four clinical competency exams in their third, fourth and fifth years (including internship) that assess their competency in relationship and intervention skills, as well as in related competencies in ethics and diversity; and (3) two research competency exams in their third and fifth year that assess competency in research, as well as in related competencies such as ethics and diversity. These competency exams are based on program goals and objectives.

Candidates in the clinical health psychology doctoral program are required to pass competency examinations in assessment, clinical skills, and research.

Students in the school-clinical child psychology program need to complete five (5) competency examinations that begin at the end of the first year of study. The examinations focus on specified program competencies: (a) Demonstrate ability to administer cognitive & personality assessment instruments; (b) Demonstrate ability to score cognitive & personality assessment instruments; (c) Demonstrate ability to integrate data in written format, for professional use; (d) Demonstrate ability to conduct psychotherapy; (e) Demonstrate research competencies.

Any student who fails a part or all of the comprehensive/competency exams must pass the second time it is taken, or at the decision of the program faculty and dean, may be dropped from the School.

Eligibility for Graduation

In order to be eligible for a degree, students must complete all required coursework, externships, pre-doctoral internship, pass their oral defense, complete all revisions, and submit a research

project or dissertation to the appropriate offices by the degree date. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation or does not meet the satisfactory academic performance standards will not be eligible to receive a degree (including the master's en route degrees).

Degrees are conferred September 30th, January 31st, June 30th, and August 31st each year. A student applies for a degree by filing an Application for Graduation form in the Office of the Registrar. Applications for the January degree are due November 1st while applications for the June, August, and September degrees are due March 1st. Students will not be eligible to receive a degree unless they have submitted the Graduation Application by the appropriate deadline.

Should the degree not be awarded during that term, a new application must be filed every term until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapse between payment and award of degree.

Students are bound by the curriculum that was in effect during the year they enrolled in the program. Students are responsible for meeting regularly with their academic advisors and checking their unofficial transcripts to ensure they are on track to graduate.

Commencement Exercises

Commencement exercises take place each year at the end of May or the beginning of June. Students who graduated during the previous year are invited back to participate in the diploma ceremony. Students who plan to graduate in June, August, or September may walk in that year's ceremony if they have completed all graduation requirements (including oral defense) with the exception of their pre-doctoral internship. Eligibility to walk in the commencement exercises is at the discretion of the program director. Students who wish to participate in the ceremony must submit any required commencement paperwork, documentation, or materials prior to the diploma ceremony.

Diplomas will be mailed to the address students list on the Graduation Application within eight (8) weeks of the degree date. The last name on the student's diploma must match the last name on the student's record at the School.

Unsatisfactory Academic Performance

Students who exhibit deficiencies in regard to their academic performance, supervisor or faculty evaluations, academic progress, interpersonal skills, and professional and ethical behavior are informed of such deficiencies by faculty after faculty review. Academic performance is comprised of performance of academic, clinical, and research activities. Students with unsatisfactory performance in these areas are placed on "academic warning", "academic probation" or are subject to dismissal. A student does not first have to be placed on academic warning to be placed on academic probation and does not need to be placed on warning or probation before she can be dismissed from the program.

Academic Warning

Academic Warning status is an initial indication of serious academic, interpersonal, or ethical deficiencies. If a student meets any of the requirements below, a faculty committee or the joint program faculty will meet to determine a remediation plan for the student. The student is required to meet with his/her academic advisor prior to the following semester to develop a schedule for the completion of the remediation plan. If, at the end of the subsequent semester, the student has not met the requirements of remediation, he/she will be placed on academic probation.

Academic warning occurs in (but is not limited to) the following circumstances:

a. When a student receives a semester or cumulative GPA below 3.25, receives one (1) or more grades of *B*- within a semester, receives one (1) *C* grade within a semester, and/or receives two (2) incomplete *(I)* grades within a semester;

Any student who receives a grade of *C* or below in any course (required or elective) must retake that course.

b. When a student receives an unsatisfactory evaluation of his/her clinical performance (interviewing, assessment, or treatment) as indicated by a poor practicum/supervisory evaluation (or *B*- or below grade) during the course of the semester;

c. When a student receives an unsatisfactory evaluation of his/her research performance as indicated by a poor supervisory evaluation (or *B*- or below grade) during the course of a semester;

d. When a student fails any comprehensive/competency examination. Should they fail the retake examination, they will be dismissed from the program;

e. When interpersonal skills are judged to be unsatisfactory as defined by individual program standards;

f. When professional and ethical behaviors are judged to be unsatisfactory as defined by individual program standards;

g. When a student falls more than one (1) semester behind in his/her progress in the program as defined by individual program standards;

Academic Probation

For students in a **doctoral program**, "academic probation" is an indication of very serious or persisting academic, behavioral, or professional deficiencies and occurs in the following instances:

a. When a student receives a semester or a cumulative GPA below 3.0, receives two (2) *C* grades or more within a semester, receives a grade of *F* in a course, or receives more than two (2) incomplete grades (*I*) in a given semester.

PLEASE NOTE: All incompletes (*I*) will convert to *F*'s after one (1) semester. It is the student's responsibility to insure the work is completed in a timely fashion.

If a student receives an *F* grade, a committee consisting of program faculty appointed by the program director will be assembled to review the reason for receiving the *F* grade. A decision will be made as to whether the appropriate action will be to place the student on academic probation or to dismiss the student;

b. When a student persistently fails to meet academic progress standards as defined by individual program standards. If unsatisfactory progress is made in meeting programmatic deadlines for clinical, research or academic activities and the problem persists, the student will be placed on academic probation;

c. When a student demonstrates serious or persisting deficiencies in clinical performance, which are defined as follows: When a student who received a B- or lower in a clinical practicum course (from any supervisor) or an unsatisfactory evaluation from an externship supervisor AND shows evidence of continued unsatisfactory performance following remediation efforts, or fails or is terminated from a training site, such deficiencies will constitute a basis for probation.

d. When interpersonal skills are judged to be unsatisfactory as defined by individual program standards;

e. When professional and ethical behaviors are judged to be unsatisfactory as defined by individual program standards;

f. When a student fails to meet the requirements of remediation after being placed on academic warning.

Students who meet any or all of the criteria above will be placed on academic probation immediately and/or for the following semester (depending on the reason for the probation). Students who are placed on academic probation are not permitted to apply for their next externship or internship or attend an externship or internship they already received while they are on probation. If the problems above persist after the following semester, the student will be dismissed from the program.

Procedure for Faculty/Students

If a student is placed on academic warning or academic probation, the student must meet with his/her academic and research advisor prior to the following semester to develop a remediation plan and/or schedule for the completion of remaining degree requirements. Elements of a remediation plan may include, but are not limited to, academic performance benchmarks, deadlines for completing requirements, closer supervision of clinical responsibilities, etc. If the

student misses a subsequent deadline he/she risks the consequence of being dismissed from the program. If a student wishes to change a deadline, he/she must submit a request in writing to the appropriate advisor at least one (1) month prior to the deadline. Only one (1) request per year will be granted. Students are allowed one (1) probationary period during their academic tenure.

If probation or a leave is decided, the student shall receive a letter from the program director that outlines the reason for academic probation, specifies a remediation plan, and provides a timeline for remedying the issues.

The student must sign and return the letter acknowledging that it will be the student's responsibility to communicate his or her understanding of the identified problem, respond to communications and engage in the remediation plan or grievance procedure in a timely manner. The student's response to the feedback and his/her willingness to engage in remediation will also be considered in the evaluation process.

Therapy for Students

Knowing oneself is critical to becoming a successful psychologist. While not a requirement, all students are encouraged to be in their own psychotherapy as the faculty believe it enhances one's ability to become an effective clinician. The faculty sees entering one's own personal therapy as an asset, not a deficit. Understanding and being open to the process of psychotherapy and learning to differentiate one's own difficulties from one's patients are important to one's development as a professional psychologist. Under certain circumstances, a student may be required by the faculty to enter therapy when it is felt that there are professional or personal problems/behaviors that interfere with the student's ability to provide services and interact in a professional setting.

CHANGES OF STATUS, LEAVES AND DISMISSAL

Leave of Absence

Students who are not taking any coursework or working on research but who expect to return at some future time should file a Request for Leave of Absence Form, available in the Office of the Registrar. The leave of absence must be approved by both the program director and the dean and should be signed and returned to the Office of the Registrar prior to the start of classes for the given semester. Students may apply for a leave of absence for a maximum of two (2) semesters. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework. The dean will evaluate all requests for leave of absence and give the final approval.

PLEASE NOTE that under current Immigration and Naturalization Service regulations, foreign students in F-1 classification are not permitted to be on leave of absence.

Involuntary Leave Policy

Introduction

When students are experiencing emotional difficulties or find themselves going through a personal crisis, they are strongly encouraged to seek out the relevant support services on campus. Depending on the campus and the specifics of the situation, counseling, guidance and/or outside referrals can be provided. While the University strives to help all students succeed academically, socially, and emotionally, there are times that safety concerns regarding a student's health and well-being need to be considered. It is for this situation that the following guidelines apply.

Policy

- Yeshiva University reserves the right to place a student on an involuntary leave of absence when the student:

    a. Poses a direct threat to the health and safety of themselves or others. The University should determine whether a student warrants involuntary leave only from a student's observed conduct, actions, and statements, and not from mere knowledge or belief that the student is an individual with a disability, and
    b. Is not able or willing to temporarily withdraw from the University.
    c. The student demonstrates unsatisfactory academic, interpersonal, or ethical performance in the program. If a student meets the requirements for academic warning or academic probation, the program director can determine that the student must take a leave of absence as part of the student's remediation plan.

- This policy may not be used in lieu of previously codified student discipline procedures.
- The University will maintain the confidentiality of information regarding involuntary leaves in accordance with federal, state, and local law.

Procedures for Removal

- When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, the individual should immediately take reasonable steps to notify their supervisor, a program director and/or the dean of the school. The program director should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation with others including counseling and other relevant support services. In accordance with the U.S. Department of Education's Office of Civil Rights, procedures should be followed to ensure that a student considered for involuntary leave under this policy is not be subject to an adverse action based on unfounded fears, prejudice, or stereotypes.
- A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if a leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider.

- A student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official.
- Students will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with appropriate counseling staff and/or administrative official.
- Students will be informed in person, if practical, to be followed by written notification from the School, or the School's decision regarding their student status.
- A student who is placed on involuntary leave may appeal the decision to the dean within ten (10) business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The dean or his designee will review the appeal and his decision will be considered final.
- In cases of a safety emergency, a student may be removed from the University campus, provided the student is given notice and an opportunity to be heard, pending a decision regarding the student. The student is still offered the option for an appeal prior to the rendering of a final decision.
- The University reserves the right to make appropriate arrangements regarding the health and safety of the student.
- A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.
- The School will notify all relevant parties of the leave of absence.

Readmission

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the School. A student who wishes to resume studies will be required to apply for "readmission". Students who withdrew from the School and wish to apply for readmission must follow the regular admissions procedures. Their admission will be subject to the usual admissions criteria in effect at the time of application for readmission.

Official Withdrawal

If the need for a leave extends beyond two (2) semesters –taken together or separately – the student must withdraw from the School and apply for readmission. Students who wish to withdraw must submit an Application for Official Withdrawal Form, available in the Office of the Registrar. The form should be signed by both the program director and the dean and returned to the Office of the Registrar. Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Students are responsible for contacting the Office of Student Finance regarding deadlines for tuition reimbursement.

Dismissal

Students accepted into Ferkauf Graduate School of Psychology are expected to be able to complete the program requirements successfully. When a student's academic performance,

supervisor or faculty evaluations, academic progress, interpersonal skills, or professional and ethical behavior is unsatisfactory, faculty provide timely feedback and offer students an opportunity to remedy deficiencies. The program director or the dean of the Graduate School may counsel voluntary withdrawal or recommend termination from the Graduate School under conditions including, but not limited to, the following:

a. Violations of American Psychological Association (APA) ethical principles, legal statutes, or University or Graduate School codes and policies as described in this academic catalog;

b. Persisting or marked unsatisfactory academic performance, as evidenced by:

- Failure to satisfactorily meet remediation requirements when on academic probation;
- Students on academic probation who, in the subsequent semester, receive a *C* grade, an *Incomplete* grade or a *F grade*;
- Obtaining GPA below 3.0 for any two (2) semesters;
- Failure to pass the retake of the competency or comprehensive examinations;
- Failure to complete academic or research requirements within a timeframe specified by the student's academic or research advisor or program director;

c. Ethical violations including, but not limited to, cheating, exercising dishonesty or plagiarizing;

d. Consumption, influence or possession of alcohol or illicit drugs in class or on the Yeshiva University premises;

e. Failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability, or inappropriate or disruptive behavior toward colleagues, faculty or staff, or any other individual;

f. Failure to make satisfactory progress toward a degree within the time frames detailed in the "Time Limitations" provision;

g. A pattern of unsatisfactory clinical performance, despite remediation efforts, including but not limited to the following: i) more than one (1) unsatisfactory evaluation of a psychotherapy or assessment lab or clinical training experience; ii) failure to complete the required number of year-long approved externship experiences, or an approved internship training experience, within timeframes specified by the program.

h. A pattern of unsatisfactory research performance, despite remediation efforts, including but not limited to the following: i) more than one (1) unsatisfactory evaluation of a research course or experience or ii) failure to meet research deadlines within the timeframes specified by the program.

i. A pattern of unsatisfactory interpersonal skills and professional behavior, evidenced despite remediation efforts, including but not limited to the following: i) inappropriate interpersonal or professional behavior. This refers to conduct in classes and on campus, in private meetings with faculty, and to behavior in our Clinic and at externship or internship sites. In all venues with which the students may have contact with patients and supervisors, students are expected to conduct themselves in a manner which adheres to ethical and professional standards; ii) psychological problems that impair professional functioning, academic performance, or progress throughout the program; iii) failure to evidence compliance with faculty recommendations for remediation of impaired interpersonal skills or professional behavior.

In the **mental health counseling master's program**, two (2) *C* grades and/or a failure to maintain a semester or cumulative GPA of 3.0 will result in dismissal from the program.

CODE OF ETHICS

Maintenance of good standing while a student is at the School is partially dependent on developing and maintaining standards of ethical and professional conduct.

Academic Integrity

Academic integrity is the guiding principle for all that students do during their academic tenure; it includes their integrity in fulfilling academic, research, and clinical responsibilities and in their interpersonal and professional behavior. It requires that students recognize and acknowledge information derived from others and take credit only for ideas and work that are their own. It is a violation of the principle of academic integrity to:

- Cheat on an examination;
- Submit the same work for two different courses without permission from the professors;
- Receive help on a take-home examination that calls for independent work;
- Plagiarize
- Falsify or fabricate data

Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as his/her own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited.

Fabrication is making up data or results and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

A student's affirmation of any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary may result in failure in the course, dismissal, or such other penalties as deemed proper.

Ethical Violations

Violations of APA ethical principles, legal statutes, or University or Ferkauf Graduate School codes and policies in regard to strict standards of conduct may take many forms including, but not limited to, the following:

- Plagiarism;
- Cheating;
- Legal infractions including, but not limited to, theft and possession of illegal drugs or weapons;
- Deliberate actions causing harm to others, including but not limited to unlawful harassment, failure to respect others' rights and dignity, and failure to fulfill professional responsibilities;
- Misuse of University property;
- False representation, including false or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information;
- Utilization of work submitted to fulfill one's course requirements in a second course, unless expressly permitted by the second course's instructor;
- Coercion, any form of abuse of others, misuse of influence, or engagement in exploitative relationships;
- Other proscribed professional activities, including but not limited to: practicing outside the boundaries of one's competence; offering of any psychological services by an individual not licensed as a psychologist unless these services are delivered in the context of a supervised clinical training setting; engaging in sexual intimacies with current or former clients or their significant others, engaging in dual role relationships, etc.

Procedure for Ethical Violations

If a student is involved in behaviors that are thought to be unethical, the following procedure is to be followed:

a. Once a complaint has been presented in writing or otherwise, the director of the program meets with the complainant and the student to discuss the issues.

b. When the initial discussion is completed, the director may inform the program's faculty and then form a subcommittee of the program faculty – usually two (2) members – to meet with the student and access all relevant information about the charges and clarify all issues. The student will have the opportunity to present his/her own views on all points. The subcommittee will report to the program's faculty and a recommendation will be forthcoming.

c. The program director will meet with the student to discuss the recommendation. This procedure is not a litigious one.

d. The recommendation may be forwarded to the dean who has the option to review the issues or to form a faculty committee to advise him about the problem.

Social Media Use

Students are required to adhere to the Social Media Policy established by the University.

YU Student Technology Resources Use Handbook:
https://www.yu.edu/uploadedFiles/Offices_and_Services/ITS/InfoSec/Policies/ITS_Handbook_for_Students2a.pdf

YU General Guidelines for Use of Social Media:
http://www.einstein.yu.edu/docs/administration/communications-public-affairs/social-media-general-guidelines.pdf

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of Ferkauf's code of ethics will be subject to disciplinary action.

STUDENT GRIEVANCES AND DISCIPLINE

Student Complaint/Grievance Procedure

Policy

Yeshiva University's Ferkauf Graduate School of Psychology is committed to a policy of resolving all student grievances through a set of appeal procedures designed to resolve the student's issue or concern fairly. Students may appeal evaluation decisions by instructors or supervisors when they believe they were subject to harassment, discrimination unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that faculty member. Harassment or discrimination represent an infringement on individual rights on the basis of sex, religion, age, race, socio-economic status, disability, marital status, color, national or geographical origin, or sexual orientation. If a student has a grievance against a faculty member, a student, or as a result of any program procedure, he/she is assured of all due process, respect, and confidentiality.

Procedure

The following procedure should be initiated within the semester in which the problem or incident occurs and no later than thirty calendar days beyond the final day of classes in any given semester.

Step 1: Informal Level

Students should first discuss their issue(s) or concern(s) with the primary instructor, supervisor, or faculty advisor who provided the evaluation or formal action recommendation. The purpose of this meeting is to clarify the reasons for the evaluation decision or formal action and to provide the student with an opportunity to respond to the decision or action. The meeting also provides an opportunity for the student and faculty member to reach a common understanding of the identified problem(s) and clarify recommendations and the expected timeframe within which problems will be remedied. A follow-up meeting is often scheduled to evaluate the student's compliance with these recommendations. Every effort should be made to resolve disagreements at this level and safeguard confidentiality by involving only essential parties.

Step 2: Meet with Program Director

When the student thinks that his/her issue or concern is still unresolved by his/her primary instructor, supervisor, or advisor and can demonstrate that there is a basis for suspecting unsubstantiated claims of unsatisfactory performance, harassment, or discrimination, they may arrange a meeting to discuss the issue or concern with the program director. Students are expected to submit written documentation of evidence for their complaint within thirty (30) days of the evaluation or incident, or by the final day of classes of the semester in which the problem occurred. The program director will review all documentation and testimony and will notify the student and relevant faculty of their decision to grant or deny the appeal.

Step 3: Departmental Committee

If the program director cannot resolve the student's issue, or the student files (within thirty (30) days) a written appeal of a decision made by the program director, then the program director asks the dean to appoint a committee of faculty to address the student's concern. The faculty on the committee cannot be faculty members from the student's program. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the dean and the student of their decision to grant or deny the appeal.

Step 4: Review by Dean

Should the department committee not be able to resolve the student's issue, or the student wishes to appeal a decision by the departmental committee, the student must submit in a written request (within thirty (30) days of the decision) that the dean review the action, clearly stating the reasons for such a review. The dean may grant or deny the request. If the dean grants the request, he will evaluate all the available materials as to the facts and circumstances, including any recommendation from the departmental committee, and may request a personal interview with the student. The dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

Student Discipline

A student's admission, continuance on the rolls of the School; the receipt of academic credits, honors, and awards; graduation; and the conferring of any degree, diploma, or certificate upon the student are entirely subject to the disciplinary powers of the School and to the student maintaining high standards of ethical and academic conduct. The School is free to dismiss the student at any time for infringement on these standards.

Areas of school disciplinary jurisdiction include, but are not limited to: 1. Ethical violations or violations of academic integrity, e.g. cheating, plagiarism, and forgery of academic documents; 2. Disruption of the academic process and/or academic facilities, including interference with access to facilities and disruption of the classroom; 3. Library violations, including failure to return books or destruction of library materials; 4. Physical detention or restraint of a student, instructor, staff member, or administrator while that person is attempting to exercise his/her duties.

If there are questions about the capacity, performance, or the continuation of a student in the program, these concerns will be brought by a member of the University's administration, faculty, staff, or student body to the attention of the student's advisor and the program director.

PROGRAMS OF STUDY

Ferkauf Graduate School offers the following programs:

Doctor of Psychology in Clinical Psychology

Doctor of Psychology in School-Clinical Child Psychology

Doctor of Philosophy in Clinical Psychology with Health Emphasis

Master of Arts in Mental Health Counseling

Students in each of the doctoral programs are required to receive the en route Master's degree (see individual program information for degree requirements).

CLINICAL PSYCHOLOGY – Psy.D – 116 credits

Program Philosophy

Students have received doctoral training in the Clinical Program at the Ferkauf Graduate School of Psychology of Yeshiva University for more than 50 years. The Clinical Program (PsyD), which was established in 1979, has been fully accredited by the American Psychological Association (APA) since 1985. The committee on Accreditation conducted a review of the clinical program in 2008 and granted reaccreditation to the program for another seven (7) years. The next accreditation visit will occur in 2015. The mission of the program is to train highly effective professional psychologists who are knowledgeable, thoughtful academic scholar-practitioners, and committed to life-long learning in clinical psychology. We seek to produce clinical psychologists who integrate scientific foundations, inquiry, theory and research into clinical practice and are well prepared for careers in a variety of settings. The program is designed to educate students in the conceptual and empirical foundations of clinical psychology, train them to become knowledgeable and thoughtful scientific scholars, and train them intensively in a variety of assessment, research, and therapeutic approaches. This training is accomplished through an integrated and sequential program that is graded for complexity and one that includes didactic, practicum, and supervised experiences in diverse settings. The program emphasizes scholarly and conceptual thinking, empirical research, and values diversity of thought in clinical psychology.

The clinical program was last reviewed by the New York State Department of Education for licensure-qualifying status and was re-registered as a licensure-qualifying doctoral program in January 1, 2002. This registration will be extended annually until the program is reviewed in the future.

Curriculum

The curriculum is a five (5) year, 116 credit program that consists of a four (4) year academic sequence followed by a University-approved internship. The academic coursework consists of

foundation courses in psychology and clinical psychology, a research sequence culminating in Doctoral Research Projects I and II, an assessment sequence, and a psychotherapy sequence. Students are required to see patients through the Parnes Clinic as part of the practicum components of the assessment (beginning first year) and therapy sequence (beginning third year). Beginning in the second year, students also receive practicum training at competitive external placements each year. Students may also elect to receive training in a variety of concentrated areas including couples and family therapy, gero-psychology, neuropsychology, psychotherapy process and outcome anxiety, trauma, aggression and mood disorders.

Required Courses (101 credits):

General Foundation Courses

PSA 6930 Physiological Psychology
PSA 6515 Lifespan Development
PSA 6472 Cognitive & Affective Bases of Behavior
PSA 6071 Psychopharmacology
PSA 6405 Social Psychology

Clinical Foundation Courses

PSA 6181 Multicultural & Diversity Issues
PSA 6371 Issues in Professional Practice
PSC 6813 Lifespan Psychopathology I
PSC 6814 Lifespan Psychopathology II
PSA 6601 History & Systems of Psychology
PSC 6191 Concepts in Psychotherapy

Assessment Sequence

Students are required to complete a rigorous, 5-didactic course and 5-practicum assessment sequence where they receive didactic training and intensive supervision in assessment. At the end of the sequence, students will have administered, scored, interpreted and written in-house at least one (1) intake report, completed two (2) cognitive assessment and two (2) personality practice batteries, five (5) practice batteries that integrate multiple cognitive and personality assessment measures and at least two (2) integrative testing reports. Students may also elect to receive further training in assessment by enrolling in the neuropsychology minor or by taking additional assessment courses in the school-clinical child program.

PSC 6435 Clinical Interviewing with Practicum
PSC 6436L Basic Psychotherapy Lab (0 credits)
PSC 6441 Cognitive Assessment with Practicum
PSC 6442 Personality Assessment with Practicum
PSC 6446 Clinical Assessment I with Practicum
PSC 6447 Clinical Assessment II with Practicum

Research Sequence

Students learn the skills to become critical consumers and producers of research during their graduate studies in the clinical program. Students learn the strengths and limitations of different study designs, are trained in statistical methods, and learn how to critically evaluate the research literature. Students are also required to produce two (2) original doctoral research projects (Research Project I and Research Project II). Using principles or evidence-based practice, students are trained and supervised in the application of scientific thinking to practice by applying the research literature to the care of their clients.

PSA	6280	Statistics I
PSC	6287	Research Methods & Design
PSC	6288	Integrating Clinical Practice and Research
PSC	6537	Data Analysis (option A)
PSA	6289	Introduction to Qualitative Research (option B)
PSC		Research Seminar *(taken two (2) semesters) – see* **Research Seminar** *section below*
PSC	6915	Research Project I
PSC	6916	Research Project II

Theory of Intervention Courses

Students receive intensive training in theories, research and applications of clinical practice and are taught skills to integrate clinical practice with research. Students are trained in all aspects of the evidence cycle: 1) development of searchable questions based on a client's presenting problem; 2) searching of the literature to find the highest quality evidence for their clinical question; 3) critical appraisal of the literature; and 4) understanding and applying the results of those studies to the care of their clients.

They are required to successfully complete a course in Concepts of Psychotherapy and a Basic Individual Psychotherapy Practicum course in their first year (see *Clinical Foundation Courses*). They are also required to successfully complete two (2) courses in psychodynamic psychotherapy (Psychoanalytic Theory and a Category A course) and two (2) courses in cognitive behavior therapy (Cognitive Therapy and Behavior Therapy).

Intervention Course A – students must take PSC6195 Psychoanalytic Theory plus choose one (1) course from below

PSC	6498	Interpersonal Psychotherapy
PSC	6175	Object Relations Theory
PSC	6491	Self Psychology

Intervention Course B – both required

PSC	6478	Behavior Therapy
PSC	6497	Cognitive Therapy

Intervention Course C – choose one (1)

PSC 6463 Couples Therapy
PSC 6465 Family & Couple Therapy I
PSC 6466 Family and Couple Therapy II
PSC 6448 Assessment & Treatment of Older Adults
PSC 6485 Evidence Based Treatment for Children and Adolescents
PSS 6610 Introduction to Child Therapy

In some instances, students may take a pre-approved course from another program to count towards their Intervention C requirement. Students interested in courses outside of their program must receive permission from the instructor prior to registration and must send email notification to the Registrar's Office explaining that they received permission to take an Intervention C course outside of their program.

Psychotherapy Sequence

Once students have completed their intervention course requirements, students are required to enroll in two (2) years (4 semesters) of in-house individual psychotherapy practicum in either Psychodynamic or Cognitive Behavior Therapy, with at least one (1) year in the same theoretical orientation. Through this practicum, students treat three to four (3-4) patients a year in the in-house training clinic, receive one (1) hour of weekly supervision, and two (2) hours of weekly group supervision. Additionally, all third and fourth year students attend a weekly individual psychotherapy lab consisting of two (2) to six (6) students in which they present their cases to a licensed clinical psychologist. Altogether, students enroll in four (4) practicums ("labs") with each lab worth 1.5 credits.

Psychodynamic Practicum

PSC 6492A Psychodynamic Individual Psychotherapy Practicum I *(1.5 credits)* *
PSC 6493A Psychodynamic Individual Psychotherapy Practicum II *(1.5 credits)*
PSC 6494A Advanced Psychodynamic Individual Psychotherapy Practicum I *(1.5 credits)*
PSC 6495A Advanced Psychodynamic Individual Psychotherapy Practicum II *(1.5 credits)*

**Students taking PSC6492A are also required to take Psychoanalytic Theory and one (1) of the three (3) courses from the Intervention A category listed on the previous page.*

CBT Practicum

PSC 6502A CBT Individual Psychotherapy Practicum I *(1.5 credits)* *
PSC 6503A CBT Individual Psychotherapy Practicum II *(1.5 credits)* *
PSC 6504A Advanced CBT Individual Psychotherapy Practicum I *(1.5 credits)*
PSC 6505A Advanced CBT Individual Psychotherapy Practicum II *(1.5 credits)*

**Students taking PSC6502A/PSC6503A are also required to take the two (2) semester class, CBT for Anxiety and Depressive Disorders I and II.*

Proseminar, Externship & Internship

PSC 6551A Proseminar I *(.75 credits)*
PSC 6551B Proseminar I *(.75 credits)*
PSC 6552A Proseminar II *(.75 credits)*
PSC 6552B Proseminar II *(.75 credits)*
PSC 6553A Proseminar III *(.75 credits)*
PSC 6553B Proseminar III *(.75 credits)*
PSC 6554A Proseminar IV *(.75 credits)*
PSC 6554B Proseminar IV *(.75 credits)*
PSC 6944 Clinical Psych Externship I *(0 credits)*
PSC 6945 Clinical Psych Externship II *(0 credits)*
PSC 6946 Clinical Psych Externship III *(0 credits)*
PSC 6947 Clinical Psych Externship IV *(0 credits)*
PSC 8941A Doctoral Internship *(1 credit)*
PSC 8942A Clinical Psych Doctoral Internship *(1 credit)*

Elective Courses (15 credits):

Students work with their academic advisor and program director to choose electives. Students may select from a variety of different elective courses or may wish to pursue a concentration (see below).

Clinical Psychology Concentrations

Clinical Psychology students are given the option of completing a concentration. A concentration is an intensive study in which students take a group of courses in a specific area of interest beyond what may be required by the program. Students who are pursuing concentrations may also elect to focus their externship experiences in the same area of study. In addition, students may choose to concentrate their elective studies in areas offered by the other programs in the school. Finally, students are free to select individual elective courses in any area and are not required to concentrate in any area of study.

The following is a list of areas in which the Clinical program offers concentrated study (note that some of the courses also fulfill requirements noted above):

CBT Concentration:

1) Cognitive Therapy (PSC 6497)
2) Behavior Therapy (PSC 6478)
3) CBT for Anxiety & Depression I & II (PSC 6470/6471)
4) CBT Individual Psychotherapy Practicum I & II (PSC 6502A/6503A)
5) Advanced CBT Individual Psychotherapy Practicum I & II (PSC 6504A/6505A)
6) Research in cognitive behavioral principles or strategies

7) Externships in CBT

Psychodynamic Therapy Concentration:

1) Psychoanalytic Theory (PSC 6195)
2) Interpersonal Psychotherapy (PSC 6498)
3) Object Relations Theory (PSC 6175)
4) Couples Therapy (PSC 6463)
5) Family & Couples Therapy I & II (PSC 6465/6466)
6) Psychodynamic Individual Psychotherapy Practicum I & II (PSC 6492A/6493A)
7) Advanced Psychodynamic Individual Psychotherapy Pract. I & II (PSC 6494A/6495A)
8) Research in psychodynamic principles or strategies
9) Externships in Psychodynamic Therapy

Clinical Gero-Psychology Concentration:

The **Gero-psychology Concentration** follows the guidelines of the APA Council of Specialties' definition of a "Major Area of Study". The concentration thus requires completion of two research seminar courses, a total 15 credits of coursework; and a clinical aging empirical research project, in addition to fulfilling the requirements for the geropsychology minor.

Required Coursework (15 credits):

1) Assessment & Treatment w/ Older Adults (PSC 6448)
2) Depression and Personality Disorders in Older Adults I & II (PSC 6529/6530)
3) Gero-Psychology Seminar/Group Supervision I & II (PSC 6449/6450)
4) Science of Cognition and Affective Function (PSH 6014)
5) Geriatric Neuropsychology Practicum I & II (PSC 6449L/6450L)*
6) Introduction to Clinical Neuropsychology I & II (PSH 6011/6012)**

*Please note that 5 is open to participants in the FOAP gero-psychology externship ONLY

**Please note that 6 is only open to students pursuing the Neuropsychology minor

Family Therapy Concentration:

1) Couples Therapy (PSC 6463)
2) Family Therapy I & II (PSC 6465/6466)

Research Seminar

In addition to the research methodology courses, each student is required to register for two (2) semesters (6 credits) of faculty research seminars beginning during their second year of study. These seminars are taught by core faculty and will directly facilitate the development of the student's doctoral research projects. The faculty members will serve as research advisors for students who participate in their seminar. By participating in a faculty's research seminar,

students are choosing which faculty member and, therefore, which research area they wish to use as a basis for their research.

Research seminars offered include:

Research in Psychotherapy I &II (PSC 6524/6534)
Effective Therapists I & II (PSC 6520/6528)
Psychological Trauma I & II (PSC 6145/6146)
Theory and Research in Anxiety and Depression I & II (PSC 6474/6475)
Depression and Personality Disorders in Older Adults I & II (PSC 6529/6530)
Research in Couples, Families, and Psychoanalysis (PSC 6468)
Psychopathology & Socio-Economic Contexts I & II (PSC 6542, 6543)
Mood Pathology I & II (PSC6540/6541)
OCD, Hoarding & Related Disorders (PSC 6546, 6547)
Violence, Emotional Regulation & Substance Abuse (PSC 6548, 6549)

Research Project I

The first part of the doctoral research project is a comprehensive critical review of the literature in an area of interest to the student (typically in the area of a research seminar). It is anticipated that the review will lead to the Research Project II. This part of the research project should be submitted to the student's research advisor on the first day of classes during the student's third year. The final draft of the Research Project I is due on June 1st of the student's third year in the program.

Students should register for Research Project I while they are working on this part of their doctoral research project.

Research Project II & Oral Defense Examination

Research Project II is usually an outgrowth of the first project and may take the form of any one of a wide spectrum of possibilities including an original quantitative or qualitative empirical study, replication of an empirical study, development of an instrument, evaluation outcome research, treatment integrity, single case experimental design, or a meta-analysis. Students will work closely with their research advisors to create a proposal and prepare the research project. It should be prepared either in four chapters (Introduction, Methods, Results, and Discussion) or in a peer-reviewed journal article format at the research advisor's discretion. Copies are submitted to the student's research advisor and two (2) outside readers.

Students are expected to present their Research Project II work during the Oral Examination. They will receive a grade for Research Project II during the semester in which they pass their oral defense. Students will also be required to complete any revisions and submit two copies of the project on CD to the Psychology Office before a degree can be conferred.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on the second part of their research project. Once they begin

work on this part of the project, they must register for Research Project II each semester until they successfully complete their oral defense.

Externship

Students are required to complete a minimum of two (2) year-long externships (at two (2) different sites) and have an option of completing a third year of training. Students begin their first externship during the Fall of their second year. Students typically work two (2) days a week for a minimum of 16-20 hours per week. While students are on externship, they should register for the appropriate externship course each semester. At the end of each externship, students will be required to submit attestation forms signed by their externship supervisors.

Pre-Doctoral Internship

Students are required to complete a pre-doctoral internship, typically during their fifth year. Usually, the internship will consist of a twelve (12) month, full-time experience. Students should obtain an internship at an APA accredited training facility if possible. While students are on internship, they should be registered for Doctoral Internship for each semester. Students are eligible to apply for internship upon completion of the curricular requirements of the Psy.D program, successful completion of the Comprehensive Examination, acceptance of Research Project I, and submission of a proposal for Research Project II. At the end of the internship, students will be required to submit attestation forms signed by their internship supervisors. Students are evaluated by supervisors at the middle and end of the year.

Competencies

Beyond coursework, students must demonstrate competency in the following areas in order to graduate from the clinical program:

- Assessment Competency:
    - ACER- I (at the end of spring semester, first year end of the spring semester, second year)
    - ACER II (at the end of the spring semester, second year)
- Research Competency:
    - Research Project I (June 1st, third year)
    - Research Project II (end of spring semester, fifth year)
- Clinical Competency:
    - Clinical Competency I (Review of Videotape, December of third year)
    - Clinical Competency II (Comprehensive Clinical Report, end of spring semester third year)
    - Clinical Competency III (Review of Videotape, December of fourth year)

Master of Arts en Route

Students are required to complete requirements for and obtain the Master of Arts degree en route to the doctorate degree. Students who do not apply for and obtain the MA en route are not eligible to continue in the program. In order to receive a Master of Arts en route to the doctorate degree, students must complete the first two (2) years of coursework (57 credits) and submit the first draft of their Research Project I. Students are also required to submit a MA Degree Completion form signed by various advisors and the program director. The degree is not automatically conferred. Students must also submit a Graduation Application to the Office of the Registrar by the deadline (see "**Graduation Eligibility**" section for dates) to be considered for the MA en route degree.

Clinical Program (PsyD) Procedures for Graduation

In order to receive the Clinical Psychology PsyD degree, students must meet all academic, research, and clinical training requirements and complete the PsyD Degree Completion Form and Graduation Application by obtaining the necessary signatures attesting to successful completion of these requirements. In order to meet the academic requirements for graduation, students must successfully complete Research Projects I & II, including the oral defense and completion of all changes/revisions required by the oral defense committee. Clinical training requirements include successful completion of two (2) years of externship, two (2) years of in-house training at the Parnes Clinic, and one (1) year of internship. Students are also required to submit copies of their research projects in electronic form to their research advisors and the Psychology Office along with a variety of associated materials (listed in the PsyD Completion Form).

SCHOOL-CLINICAL CHILD PSYCHOLOGY – Psy.D –117 credits

Program Philosophy

The program's mission is to provide doctoral-level training through an interdisciplinary model that concentrates on both school and clinical child psychology. Students are prepared to deliver psychological and psycho-educational services to adults, children, adolescents and their families in mental health settings, urban and suburban schools, early childhood centers and other related environments.

The training model is that of Practitioner-Scholar, with an emphasis on the integration of clinical child psychology and school psychology, built on a foundation in developmental psychology. Students gain more than 3,500 hours of supervised school/clinical field experiences in diverse schooling environments, hospitals and mental health facilities, usually in urban centers with largely multicultural populations. The program also provides specialized training in infancy/early childhood, and in bilingual school psychology.

We also adhere to a combined-integrative model, as delineated by the Council of Directors of Combined-Integrated Doctoral Programs in Psychology. The disciplines of school psychology and clinical psychology are integrated throughout the coursework. Concurrently, the program provides students with a pedagogical orientation that is eclectic in both theory and practice. Faculty members are trained in psychodynamic, cognitive-behavioral and family systems approaches for working with children, adolescents (0-18) and young adults, and students are taught to work with all these approaches. Students are also taught to respect the value of each approach and to integrate theory and practice across the three orientations. It is understood that eclecticism also has a hierarchical structure to it. We recognize that a value of this type of program is the high regard for each orientation, in its own right, that permits students to integrate an approach that is truly their own, but one that is also respectful of empirically supported treatments from all orientations.

This program is accredited by the American Psychological Association as a Combined Clinical-School Psychology Program. It was accredited in 2010 for a maximum seven-year period and will be site visited again in 2017. The Program is also approved by the National Association of School Psychologists. Students are eligible to sit for the NYS Licensing Examination upon graduation.

Curriculum

The school-clinical child psychology program, Psy.D (five-year program; 117 credits), provides students with the knowledge and skills to assume the role of a professional psychologist who can work in diverse settings across the lifespan. The Program provides a full-time sequence of training that consists of four years of coursework, practica and field, culminating in full-time internship in the fifth year.

Because the program is accredited as a combined school-clinical psychology program, it requires students to complete one foundation course in adult psychopathology and encourages students to gain an externship experience that includes working with adults and caregivers.

Required Courses (102 credits):

PSS 6131 Cognitive Assessment I

PSS 6131L Cognitive Assessment I Lab *(1 credit)*

PSS 6132 Psychoeducational Assessment

PSS 6132L Psychoeducational Assessment Lab *(1 credit)*

PSS 6199 Integrating Race and Gender in Multiculturalism

PSS 6801 Professional and Ethical Issues in School-Clinical Child Psychology

PSS 6399 Biological Bases of Behavior

PSS 6400 Neurodevelopmental Disorders

PSA 6515 Lifespan Development

PSA 6472 Cognitive and Affective Bases of Behavior

PSS 6153 Appraisal of Personality

PSA 6280 Statistics I

PSS 6191 Child Assessment w/ Practicum I

PSS 6191L Child Assessment I Lab *(1 credit)*

PSS 6192 Child Assessment w/ Practicum II

PSS 6192L Child Assessment II Lab *(1 credit)*

PSS 6221 Consultation and Supervision

PSS 6222 Consultation-Based Interventions

PSS 6610 Introduction to Child Therapy

PSS 6213 Evidence Based Interventions for Youth I

PSS 6449 Evidence Based Interventions for Youth II

PSS 6250 Developmental Psychopathology

PSS 6611 Practicum Child Therapy I: Psychodynamic OR
PSS 6625 Practicum Child Therapy I: CBT

PSS 6612 Practicum Child Therapy II: Psychodynamic OR
PSS 6626 Practicum Child Therapy II: CBT

PSS 6118 Psychodynamic Theory & Practice with Children and Families Psychotherapy I

PSS 6119 Psychodynamic Theory & Practice with Children and Families Psychotherapy II

PSS 6286 Research Methods in Professional Practice

PSS 6197 Contemporary Issues in School Psychology

PSS 6814 Adult Psychopathology & Assessment

PSA 6071 Psychopharmacology

PSA 6405 Social Psychology

PSA 6601 History and Systems of Psychology

PSS 6915 Research Project I

PSS 6916 Research Project II

PSS 8943A School-Clinical Externship I *(1 credits)*

PSS 8944A School-Clinical Externship II *(1 credits)*

PSS 8945A School-Clinical Externship III *(1 credits)*

PSS 8946A School-Clinical Externship IV *(1 credits)*

PSS 8947A School-Clinical Externship V *(1 credits)*

PSS 8948A School-Clinical Externship VI *(1 credits)*

PSS 8941A School-Clinical Internship *(1 credit)*

PSS 8942A School-Clinical Internship *(1 credit)*

Elective Courses (15 credits):

Students work with their academic advisor and program director to choose electives. Students who wish to pursue a concentration may use elective courses to follow a specific track (see below).

Bilingual School Psychology Extension

Future employment in New York City and other urban public schools may be contingent upon having a Bilingual School Psychology Certificate in addition to the regular School Psychology Certificate the State awards. Students are encouraged to pursue this course of study if they have fluency in another language and if their career aspirations are to work in schools.

The requirements for the Bilingual School Psychology Extension are:

- Completion of the requirements for the NYS School Psychology Certificate
- Completion of 15 credits of coursework (listed below)
  - Family Systems Theory – 3 credits
  - Integrating Gender and Race in Multiculturalism – 3 credits
  - Contemporary Issues in School Psychology – 3 credits
  - Assessment of Bilingual and Multicultural Populations (offered every three years) – 3 credits
  - Integrating Multiculturalism into Clinical Practice – 3 credits
  - Bilingual School Psychology Internship I-II – 3 credits
- Demonstrated competency in a foreign language as measured by a standardized examination administered by ETS

School-Clinical Child Psychology Concentrations

Although the notation does not appear on a student's transcript, School-Clinical Child Psychology students are required to complete concentrations in Cognitive Behavior Therapy and Psychodynamic Psychotherapy.

Cognitive Behavior Therapy: All students are required to complete two (2) didactic CBT courses and a year-long practicum in CBT with children/adolescents. The required courses (twelve (12) credits) are: *Evidence-Based Interventions for Youth I & II* and *Practicum in Child Therapy: CBT I & II.* This year long sequence is conducted through the Parnes Clinic and provides both group and individual supervision. The latter is provided by independent practitioners with expertise in CBT with children, adolescents, and families.

Students may also take: *Evidence-Based Practice: Dissemination and Implementation for Youth in Mental Health Settings, Cognitive Therapy, Research Seminars on Treatment of Internalizing Disorders* and *Research Seminar in Early Childhood I-II.*

Psychodynamic Psychotherapy: All students are required to complete three (3) didactic psychodynamic courses and a year-long practicum in psychodynamic treatment with children/adolescents. The required nine (9) credits are: *Introduction to Child Therapy, Psychodynamic Theory and Practice with Children and Families Psychotherapy I-II,* and *Practicum in Child Therapy: Psychodynamic I-II.* This year long sequence is conducted through the Parnes Clinic and provides both group and individual supervision. The latter is provided by independent practitioners with expertise in CBT with children, adolescents, and families.

Students may also take elective courses in *Self Psychology* or *Psychoanalytic Theory* and conduct their doctoral research with faculty whose primary orientation is psychodynamic psychotherapy.

Research Seminars

Students take research seminars conducted by full-time faculty that facilitate completion of Research Project I and II.

The seminars are 1 credit each and are:

PSS6500 Assessment & Consultation Research Lab
PSS6501 Ferkauf Anxiety Lab
PSS6502 Early Childhood Research Lab
PSS6503 Research of Study and Support of Youth at Risk
PSS6504 Research Lab: Graduate Training in the Schools
PSS6505 Research Lab: Religion and Psychodynamic Psychotherapy
PSS6506 Research Lab: Applied Research
PSS 6507 Community Partnered Research

Students can take the research seminars for 2-3 semesters.

Research Projects I & II and the Oral Defense Examination

Research Projects I & II are required for graduation. Students begin to work on their research in the first semester of their second year. Both projects are completed under the supervision of full time faculty. It usually takes two to three years to complete the research requirements. Research Project I is a focused review of the literature that leads to Research Project II, which is the empirical study.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on their research project. Students should register for the appropriate Research Project I section each semester they work on the literature review portion of the project. Once students are ready to begin work on the second part, they must register for Research Project II each semester until they successfully complete their oral defense.

Students are expected to submit a written copy of their doctoral research two weeks prior to the oral examination and to complete an oral defense of their research study during the Oral

Examination. They will receive a grade for Research Project II for the semester during which they pass their oral defense. Students are required to complete any revisions and submit two (2) copies of the project on CD to the Psychology Office before a degree can be conferred.

Externship

Students are required to complete a minimum of 600 hours of supervised experience in the second, third and fourth year placements. The second year placement occurs in a schooling facility. This requirement meets standards set by the Council of Directors of School Psychology Programs. The third year may be in a mental health facility, medical center, early childhood center, hospital, or special-needs school. The fourth year placement can be in a school or any of the alternatives mentioned above. At the end of the fourth year, the student will have acquired the equivalent of one (1) full year of experience – 1800 hours.

While students are on externship, they should register for the appropriate externship course each semester. Faculty members monitor externship experiences on site and in class.

Pre-Doctoral Internship

Assuming all other program requirements have been successfully completed, the full time internship can commence in the fifth year of the program. The internship can occur in a school, hospital, early childhood center, medical center, rehabilitation center, community or mental health agency. The internship is the culminating educational experience for students and provides an opportunity to advance their skills and knowledge base and to demonstrate the high level of competence that they have achieved across all skills and knowledge domains during the prior four years of training. While the majority of students complete internships at APA-approved clinical settings, it is not a requirement to do so.

A full-time internship, in facilities other than schools, consists of a minimum of 35 hours per week, for a full year (12 months) or 1750 hours. In the case of a school placement, a full-time internship usually lasts about ten (10) months – approximately 1500-1600 hours. In accordance with New York State regulations, internships can be completed over a two (2) year period.

While students are on internship, they should be registered for Doctoral Internship for each semester.

Master of Science en Route

Students are required to obtain a Master of Science en-route to the doctorate degree upon completion of the first two (2) years of required coursework (60 credits). In addition, students are required to pass their first and second year competency examinations and their school-based externship to be eligible for the Master's degree. The degree is not automatically conferred. Students must submit a Graduation Application to the Office of the Registrar by the deadline (see "**Graduation Eligibility**" section for dates) to be considered for the MS en route degree.

Certification in School Psychological Services

Students are eligible to apply for New York State Certification as a School Psychologist after they have completed a prescribed 60-credit course of study and externship experiences approved by the school-clinical child psychology faculty. Application is made online to the State Education Department, Division of Teacher Certification. Students who wish to be certified in other states need to request information from the individual state's Department of Education. Information about national certification is also available from the program director. It is recommended that students not apply for certification until the end of the fourth year of study.

CLINICAL PSYCHOLOGY (HEALTH EMPHASIS) – Ph.D – 106 credits

Program Philosophy

The Clinical Psychology (Health Emphasis) Ph.D. Program is accredited by the American Psychological Association (accreditation received October 2005). The committee on Accreditation conducted a review of the clinical program in 2009 and granted reaccreditation to the program for another seven (7) years. The next accreditation visit will occur in 2017

The Clinical Psychology (Health Emphasis) program was established by the New York State Department of Education as a licensure-qualifying program in November of 1990. This registration will be extended annually until the program is reviewed in the future.

The overarching mission of the program is to train qualified clinicians, academic scholars, and applied researchers in clinical psychology. Embedded in this mission statement are core values of Yeshiva University that include: (1) bringing wisdom to life; (2) love of knowledge for its own sake; (3) a commitment to excellence in teaching and research; and (4) the view that liberal arts and social sciences are compatible with high ethical and moral standards. At the graduate level of training, this mission is manifested through an emphasis on the ethical and moral principles that govern professional scientist-practitioners' search for knowledge.

The Program's training philosophy is aimed at training psychologists who are both clinically and academically prepared to work as clinicians and researchers in diverse settings. This program design is based on the premise that psychologists working in mental and physical health settings need a strong foundation of clinical and research skills to enable graduates to provide superior clinical services and make meaningful research contributions**.** The foundations of psychology represent the primary base, with in-depth training in general clinical psychology. This training base is complemented by additional training in health psychology – from the physiological and behavioral bases of individual health to an appreciation of the public health systems and social factors influencing population health. In addition to broad-based training in clinical psychology with a special emphasis in health psychology, the primary goals of our program are briefly described below.

Goal 1*: Train effective providers of psychological/healthcare services who are able to evaluate processes and outcomes.*

Goal 2*: To produce independent researchers capable of contributing to the scientific body of knowledge in the field of clinical psychology applied to diverse health issues and healthcare settings, and able to educate and mentor future researchers in the field.*

Goal 3*: Provide comprehensive training in the professional standards and ethics of clinical work and research.*

Goal 4*: Develop awareness and capability to assess, evaluate, and provide appropriate clinical services and conduct research accounting for membership in culturally, ethnically, socioeconomically, geographically, and otherwise diverse groups.*

Goal 5*: Provide sequential and comprehensive training in clinical practice, theory, and research emphasizing the intersection between clinical psychology and health.*

Goal 6: *Enhanced awareness of diverse levels of analyses of health ranging from physiological bases of behavior to public health and translation from one level to another.*

Our teaching and training philosophy is consistent with the Boulder model of the scientist-practitioner. The integration of the functions of the scientist and practitioner is critical in advancing the science and practice of clinical psychology, and in translating empirically based assessment and treatment approaches to clinical practice in diverse settings.

Curriculum

The curriculum is a five-year, 106 credit hour program. Coursework declines in the third and fourth years to allow time for increased clinical work and research.

Required Courses (106 credits):

PSA 6280 Statistics I

PSH 6191 Concepts in Psychotherapy

PSH 6371 Research Methods: Clinical Health Psychology

PSH 6435 Clinical Interviewing

PSH 6431 Intellectual & Cognitive Assessment

PSH 6431L Intellectual & Cognitive Assessment Lab *(1.5 credits)*

PSH 6363 Externship Planning I *(1 credit)*

PSA 6283 Statistics II

PSA 6371 Issues in Professional Practice

PSH 6543 Behavioral Medicine Therapy & Practicum I

PSH 6432 Personality Assessment

PSH 6432L Personality Assessment Lab *(1.5 credits)*

PSH 6464 Psychopathology & Illness

PSH 6364 Externship Planning II *(1 credit)*

PSA 6601 History & Systems of Psychology

PSH 6544 Behavioral Medicine Therapy & Practicum II

PSH 6938 Physiological Health Psychology

PSH 6014 Science of Cognitive & Affective Function

PSH 6500 Cognitive Behavior Therapy

PSA 6405 Social Psychology

PSH 6935 Social & Behavioral Dimensions of Public Health I

PSA 6515 Lifespan Development

PSA 6181 Multicultural & Diversity Issues

PSA 6472 Cognitive & Affective Bases of Behavior

PSH 6321 Test Construction

PSA 6071 Psychopharmacology

PSH 8931 Dissertation Planning

PSH 8943A Clinical Health Externship I *(1 credit)*

PSH 8944A Clinical Health Externship II *(1 credit)*

PSH 8945A Clinical Health Externship III *(1 credit)*

PSH 8946A Clinical Health Externship IV *(1 credit)*

PSH 8947A Clinical Health Externship V *(1 credit)*

PSH 8948A Clinical Health Externship VI *(1 credit)*

PSH 8941 Clinical Health Internship *(1 credit)*

PSH 8942 Clinical Health Internship *(1 credit)*

PSH Specialty Research Lab - *taken 8 semesters – course numbers vary*

Elective Courses:

Students are not required to complete electives but may do so if they wish to take additional classes beyond the credit requirements for graduation. Students should speak with their advisors before registering for elective courses.

Research Labs

Each student is required to participate in a faculty member's research lab. By doing so, students develop close links with a member of the clinical health psychology core faculty and senior students working with that faculty member via common research interests. Research labs provide exposure to each faculty member's research area including background information, research, clinical and theoretical aspects, research methods, methods of analyses, potential career options, and preparation for careers in specific areas of interest. The professor of the research lab will serve as the student's research mentor for his/her master's thesis and dissertation projects.

Students are required to register each semester for a faculty member's research lab. Options include: Psychology of Asthma, Psychology of Diabetes, Psychology of Multiple Sclerosis, Psychology of Obesity, Systems Neuroscience, Headache and Adherence, Smoking Dependence Research, and Neuropsychology & Cognition Research.

Comprehensive Examination

All students are required to pass the comprehensive examination in order to progress through the program. The exam takes place between the second and third year of graduate training. The exam covers the research and clinical knowledge base that was covered during the first two years of training in the program.

Master's Thesis

Work on the master's thesis begins during the first year of graduate studies. It is expected that students will complete their thesis during the second or third year in the program and submit the final document no later than December 15th of their third year. The master's project must be developed in collaboration with and under the close supervision of the student's research mentor. The master's project should be an empirical study with clearly stated rationale, aims and hypotheses. The methods and statistical analyses should be clearly articulated and specifically designed to test the study hypotheses. The format of the research document should be consistent with the most recent version of the American Psychological Association style for a peer-reviewed journal article. Once the final version has been written and approved by the research advisor, the student should submit a Master's Thesis Approval Form to the Office of the Registrar.

Doctoral Dissertation & the Oral Defense Examination

The dissertation must be developed in collaboration with and under the close supervision of the student's research mentor. The dissertation project should be an empirical study with clearly stated rationale, aims and hypotheses. The methods and statistical analyses should be clearly articulated and specifically designed to test the study hypotheses. A committee that consists of three faculty members must approve the dissertation project during a formal proposal meeting. It is noted that revisions to the proposal may be required prior to approval. Students who are ready to begin working on their dissertation should meet with their research advisor to discuss the procedures for establishing the committee, creating the proposal, and writing the document. Once approved, the student can proceed and conduct the dissertation study.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on their dissertation research. Once they begin work on the project, they must register for Dissertation Planning each semester until they successfully complete their oral defense and submit the final document, with any required final modifications, to the registrar's office.

Students are expected to write a complete dissertation document and present their work during the Oral Examination. A dissertation committee, which consists of the three faculty members who originally approved the project and two additional readers, then determines whether the student's written document and oral defense pass or fail.

Students will receive a grade for Dissertation Planning during the semester in which they pass their oral defense. They are required to complete any revisions and submit their dissertation for binding before a degree can be conferred. Please contact the Registrar for information regarding submitting a dissertation for binding.

Clinical Externship

Students are required to complete supervised clinical experience in approved externship sites in the second, third and fourth years of training. Training in a typical externship site consists of two full days per week at the site. Students must complete a minimum of 1200 externship hours before they apply for a pre-doctoral internship.

The year before students begin externship, they are required to take the Externship Planning course. Then, students should register for the appropriate externship course for each semester they are working at a site accruing clinical hours.

Pre-Doctoral Internship

Students are required to complete a pre-doctoral internship during their fifth year or later depending on their progress in graduate school. Students are eligible to apply for internship upon completion of the curricular requirements of the Ph.D program, successful completion of the Comprehensive Examination, and approval of the dissertation proposal. In addition, students are required to meet

with the Director of Clinical Training to determine readiness and plan and prepare their application materials.

Typically, the internship will consist of a twelve (12) month, full-time experience. Students should obtain an internship at an APA accredited training facility, if possible. Therefore, students are also strongly encouraged to apply nationwide to maximize their chances of matching with APA accredited internships. Typical placements include rehabilitation hospitals, medical centers and psychiatric hospitals that have specialty tracks in health psychology, rehabilitation, behavioral medicine or neuropsychology. Students are evaluated by supervisors at the middle and end of the year. While on internship, students should be registered for Doctoral Internship for each semester. At the end of the internship, students will be required to submit attestation forms signed by their internship supervisors.

Master of Arts en Route

Students are required to complete requirements for and obtain the Master of Arts degree en route to the doctorate degree. Students who do not apply for and obtain the MA en route are not eligible to continue in the program. In order to receive a Master of Arts en route to the doctorate degree, students must complete the first two years of required coursework, pass their comprehensive examinations, and submit a Master's Thesis. The degree is not automatically conferred. Students must submit a Graduation Application to the Office of the Registrar by the deadline (see "**Graduation Eligibility**" section for dates) to be considered for the MA en route degree.

Clinical Psychology Ph.D Program (Health Emphasis) Procedures for Graduation

In order to receive the Clinical Psychology PhD degree, students must meet all academic, research, and clinical training requirements and complete the PhD Attestation Form and Graduation Application by obtaining the necessary signatures attesting to successful completion of these requirements. Specifically, in order to meet the academic requirements for graduation, students must successfully complete all the required coursework, pass the comprehensive examination, complete their master's project, and successfully defend their dissertation (written and oral components) including all changes/revisions required by the five-member dissertation committee. In addition, the dissertation document must be submitted by the student for binding before a degree can be conferred. Clinical training requirements include successful completion of in-house training at the Parnes Clinic and approved externship sites as well as one year of internship.

MENTAL HEALTH COUNSELING – M.A. – 60 credits

Program Philosophy

The program provides students with the knowledge and skills to assume the role of a mental health counselor in diverse settings. Its mission is to provide graduate-level training through an interdisciplinary model that concentrates on core counseling requirements and a diverse set of electives for students to choose from as they begin to explore potential specializations and niche areas. Students are prepared to deliver counseling services to adults, children, adolescents and their families in urban mental health settings, hospital psychology departments, university counseling centers, and other mental health service environments.

The training model is that of Practitioner-Scholar, with an emphasis on the major required areas that are generally accepted as national standards for all counselors. Students are required to gain more than 600 hours of supervised field experiences in diverse environments, hospitals, substance abuse treatment centers, and mental health facilities, usually in urban centers with largely multi-cultural populations. The program also provides specialized training in Substance Abuse Treatment and a rotating array of electives in specialized areas such as, Cognitive Behavior Therapy Principles for Counseling, Crisis Counseling, Sexuality and Gender Counseling, Couples and Family Counseling, Counseling with Children and Adolescents, and Grief, Loss and Bereavement Counseling.

The program provides students with a pedagogical orientation that is eclectic in both theory and practice. The program's faculty members are trained in psychodynamic, cognitive behavioral and family systems approaches for working with children, adolescents, and adults and the students are taught to work with all these approaches. Students are taught to respect the value of each approach and to integrate theory and practice across orientations. We recognize that a value of this type of program is the high regard for each orientation, in its own right, that permits students to integrate an approach that is truly their own, but one that is also respectful of empirically supported treatments from all orientations.

The program has been approved by the New York State Education Department as licensure qualifying in Mental Health Counseling (LMHC).

Curriculum

The Mental Health Counseling program is a full-time sequence of training that consists of two and one-half years of coursework, practica, and field placement.

Required Courses (42 credits):

PSM 6515 Lifespan Development

PSM 6405 Social and Cultural Foundations of Counseling

PSM 6120 Basic Principles in Counseling

PSM 6815 Psychopathology: Child, Adolescent, & Adult

PSM 6461 Principles in Group Therapy

PSM 6503 Lifestyle and Career Development

PSM 6225 Assessment and Appraisal of Individuals, Families, Couples, and Groups

PSM 6430 Statistics, Research, and Program Evaluation

PSM 6371 Ethics & Issues in Professional Practice (includes New York State required syllabus on identification and reporting of child abuse and maltreatment)

PSM 6181 MHC: Multicultural and Diversity Issues

PSM 6500 Advanced Issues in Mental Health Counseling

PSM 6191 Concepts and Techniques in Mental Health Counseling (Clinical Instruction)

PSM 6943 Supervised Field Placement I *(1.5 credits)*

PSM 6944 Supervised Field Placement II *(1.5 credits)*

PSM 6945 Supervised Field Placement III *(1.5 credits)* (includes Proseminar on Professional Identity Development, and Comprehensive Exam Part 1)

PSM 6046 Supervised Field Placement IV *(1.5 credits)* (includes Comprehensive Exam Part II)

Other Program Required Courses (12 credits):

PSM 6193 Counseling Skills Development

PSM 6816 Advanced Issues in Psychopathology and Diagnosis

PSM 6945 Counseling Practicum I

PSM 6483 Substance Abuse and Treatment (graduates qualify for 5-credit CAC certification)

Electives (6 credits):

Choose a minimum of two (2) from the following additional coursework acceptable upon approval of the program director.

PSM 6100 Neuropsychology Basic Principles

PSM 6622 Counseling in Public Settings

PSM 6485 Crisis Counseling

PSM 6170 Sexuality and Gender Counseling

PSM 6510 Cognitive and Behavioral Therapy Principles for Counseling

PSM 6194 Principles of Psychodynamic Psychotherapy for Counseling

PSM 6440 Couples and Family Counseling

PSM 6450 Counseling with Children and Adolescents

PSM 6484 Grief, Loss and Bereavement Counseling

PSM 6182 Attachment across the Lifespan

PSM 6195 The Resilient Counselor

PSA 6601 History and Systems of Psychology

PSA 6930 Physiological Psychology

PSA 6071 Psychopharmacology

Field Placement

Students are required to complete a minimum of 600 hours in supervised field placement before graduation. The program's field placement options span the New York metropolitan area, and many of the long-established community mental health centers, hospitals and agency affiliates are willing to accept students as externs to fulfill this requirement. The program maintains an active directory of field placements that is frequently updated. Students will also work with the program director and faculty members in choosing a field placement.

DOCTORAL PROGRAM MINORS

Students in the doctoral programs have the option to complete requirements for minors in the following areas:

Students are eligible to declare a minor once they have completed all courses required for the minor and any required externships and/or research projects. A Minor Declaration Form should be signed by the minor's coordinator and returned to the Office of the Registrar. A grade of *B+* or higher is required in all minor related courses in order to satisfy the requirements of the minor.

Clinical Neuropsychology Minor

Students in the doctoral programs have the option of completing the requirements for a minor in Clinical Neuropsychology. The training in Clinical Neuropsychology is consistent with the educational and training guidelines recommended by Division 40 of the APA and the Houston Conference. Core courses in assessment, interviewing, psychopathology, therapy, statistics, and biological basis of behavior must be completed before students begin their training in the Clinical Neuropsychology Concentration. Successful completion of the courses "Science of Cognitive and Affective Function" and Physiological Psychology" also serves as a pre-requisite for admissions to the minor. Then, concurrent with the two-semester didactic sequence (Introduction to Clinical Neuropsychology I and II) students are required to complete a formal year-long externship in Clinical Neuropsychology. The course in Psychopharmacology may be taken in parallel or subsequent to completion of the above year-long didactic sequence.

As discussed above, the following courses are required for the minor:

1. PSA 6930 Physiological Psychology
2. PSH 6014 Science of Cognitive and Affective Function
3. PSH 6011 Clinical Neuropsychology I
4. PSH 6012 Clinical Neuropsychology II
5. PSA 6071 Psychopharmacology

Clinical Health Psychology Minor

Students in the Psy.D doctoral programs are eligible to take a minor in Clinical Health Psychology. This requires taking three courses: PSH 6371 Research Methods in Clinical Health Psychology; PSH 6421 Health and Addictions; and PSH 6935 Social Dimensions of Public Health. A health psychology externship (minimum experience of 9 months of applied supervised training for at least 10 hours per week) or a research project completes the requirements.

The objectives of study in the minor are to:
1. Introduce the student to the field of Clinical Health Psychology;
2. Cover the basic principles, concepts, and methodological issues in research and practice in Clinical Health Psychology;
3. Introduce the student to the major conditions in which Clinical Health Psychologists have

been active; and
4. Earn some experience in research or clinical practice in Health Psychology.

Advisor: Dr. Roee Holtzer

Gero-Psychology Minor

The Ferkauf Older Adult Program (FOAP) offers a minor in the newly emerging field of Clinical Geropsychology comprised of didactic coursework and clinical training experiences.

Didactic Training Requirement: Students who seek a minor in Clinical Geropsychology must complete 9 credits (see below) to meet the didactic coursework requirement; one of these must include PSC6448 Assessment and Treatment of Older Adults, an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults.

Required Coursework:

1. PSC6448 Assessment and Treatment of Older Adults

2. Two of the following courses:
PSH6014 Science of Cognitive and Affective Function
PSC6449, 6450 Gero-psychology Lab I&II
PSC6529 Research in Depression & Personality Disorders in Older Adults I
PSC6530 Research in Depression & Personality Disorders in Older Adults II
PSH 6011, 6012 Clinical Neuropsychology I & II**
PSC 6449L/6450L Geriatric Neuropsychology Practicum I & II*

*Please note that PSC6449L/6450L is open to participants in the FOAP gero-psychology externship ONLY

**Please note that PSH6011/6012 are only open to students pursuing the Neuropsychology concentration

Advanced Clinical Training Requirement: Students who seek the minor may satisfy the advanced clinical training requirements through participation in an externship that emphasizes supervised clinical work with older adults (minimum experience of nine (9) months of applied supervised training for at least ten (10) hours per week).

Advisor: Dr. Richard Zweig

Research Methodology and Statistics Minor

The Research Methodology and Statistics Minor will give students an opportunity to gain advanced didactic and applied training in research methodology and statistics in the behavioral sciences. Students must take PSA6280 Statistics I and PSH6283 Statistics II as prerequisites to the concentration. Students will then take coursework in advanced statistics, building upon their background in statistics (PSH6284), epidemiology (PSH6935), qualitative research (PSA6289),

and test construction (PSH6321). Students will also practice advanced research methodology and statistics skills through an applied project consisting of either an academic research project, an abstract submitted to a conference, or a peer-reviewed publication, and a paper describing the methodology used in the study.

Advisor: Dr. Elizabeth Seng

Adult Clinical Psychology Minor

Only candidates in the School-Child Clinical PsyD program are eligible for this minor.

Students are required to take:

1. PSC6813 Adult Psychopathology

2. Three of the following courses:
PSC6497 Cognitive Therapy
PSC6478 or PSH6500 Behavior Therapy
PSC6491 Self Psychology
PSC6175 Object Relations Theory
PSC6498 Interpersonal Psychotherapy

In addition to required coursework, students must complete an approved year long externship dedicated to adult therapy and assessment OR complete a research project to be approved by the minor coordinator.

Advisor: Dr. Lata McGinn

STUDENT LIFE

Campus and Associated Services

The Ferkauf Graduate School of Psychology is located on the Jack and Pearl Resnick campus of the Albert Einstein College of Medicine. The campus and associated services encompass a variety of educational facilities including the Belfer Educational Center for Health Sciences, the Sue Golding Graduate Division of Medical Sciences, the Chanin Institute for Cancer Research, the Rose F. Kennedy Center, Fisher Landau Center for the Treatment of Learning Disabilities, the Center for Educational & Rehabilitation Services (CERC), the Jack Weiler Hospital of the Albert Einstein College of Medicine, and Jacobi Medical Center. In addition to these major teaching and health service centers, there are a number of other Yeshiva University affiliated teaching hospital facilities located in close proximity. These include Montefiore Medical Center, North Central Bronx Hospital, the Soundview-Throgs Neck Community Mental Health Center, Bronx Psychiatric Center (for adults), Bronx Children's Psychiatric Center, and Bronx-Lebanon Hospital.

There are special advantages to our students in psychology due to the presence of these teaching medical facilities. These advantages include the availability of training facilities where students may have access to externships and internships. These resources also act as practicum facilities that are used in connection with academic coursework. Basic and applied research play an important role in all of these facilities and participation in ongoing research projects is available. The availability of research study samples within the AECOM system facilitates data collection for advanced students engaged in research.

Max & Celia Parnes Family Psychological & Psychoeducational Services Clinic

The Max and Celia Parnes Family Psychological & Psychoeducational Services Clinic is the training setting within which graduate students in Clinical Psychology, Clinical Health, and School-Clinical Child Psychology obtain the in-house, supervised practicum experience that is required for their degrees. The clinic provides a wide range of assessment, evaluation, remediation, and therapeutic services for children, adolescents, and adults in the community, as well as consultation services to the local schools. In this setting, students at every level of their programs see clients under the supervision of licensed psychologists. Client contact is, in all cases, in conjunction with didactic courses teaching a variety of theoretical and practical issues intrinsic to clinical practice.

The clinic is an integral part of the teaching and training programs at Ferkauf Graduate School. It provides individual adult psychotherapy, child/adolescent therapy, family therapy, evaluation, and remediation services to community residents. The clinic offers both CBT and dynamic training. Psychoeducational evaluations for school-aged children and young adults are available. A behavioral medicine practicum services individuals with chronic medical conditions or psychophysiological disorders and those undergoing medical procedures. There is significant collaboration between the Clinical Health Psychology program and various medical departments at Albert Einstein College of Medicine.

The Parnes Clinic Manual is available in the clinic office or can be obtained online at.

D. Samuel Gottesman Library

The D. Samuel Gottesman Library, located on the first floor of the Forchheimer Building, houses state-of-the-art resources to serve the information needs of faculty, students, and staff on the Jack and Pearl Resnick Campus. The Library's web site http://www.library.einstein.yu.edu is the gateway to our print and electronic collections. All Ferkauf students are assigned a User ID and Password at orientation. (The User ID is the ten-digit number located on the bottom of your student identification card).

Current holdings include access to 1,800+ electronic full-text journals, 2,100 print journals, and over 100,000 volumes. All Ferkauf dissertations are housed in the library. Ferkauf users can search PsycINFO, PsycArticles, HaPI, and ERIC in addition to MEDLINE and other biomedical databases. Access is available both on and off campus. Remote access requires only an Internet connection and browser from wherever you may be. To begin, simply log in to the Library's web site.

The Reference staff provides individual and group instruction on the use of print and electronic resources, database searching, and consultations to aid patrons in managing their information needs. A schedule of classes is listed on the Library's web site. Librarians participate in the orientation for incoming students and also work with individuals by appointment. The Reference department may be contacted in person, by phone, or by email.

The Interlibrary Loan Department processes requests for books and journal articles not owned or licensed by the Library. Requests may be submitted in person or by using an electronic form on the Library's web site.

Photocopying and online printing are available for 10¢ per page on an account connected to your University ID card. Stations to add value to your account are located in the library near the printing and copying stations.

The library staff provides a high level of service in helping all patrons satisfy their information needs.

LIBRARY HOURS

Monday–Thursday	**8:30am-midnight**
Friday	**8:30pm-5pm**
Saturday	**CLOSED**
Sunday	**10:30am-10:30pm**
CHANGES IN HOURS FOR HOLIDAYS WILL BE POSTED ON WEB SITE. ***FOR INFO: (718) 430-3104***	

Computing Facilities

The Jack and Pearl Resnick Campus has several computer rooms for student and faculty use. The Ferkauf Computer Lab includes Dell desktops, which are equipped with Internet Explorer and Microsoft Office applications, such as Word, Excel, and PowerPoint. In addition, the newer and more powerful desktops include the statistical program SPSS as well as test scoring software for select psychological assessments. Students also have access to multiple on-line databases including PsycINFO, MEDLINE, and ERIC as well as over 1,000 full-text online journals. The computers are connected to a printer in the lab, and each student has $60 in free printing per semester (copies are 10¢ per page), and a station for adding value to one's account is located in the computer lab.

Students may also use other nearby computer labs including the Gottesman Computing Room that includes 12 Pentium-based PC's loaded with SPSS, Microsoft Office, WordPerfect Office Suite and other educational software. Lastly, the Sonia Gruen Computing Room consists of 15 PowerMac 7600 computers that are loaded with Microsoft Office Professional, Delta Graph, SPSS, Netscape, Telnet, and other educational programs.

Recreation and Dining Facilities

The University operated dining hall, on the ground floor of the Block Building, is open on days when Einstein classes are held from 11:30am – 1:30pm.

The Anne and Isidore Falk Recreation Center houses a swimming pool, gymnasium, racquetball and squash courts, exercise equipment and weight training rooms, saunas and steam baths, and a suspended jogging track. Tennis, volleyball, softball, and touch football areas are on campus or nearby.

Student lounges are available in the Rousso building as well as other buildings on campus.

Organization of Psychology Students (OPS)

The Organization of Psychology Students (OPS) is the student organization at Ferkauf Graduate School. Each Ferkauf student is a member of the organization and "dues" are collected automatically each semester with tuition. These dues, called "student activity fees", constitute the budget of OPS.

OPS is led by an executive committee that currently consists of 8 students. Executive committee members are chosen through an election, held each Spring, open to all students. At least one representative from each program serves on the Board. Officers are president, secretary, and treasurer; remaining executive committee members chair various committees. Committees are established annually based on the varying needs and goals of Ferkauf students in that year. The executive committee meets regularly to establish and implement a student agenda, coordinate programming, oversee the execution of specific projects handled by individual committees, and respond to special requests or problems raised by students. The structure of OPS encourages maximum participation by all students.

Graduate Teaching and Research Assistantships

Each year, there are several TA positions available in the Office of the Program Director, the Parnes Clinic, the Admissions Office, and with faculty members. Teaching Assistants (TA's) are selected from among graduate students in good standing. Faculty members make recommendations to the Dean of the Graduate School who makes appointments. A number of positions are available each semester, usually for eight (8) hours per week.

Teaching Assistants are expected to help the class instructor with library research, reading papers, preparation of instructional materials, and a myriad of administrative, clinical, and research tasks. The tasks vary with the project. TA positions in the Program Director's office involve coordinating all activities of the program. TA positions in the Parnes Clinic involve coordinating the provision of clinical services to clients by student-therapists from all clinical programs within Ferkauf. TA positions in the Admissions Office include coordinating all activities related to the admissions office. Opportunities also exist for students to participate in the research of advanced students, which provides valuable opportunities for data sharing and small group interaction.

Students interested in a TA position should speak to the faculty member with whom they would like to work or they may contact the program director to indicate a general interest in serving as a TA and the nature of tasks they may be able to perform. TA selections are usually made in the spring semester and go into effect during the following academic year.

Office of Student Finance

The Office of Student Finance is located in the Van Etten building in room 230. The staff is available to assist students with applying for financial aid, learning how to create a budget for the school year, understanding aid options, answering billing or refund questions, and a variety of other financial issues.

Students who are interested in applying for scholarships and/or loans must submit a FAFSA and a Ferkauf Student Financial Aid application each May. International Students interested in loans should contact the Student Finance Office.

For more information, please visit the Student Finance website at
http://www.einstein.yu.edu/education/md-program/financial-aid/ferkauf-school-of-psychology/

Angel

ANGEL is Yeshiva University's web based Learning Management System. It can be used by YU instructors to supplement learning in the classroom by providing tools for sharing information and communications with their students. ANGEL can be used to post course files, syllabi, discussion forums, web pages, course resources, facilitate course announcements, calendar, email, live chat, and collect and grade online and offline assignments.

To access ANGEL, you can visit https://yu.elearning.yu.edu. Alternatively you can navigate to ANGEL by going to www.yu.edu > Offices and Services > ANGEL, or Google "YU ANGEL".

Once logged into ANGEL you can familiarize yourself with the environment by viewing the instructional videos in the institutional resources module of the ANGEL homepage.

Students log in to ANGEL using their YUAD username and password (this may be different than your GMAIL username and password). To find your YUAD information, please visit http://yu.edu/findid/ .

For more information or support on ANGEL please visit http://yu.edu/its/academic-computing/student-computing/eLearning/ .

MY YU

MY YU is Yeshiva's self-service student system. Students can use it to search offered classes, register, find textbook information, check unofficial transcripts, print enrollment verifications, order transcripts, and many more.

To log in to MY YU, students should visit www.yu.edu/myyu. Students who are logging in for the first time will need to click on "Faculty, Students and Staff" and then "Reset my Pin". They will be prompted to enter their username, which is their 800 or 999 #, and their email address. A temporary pin will be sent to the email address, and students will then be able to log back in and change their pin.

YU Email Address

All students are granted a university sponsored Google Apps account. The features of the account include a Yeshiva branded Gmail account, Calendar, Docs, Sites and more. Each school has its own mail domain and some brands are shared amongst several schools. Upon graduation, students will be granted an alumni account associated with Ferkauf.

There are 2 ways to log into your YU Gmail account.
1. Visit www.gmail.com . Your username is the entire email address, first.lastname@ferkauf.psych.yu.edu
2. Visit a YU Gmail portal. Your username will be your first.lastname.

Please follow the instructions below for linking your YU Gmail account to your personal email account.

http://www.yu.edu/uploadedFiles/Offices_and_Services/Information_Technology/Services/Academic_Computing/Student_Computing/YU_Gmail/Useful_Tips/Gmail%20forwarding.pdf

Students may visit the Academic Computing website for more information and helpful tools: http://www.yu.edu/ITS/Academic-Computing/student-computing/yu-gmail/

Liability Insurance

The doctoral programs strongly recommend that students carry their own professional liability insurance through APA. Please visit their website at http://www.apa.org/membership/insurance.aspx

Identification Cards

All students are required to wear their student ID while on campus. Students will be taken to the security office in the Forchheimer building during orientation to receive their ID cards. IDs are also processed on Tuesday afternoons between the hours of 1:00 PM and 3:00 PM at the security office in the Forchheimer building.

If you lose your ID card, you will need to obtain proof of enrollment from the Registrar's Office before going to the security office for a new ID. You may be charged a fee for a duplicate ID card.

Shuttle Bus Service

Albert Einstein College of Medicine provides a free shuttle service for students and faculty to the subway station at E. 180th Street and to various hospitals, including Bronx Lebanon, Montefiore, and LIJ. The shuttles depart from the Belfer Building. All passengers must show a valid Einstein ID before boarding.

Please visit the Auxiliary Services website for the shuttle bus schedule: http://www.einstein.yu.edu/administration/auxiliary-services/transportation/

Records and Transcripts

Students may generate unofficial transcripts online at www.yu.edu/myyu. Current or former students who want official transcripts can order them online by following the instructions listed at www.yu.edu/transcript.

A transcript is not issued without the student's written request, except in a few circumstances in which the law allows or requires a transcript to be sent without the student's permission.

The issuance of transcripts, and general release of any information about a student, is subject to the provisions of the federal Family Educational Rights and Privacy Act of 1974 (FERPA). Yeshiva University has adopted regulations to implement the act. A copy of these regulations is available upon written request, accompanied by a self-addressed envelope, in the Office of the Registrar.

Records of students are sent only in the form of a complete transcript. No partial records are sent, nor are records listing only courses without grades.

Transcripts will only be issued to students whose financial records with the University are completely clear. Ferkauf alumni who have not submitted their dissertation for publishing or their research projects on CD will not be issued transcripts.

Change of Name and Address

A student who wishes to change either a first or last name on school records must file a Request for Change of Name Form in the Office of the Registrar. The form must be submitted with a copy of appropriate documentation (i.e. marriage license, divorce documentation, passport).

Students who change their residences are required to update their records within 10 days. Students may update addresses and phone numbers online through MY YU (www.yu.edu/myyu). A student is responsible for all mail sent to old addresses if the address has not been updated.

Students should also notify their program director when their name, address, or telephone number changes.

Duplicate Diplomas

Duplicate or revised diplomas may be secured under certain circumstances. Students must submit a Duplicate Diploma Request Form, found in the Wilf forms section of the Registrar's website (www.yu.edu/registrar).

Use of University Name

No student or organization may use the name of the University or Ferkauf Graduate School in print for any purpose, including identification, without written permission from the Dean's Office.

FACULTY

Full-Time Faculty

William Arsenio, Ph.D
Clinical Psychology
Professor

Carl Auerbach, Ph.D
Clinical Psychology
Professor

Greta Doctoroff, Ph.D
School-Clinical Child Psychology
Assistant Professor

Catherine Eubanks-Carter, Ph.D
Clinical Psychology
Assistant Professor

Jonathan Feldman, Ph.D
Clinical Health Psychology
Associate Professor

Frederick Foley, Ph.D
Clinical Health Psychology
Director, Externship & Internship Training
Professor

Barbara Gerson, Ph.D
School-Clinical Child Psychology
Associate Professor

Michael Gill, MA, LMHC
Assistant Dean, Ferkauf Graduate School
Mental Health Counseling
Program Director
Coordinator, Supervised Field Placement

Abraham Givner, Ph.D
School-Clinical Child Psychology
Program Director
Professor

Shelly Goldklank, Ph.D
Clinical Psychology
Associate Professor

Jeffrey Gonzalez, Ph.D
Clinical Health Psychology
Assistant Professor

Elizabeth Hirky, Ph.D
Clinical Health Psychology
Director, Externship & Internship Training

Roee Holtzer, Ph.D
Clinical Health Psychology
Program Director
Associate Professor

Lata McGinn, Ph.D
Clinical Psychology
Program Director
Associate Professor

Tracy Prout, Ph.D
School-Clinical Child Psychology
Assistant Professor

Jody Resko, Ph.D
Mental Health Counseling
Associate Clinical Professor

Martin Rock, Ph.D
Clinical Psychology
Associate Professor

William Salton, Ph.D
Director, Max and Celia Parnes Clinic

Jamie Schumpf, Psy.D
Clinical Psychology
Assistant Program Director
Assistant Professor
Director, Externship & Internship Training

Betsy Seng
Clinical Health Psychology

Lawrence Siegel, Ph.D
Dean, Ferkauf Graduate School
Professor

Louise Silverstein, Ph.D
School-Clinical Child Psychology
Professor

Esther Stavrou, Ph.D
School-Clinical Child Psychology
Associate Clinical Professor

Charles Swencionis, Ph.D
Clinical Health Psychology
Director, Research Training
Associate Professor

Ana Van Meter, Ph.D
Clinical Psychology
Associate Professor

Melanie Wadkins, Ph.D
School-Clinical Child Psychology
Assistant Professor

Vance Zemon, Ph.D
Clinical Health Psychology
Professor

Richard Zweig, Ph.D
Clinical Psychology
Associate Professor

Adjunct Faculty

Maureen Arnold, Ph.D
School-Clinical Child Psychology
Ronald Aviram, Ph.D
Clinical Psychology

Marla Baum, Psy.D
School-Clinical Child Psychology
Barbara Belch, Psy.D
Clinical Psychology

David Bergstein, MA, LMHC, PC
Mental Health Counseling

Steven Boksenbaum, Ph.D
School-Clinical Child Psychology

William Bracero, Ph.D
Mental Health Counseling

Jill Brickman, Psy.D
Clinical Psychology

Rosemarie Chatterton, MA, LMHC, PC
Mental Health Counseling

Geri D'Alessio, MA, LMHC, PC
Mental Health Counseling

Irit Felsen, Ph.D
Mental Health Counseling

Lisa Fox, Psy.D
Clinical Psychology

Stephen Glicksman, Ph.D
Mental Health Counseling

Amy Goldin, Psy.D
School-Clinical Child Psychology

David Gottesfeld, Psy.D
School-Clinical Child Psychology

Karen Hazel, Psy.D
School-Clinical Child Psychology

Irene Javors, MA, LMHC
Mental Health Counseling
Craig Kordick, Ph.D
School-Clinical Child Psychology

Zev Labins, M.D.
Clinical Psychology

Gary McClain, Ph.D
Mental Health Counseling

Abigail Merin, Psy.D
Clinical Psychology

Nicholas Naccari, Ph.D
School-Clinical Child Psychology

Vicki Passman, Ph.D
Clinical Psychology

Amy Price, Psy.D
School-Clinical Child Psychology

Dena Rabinowitz, Ph.D
Clinical Psychology

Fatima Ramos-Marcuse, Ph.D, NPP
Clinical Psychology

Errol Rodriguez, Ph.D
Clinical Psychology

Pascal Sauvayre, Ph.D
Clinical Psychology

Rona Shalev, Psy.D
School-Clinical Child Psychology

Vicki Passman, Ph.D
Clinical Psychology

Joyce Weil, Ph.D
School-Clinical Child Psychology

Molly Zimmerman, Ph.D
Clinical Psychology

Liza Zweibach, MA
Clinical Psychology

COURSE DESCRIPTIONS

General Psychology Courses

PSA 6071 Psychopharmacology

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.

PSA 6181 Multicultural & Diversity Issues

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.

PSA 6280– Statistics I

This course emphasizes mastery of basic statistical concepts and utilization of statistical software (SPSS) to conduct and interpret appropriate statistical analyses. This course will cover both descriptive and inferential statistics (parametric and nonparametric). The statistical concepts will be introduced in lecture, and students will learn how to enter, analyze and interpret data using SPSS during class demonstrations and through the completion of homework assignments.

PSA 6280 Statistics I -for Ph.D students only

The theoretical basis of univariate statistics is presented along with applications to psychology and health-related fields. Topics include probability theory, descriptive statistics, t-tests, analysis of variance, power analysis, correlation, regression analysis and nonparametric techniques. An introduction to the SPSS statistical package is covered and quizzes, homework assignments, and tests are based on this software.

PSA 6283 Statistics II

The theoretical basis of multivariate statistics is presented along with applications to psychology and health-related fields. Topics include data screening, matrix algebra, multiple regression, the general linear model, multivariate analysis of variance and covariance, principal component analysis, and logistic regression. The SPSS statistical package is covered and quizzes and tests are based on this software.

Pre-requisites: PSA 6280 Statistics I

PSA 6289 Introduction to Qualitative Research

The course is geared to students training to be practicing clinical, school, or health psychologists, who want to learn how to do qualitative research. The aim of this course is to introduce them to qualitative, hypothesis-generating research. The course is organized so as to present the qualitative alternative to the more standard quantitative research process, beginning with defining a research problem and proceeding to writing up the results.

PSA 6290 Advanced Qualitative Research

The course objective is to enable students to achieve competence in coding qualitative research and to use the resulting analysis to create a doctoral dissertation or a Research Project II document. This involves coding qualitative data, using both a bottom up and, a top-down approach. For those students who are motivated, they can work toward creating a publishable manuscript.

Pre-requisites: PSA6289 Introduction to Qualitative Research

PSA 6371 Issues in Professional Practice

This is a broad-based course that covers a wide range of issues confronting the professional psychologist. Ethical principles that guide professional conduct as a 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.

PSA 6405 Social Psychology

This course is intended to provide students with an overview of the field of social psychology. Classic and modern theory will be explored, as well as the contribution of scientific study to the understanding of social psychology principles and application.

Students will gain an academic understanding of social psychology theory and principles. Students will identify and observe social psychology principles at work in their work as psychologists and counselors. Students will be able to apply social psychology principles to their research and clinical practice.

PSA 6472 Cognitive & Affective Bases of Behavior

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.

PSA 6501, 6502 Eating Disorders I & II

This introductory course is designed to provide students with a broad overview of the field of eating disorders (ED) its prevention and treatment. Topics include: historical, clinical, epidemiological, etiological and treatment perspectives of anorexia nervosa, bulimia nervosa, binge eating disorders, night eating syndrome and Eating Disorders-Not Otherwise Specified. This course is highly interactive in nature, and students will be expected to share their views on the readings and discussion topics at each class meeting. This course includes readings, student's presentations, movies and lectures.

PSA 6515 Lifespan Development

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.

PSA 6601 History & Systems of Psychology

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.

PSA 6930 Physiological Psychology

This course provides a broad and general background into the biological aspects of behavior by covering a range of topics in physiological psychology (e.g., basic cellular mechanisms, neuroanatomy, neurophysiology, neuropharmacology, neural systems and diseases that affect these systems).

PSA 6939 Neuropsychology

This course will cover the basic topics of Child Clinical Neuropsychology. An introduction to the course will contain a brief overview of the history of mind that led up to the science of brain-behavior relationships. The foundations of neuropsychology will include research methods and applications, theoretical foundations, and an overview of functional neuroanatomy. The body of the course will focus on neuropsychological functions, the neuropsychological evaluation, and

neurodevelopmental disorders. Additionally, professional issues in neuropsychology will be addressed.

PSA 6961 Readings in Psychology

This course is used for students pursuing an independent study.

Clinical Psychology Courses

PSC 6145 Psychological Trauma I

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.

PSC 6146 Psychological Trauma II

The course explores the phenomenon of collective trauma, that is traumatic events that affect 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.

Pre-requisites: PSC 6145 Psychological Trauma I

PSC 6175 Object Relations Theory

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.

Pre-requisites: PSC 6195 Psychoanalytic Theory

PSC 6191 Concepts of Psychotherapy

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 6195 Psychoanalytic Theory

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.

PSC 6287 Research Methods and Design

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 6288 Integrating Clinical Practice and Research

This course will build on the knowledge gained in Research Methods I & 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. Lessons will focus on developing effective ways to draw information from available resources, evaluating the evidence, and applying evidence to practice through assessment, treatment and outcome measurement. 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.

Pre-requisites: PSA6280 Statistics I, PSC6287 Research Methods & Design

PSC 6435 Clinical Interviewing w/ Practicum

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 the 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.

Co-requisite: PSC6436L Basic Psychotherapy Lab

PSC 6436L Basic Psychotherapy Skills Practicum (0 credits)

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.

Co-requisite: PSC6435 Clinical Interviewing

PSC 6441 Cognitive Assessment with Practicum

This course will provide the basic knowledge necessary for the administration, scoring, and interpretation of standard cognitive assessment batteries. The course will introduce 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.

Co-requisite: Cognitive Assessment Practicum

PSC 6442 Personality Assessment w/ 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.

Pre-requisites: PSC 6441 Cognitive Assessment w/ Practicum

PSC 6446, PSC 6447 Clinical Assessment I & II w/ Practicum

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.

Pre-requisites: PSC 6441 Cognitive Assessment w/ Practicum & PSC 6442 Personality Assessment w/ Practicum

PSC 6448 Psychological Assessment & Treatment of Older Adults

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.

Pre-requisites: PSC 6435 Clinical Interviewing w/ Practicum & PSC 6446 Clinical Assessment w/ Practicum I

PSC 6449L, PSC 6450L Geriatric Neuropsychology Practicum I & II

Geriatric Neuropsych Lab/Supervision as part of the Ferkauf Older Adult Program

Co-requisites: PSC 6502A/6503A CBT Psychotherapy Practicum I & II OR PSC 6504A/6505A Advanced CBT Psychotherapy Practicum I & II OR PSC 6492A/6493A Psychodynamic Psychotherapy Practicum I & II OR PSC 6494A/6495A Advanced Psychodynamic Psychotherapy Practicum I & II

PSC 6449, PSC 6450 Gero Psychology Practicum I & II

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.

Co-requisites: PSC 6502A/6503A CBT Psychotherapy Practicum I & II OR PSC 6504A/6505A Advanced CBT Psychotherapy Practicum I & II OR PSC 6492A/6493A Psychodynamic Psychotherapy Practicum I & II OR PSC 6494A/6495A Advanced Psychodynamic Psychotherapy Practicum I & II

PSC 6463 Couples Therapy

What we cover in this course is an analysis of couples' healthy functioning and malfunctioning. We examine mate selection, some theories of technique, and techniques from a variety of couples therapy perspectives, including: Interpersonal Psychoanalytic-Systemic; Emotion Focused; Object-relational; Bowenian Systems; Structural; and Neuroscience views. We emphasize a psychodynamic-systemic orientation and interventions. Our goals are to gain a basic understanding of a variety of perspectives about couples therapy, to learn how to organize couples data from an integrative, psychodynamic-systemic approach and to assay formulations of couples therapy problems and interventions from that perspective. We achieve these goals through lecture and discussion, readings and videotape/dvd analyses of couple (and family) sessions.

PSC 6465 Family & Couples Therapy I with Practicum (4.5 credits)

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 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 ever more 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 6466 Family & Couples Therapy II with Practicum (4.5 credits)

In this second half of the intensive yearlong 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.

Pre-requisites: PSC 6465 Family & Couples Therapy I

PSC 6467 Family Systems Theory

This course teaches the principles of family systems theory, i.e. how each individual's behavior is a function of the entire multigenerational family system. The goal is for students to see the family, rather than the individual as the client. Each student is required to do a family of origin paper in which they trace the multigenerational transmission of their own family across at least three generation. The course also continues to enhance multigenerational competence by examining how racism, sexism, and classism construct family experiences.

PSC 6468 Research in Couples, Family & Psychoanalysis (Research Seminar)

This course, offered every other academic year starting in Fall 2012, is a closed course for Dr. Goldklank's research students. It alternates with the open Couples Therapy seminar given in the Fall of odd – numbered years. 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, PSC 6471 Cognitive Behavior Therapy in Anxiety & Depressive Disorders I & II

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.

Pre-requisites: PSC 6497 Cognitive Therapy & PSC 6478 Behavior Therapy

Co-requisites: PSC 6502A, 6503A CBT Psychotherapy Practicum I & II

PSC 6474 Theory and Research in Anxiety and Depression I (Research Seminar)

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 6475 Theory and Research in Anxiety and Depression II (Research Seminar)

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.

Pre-requisites: PSC 6474 Theory & Research in Anxiety & Depression I

PSC 6478 Behavior Therapy

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).

PSC 6491 Self Psychology

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; Stollorow, 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 6492A, PSC 6493A Psychodynamic Individual Psychotherapy Practicum I & II

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. 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.

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 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.

Pre-requisites: PSC 6195 Psychoanalytic Theory & PSC6491 Self Psychology OR PSC6498 Interpersonal Psychotherapy OR PSC6175 Object Relations Theory

PSC 6494A, PSC 6495A Advanced Psychodynamic Individual Psychotherapy Practicum I & II

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 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.

Pre-requisites: PSC6492A, 6493A Psychodynamic Psychotherapy I & II & PSC 6195 Psychoanalytic Theory & PSC 6491 Self Psychology OR PSC6498 Interpersonal Psychotherapy OR PSC6175 Object Relations Theory

PSC 6497 Cognitive Therapy

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 6498 Interpersonal Psychotherapy

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.

PSC 6502A, PSC 6503A CBT Psychotherapy Individual Practicum I & II

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.

Pre-requisites: PSC 6497Cognitive Therapy & PSC 6478Behavior Therapy

Co-requisites: PSC 6471, PSC6471 Cognitive Behavior Therapy in Anxiety & Depressive Disorders I & II

PSC 6504A, PSC 6505A Advanced CBT Psychotherapy Individual Practicum 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.

Pre-requisites: PSC 6502A, 6503A CBT Psychotherapy Practicum I&II & PSC6470, PSC6471 Cognitive Behavior Therapy in Anxiety & Depressive Disorders I&II & PSC 6497 Cognitive Therapy &

PSC 6509, PSC 6510 Teaching and Learning in Psychotherapy I & II

Readings and discussions focus on the theory and practice of clinical supervision. Practicum experience enables students to supervise beginning students.

PSC 6511 Positive Psychology

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.

PSC 6520 Effective Therapists I: An Integrative Approach (Research Seminar)

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 6524 Research in Psychotherapy and the Process of Change I

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.

PSC 6528 Effective Therapists II: An Integrative Approach (Research Seminar)

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.

Pre-requisites: PSC6528 Effective Therapists I

PSC 6529 Research in Depression and Personality Disorders in Older Adults I (Research Seminar)

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 6530 Research in Depression and Personality Disorders in Older Adults II (Research Seminar)

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.

Pre-requisites: PSC6529 Depression & Personality Disorders in Older Adults I

PSC 6537 Data Analysis

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.

PSC 6539 Advanced Research Seminar

PSC 6540, 6541 Investigating Mood Pathology I & II (Research Seminar)

The IMPACT lab studies environmental and biological influences on the development and trajectory of the bipolar mood spectrum. Topics of particular interest include: cyclothymic disorder and other chronic presentations of dysregulated mood, the role of emotion sensitivity and the onset and maintenance of severe mood pathology, and the identification of biomarkers to aid in prognostication 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 6542 Psychopathology & Socio-Economic Contexts I (Research Seminar)

The first half of this year-long seminar explores modern theoretical approaches to how socio-economic contexts affect the nature of individuals' emotions and risk for psychopathology, and/or more adaptive psychological outcomes. Initial readings address whether income inequality, per se, has consequences for children's and adults' well-being and the possible mechanisms for those influences. Subsequent readings explore a range of related topics including: how biological processes affect the links between socio-economic conditions and connections; and the role of subjective well-being in these literatures. The focus throughout is on how clinical science interacts with socio-economic conditions and how subjective well-being underlies these connections.

Permission from instructor required for registration

PSC 6543 Psychopathology & Socio-Economic Contexts II (Research Seminar)

This second half of this year-long research seminar continues the exploration how socio-economic contexts affect individuals' risk for psychopathology and/or more adaptive psychological outcomes. Relevant approaches from behavioral economics, community psychology, and moral psychology are described and critiqued. The focus this semester is on examining research methodologies and developing reviews of the literature that will become the basis of each students' Research Project I requirement.

PSC 6544 Working with Asylum Seekers and Refugees

Millions of people throughout the world are forced to flee their native country as a result of persecution. Many of them seek refuge in the United States where they may be granted protection in the form of asylum. For the United States to grant asylum, refugees must demonstrate a "well founded fear" of future persecution on the basis of race, religion, nationality, political opinion, social group or sexual orientation should they return to their home country. The decision to grant asylum is made at an "asylum hearing" at which asylum seekers, represented by their attorneys, present their case. The attorney will often use a psychological assessment of the asylum seeker to strengthen the argument for granting asylum. This course trains students to perform these psychological assessments under the supervision of a licensed psychologist. Course content involves the legal, medical, and psychological aspects of doing psychological assessments, as well as didactic material on refugees, refugee stress, and refugee trauma. Instructional methods involve case presentations, didactic materials, and lectures by outside medical and legal experts.

Prerequisite/Corequisite: PSC6145 Psychological Trauma I

PSC 6551A, PSC 6551B Proseminar I

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 Proseminar II, PSC 6552B Proseminar II, PSC 6553A Proseminar III, PSC 6553B Proseminar III, PSC 6554A Proseminar IV, PSC 6554B Proseminar IV

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 6813 Adult Psychopathology I

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 6814 Adult Psychopathology II

PSC 6817 Assessment & Treatment of Severe Mental Illness I

This course will provide students with a comprehensive foundation of psychotic illnesses. Throughout the semester, there will be a focus on historical approaches to understanding psychosis, the etiology of disease, diagnosis, formal assessment, treatment approaches, recovery, and relapse prevention strategies.

Prerequisite: PSC6813 Adult Psychopathology I

PSC 6915 Research Project I

PSC 6916 Research Project II

PSC 6944 Clinical Psychology Externship I, PSC 6945 Clinical Psychology Externship II, PSC 6946 Clinical Psychology Externship III, PSC 6947 Clinical Psychology Externship IV, PSC 6948 Clinical Psychology Externship V, PSC 6949 Clinical Psychology Externship VI

PSC 8941A, 8942A Doctoral Internship

Clinical Health Psychology Courses

PSH 6007/ 6008 Psychology of Obesity I & II

This course focuses on teaching the assessment and treatment of obesity, as well as the scientific understanding of its etiology and consequences. For students who are new to the class, evaluation is by periodic exams. For students who have taken the class before or are in the Obesity lab, this is a research and practicum class. Students plan and carry out research on obesity and eating disorders. Students will see obesity patients in the Parnes Clinic. Group supervision of clinical work and student research comprises the bulk of the class after we have learned enough of the assessment, treatment, and etiology to work with patients. Evaluation is by Case Reports, Treatment Plans, Progress Notes, research progress, and publication.

PSH 6009/6010 Psychology of Asthma I and II

Course Objectives:

- Clinical Supervision: Group supervision will be conducted based on clinical interviews with ethnically diverse, asthma patients from research studies. Students are expected to improve their diagnostic skills of psychiatric disorders in medical patients.
- Research Supervision: Students will be trained to develop research proposals in the field of asthma. Students will present their research proposals and receive feedback from their fellow students and Dr. Feldman. Students are expected to enhance their research presentation and conceptualization skills.

PSH 6011, PSH 6012 Clinical Neuropsychology I & II

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 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.

PSH 6013, 6016 Diabetes Research I & II

- Clinical Supervision: Group supervision will be conducted based on clinical interviews with research participants, primarily ethnically diverse adults living with type 1 or type 2 diabetes.

Training and supervision will be provided to improve student diagnostic skills for psychiatric disorders in medical patients.

- Research Supervision: Students will be trained to develop research proposals in the field of behavioral research in diabetes and other illnesses, as relevant to the activities of Dr. Gonzalez's research lab. Students will present their research proposals and receive feedback from their fellow students and Dr. Gonzalez. Students are expected to enhance their research presentation and conceptualization skills.

PSH 6014 Science of Cognitive and Affective Functioning

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.

PSH 6017, 6018 Systems Neuroscience I & II

This is a research seminar course that covers topics in psychology and systems neuroscience relevant to design and implementation of scientific projects that involve behaving humans (either those with normal nervous systems or those with neural dysfunction) directed toward successful completion of masters and doctoral thesis requirements.

PSH 6019, 6020 Headache and Adherence I & II

This course is designed to introduce topics studied in the Seng lab, including psychosocial factors and behavioral treatment of headache and related disorders, and medication adherence. This course is also designed to provide a forum for developing your skills as a junior investigator in health psychology.

PSH 6284 Applied Statistics in Health

This course is designed to review basic concepts of quantitative methods in psychology, as well as introduce advanced topics in biostatistics and epidemiology, with a focus on applying these quantitative methods to scenarios commonly encountered in health care settings.

Prerequisites: PSA6280 Statistics I, PSA6283 Statistics II

PSH 6321 Test Construction

Students learn the principles and practice of test construction, reliability, and validity. Students construct their own tests, write test items, collect data from at least 50 participants, calculate test statistics, revise and eliminate items, and produce a final version with an associated report.

PSH 6363 Externship Planning (1 credit)

Students register for this course Fall and Spring of their first year to prepare for their first year-long externship experience which begins during their second year.

PSH 6371 Research Methods: Clinical Health Psychology

This course focuses on teaching an introduction to the body of knowledge of Clinical Health Psychology, including research methods, basic theories, and clinical applications. It is taught through current journal articles and a text. Students will develop critical reading and writing skills, to more effectively evaluate research and become able to write critical reviews. The final project is a review paper in a content area chosen by the student. ‘

PSH 6372 Research Methods II: Clinical Health Psychology

PSH 6420 Clinical and Experimental Hypnosis

This introductory course on hypnosis examines clinical and experimental applications. The educational objectives are that the student be able to describe: the domain of hypnosis; dissociation, cognitive, social-cognitive, neurobiological and psychoanalytic theories of hypnosis; research on individual differences, hypnotizability scales, suggestibility, brain participation, and mind-body effects; psychoanalytic, cognitive-behavioral, and Ericksonian clinical approaches; applications to pain, anxiety, depression, health-related behaviors, children, medical illness, conversion and somatization, trauma, and sports; and the evidence base.

PSH 6431 Intellectual Cognitive Assessment w/ Practicum

PSH 6432 Personality Theory and Assessment w/ Practicum

PSH 6435 Clinical Interviewing

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 alliance, interviewing and diagnostic skills, mental status evaluation, SCID administration, case disposition, as well as case presentation, conceptualization and report writing. The Diagnostic and Statistical Manual’s current diagnostic system will be emphasized to enhance competency of SCID administration. Material presented in the course will emphasize work in health care settings and with adults presenting with psychological issues comorbid with physical health conditions. However, case formulation and treatment planning skills are essential and will be understood from empirically supported theoretical orientations

PSH 6464 Psychopathology and Illness

This course attempts to provide the student with a rigorous overview of the field of abnormal psychology. We will cover historical, cultural, theoretical, (e.g., biological, cognitive, behavioral and psychodynamic) phenomenological and some research-based perspectives on cognitive and affective function and dysfunction, and the links between them. As an integral part of the course, the students will be expected to become familiar with the Diagnostic and Statistical Manual of Mental Disorders, 5th edition. Emphasis will be placed on understanding the advantages and limitations of the DSM-V in terms of classification accuracy, construct validity, cultural sensitivity and general utility in the practice of clinical psychology. It will also be compared with other diagnostic classification systems, such as the Psychodynamic Diagnostic Manuel (PDM). The major goal of this course is that students begin to get an understanding of what it is like to encounter, diagnose and work with patients with these pathologies. Hence, an in-depth clinical example will be provided and discussed in class for each type of pathology we are studying. In addition, since this is a core course in the Clinical Psychology (Health Emphasis) program, the issue of co-morbidity among psychiatric and medical disorders will be covered in great detail, particularly in the term paper and student presentations.

PSH 6469 Multiple Sclerosis I

Multiple Sclerosis I is a laboratory based class in which students learn about MS as a model of chronic disease. Working together with more advanced students in teams, students will learn about the current research projects being conducted by lab members, and develop their own research ideas, ultimately culminating in a predoctoral research project, a dissertation, and other optional research projects.

PSH 6470 Multiple Sclerosis II

Multiple Sclerosis II is a laboratory based class in which students learn about MS as a model of chronic disease. It is a continuation of the Fall semester Multiple Sclerosis I. Working together with more advanced students in teams, students will learn about the current research projects being conducted by lab members, and develop their own research ideas, ultimately culminating in a predoctoral research project, a dissertation, and other optional research projects.

PSH 6500 Cognitive Behavior Therapy

This course combines didactic course work and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders, with a focus on individual outpatient treatment approaches for adults. Students will (a) learn cognitive and behavioral theory underpinning CBT treatment approaches, (b) learn how to comprehensively assess anxiety and depressive disorders (c) 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. Adapting CBT for delivery in various health-care settings and to tailored work with adults living with chronic illness will be emphasized.

PSH 6543/PSH 6544 Behavioral Medicine Practicum I and II

This seminar provides an introduction to the practical experience of behavioral medicine. All students are assigned individual supervisors (licensed psychologists) and clinical case referrals through the Parnes Clinic. Clinical cases include patients preparing for bariatric surgery, patients with asthma and other chronic diseases, and patients referred by their primary care physician for psychological assessment and treatment.

Course Objectives:

- Assessment: Students will be trained in psychological assessment techniques used in behavioral medicine. Emphasis will be placed on assessment tools used in initial psychological interviews (SCID) and instruments used to monitor progress in treatment. Training will include suicide risk assessment, differential diagnoses, and overlap between psychiatric and medical conditions.
- Report Writing: Students will learn how to write psychological reports based on their evaluations. This course will emphasize the differences between full-length, psychological reports and brief reports used in medical charts. Ethical concerns in report writing will also be discussed.
- Case Presentation: Students will be trained in case presentation and conceptualization skills. Instruction will include how to communicate findings to medical care providers and serve as a consultant-liaison.
- Treatment: Students will develop skills used in short-term psychotherapy to facilitate health behavior change.
- Supervision: Students will learn about the process of supervision and how to effectively use supervision time. Class time will also be devoted to discussion of cases and provide an opportunity for students to provide feedback to each other.

PSH 6933 Cardiovascular Research I

PSH 6934 Cardiovascular Research II

PSH 6935 Social Behavioral Dimensions of Public Health I

PSH 6936 Social Behavioral Dimensions of Public Health II

PSH 6938 Physiological Health Psychology

This course provides a broad and general background into the biological aspects of behavior by covering a range of topics in both human physiology and physiological psychology (e.g., basic cellular mechanisms, neuroanatomy, neurophysiology, neuropharmacology, neural systems and diseases that affect these systems).

PSH 6941 Neuropsychology and Cognition Research I

The goal of this course is to introduce the student to research in cognitive aging. This course will cover theoretical and practical issues relevant to cognitive assessment and prevention in normal aging and in dementia. Moreover, a main objective is to provide the student a platform to present ideas for pre-doctoral and dissertation projects. Hence, each student is expected to, depending on the juncture of his/her graduate studies, to design a project that will satisfy the requirements for either a pre-doctoral or dissertation research. My premise is that the development of a research project is a time consuming and demanding process which requires continuous exchange of ideas among research team members. Accordingly, it is expected that students will provide rigorous and thoughtful feedback to each other during the course.

PSH 6944 Neuropsychology Cognition and Aging Research II

The goal of this course is to introduce the student to research in cognitive aging and to build on the knowledge acquired in the first semester. This course will cover theoretical and practical issues relevant to cognitive assessment and prevention in normal aging and in dementia. A major emphasis will be placed on developing and defining hypotheses and on understanding and using appropriate statistical procedures to test these hypotheses. To facilitate this aim, students will be required to develop hypotheses and conduct the appropriate statistical tests using data that I will provide. In addition, a main objective is to provide the student a platform to present ideas for pre-doctoral and dissertation projects. Hence, each student is expected to, depending on the juncture of his/her graduate studies, to design a project that will satisfy the requirements for either a pre-doctoral or dissertation research. My premise is that the development of a research project is a time consuming and demanding process which requires continuous exchange of ideas among research team members. Accordingly, it is expected that students will provide rigorous and thoughtful feedback to each other during the course.

PSH 8930 Advanced Research (1 credit)

PSH 8931 Doctoral Dissertation Planning

PSH 8941, 8942 Doctoral Internship

PSH 8943A Clinical Health Externship I, PSH 8944A Clinical Health Externship II, PSH 8945A Clinical Health Externship III, PSH 8946A Clinical Health Externship IV, PSH 8947A Clinical Health Externship V, PSH 8948A Clinical Health Externship VI, PSH 8949A Clinical Health Externship VII, PSH 8950A Clinical Health Externship VIII

School-Clinical Child Psychology Courses

PSS 6117 Professional Practice with Infants and Young Children

This survey course introduces the student to the practice of psychology with infants, young children and their caregivers. It reviews the legal mandates for intervention, service delivery settings, being on a team, assessment methods, home visits and work with the family as well as

intervention strategies and research findings. Three modules structure the course. The first covers broad theoretical and practice principles unique to working with infants and young children. The second examines the autistic spectrum in some depth and the third is devoted to DIR and other treatment models used with young children with autistic spectrum disorder. The unique dimensions of the work are underscored and the integration of early intervention and mental health is emphasized. Visits to selected settings are scheduled.

PSS 6118 Psychodynamic Theory and Practice with Children and Families I

Issues of ambivalence and longing around parenthood, neuroscience, attachment research, the effects of trauma on the brain, psychoanalytic theories (Klein & Bion, the British Middle Group, Contemporary Freudians, Ego Psychology, Modern Conflict Theory, Neo-Freudians, Self-Psychology, Interpersonal and Relational Theories and Social Constructionism, Lacanian theory), theory of mind/emotional intelligence, and the development of the self and the representational word (e.g. dreams, metaphors, play).

PSS 6119 Psychodynamic Theory and Practice with Children and Families II

The second half of the year will cover more specific issues of treatment. This will include working with transference and countertransference from a variety of perspectives, resistance, the frame, the therapist's own developmental history, play therapy, working with parents and schools, and a series of specific topics such as working with traumatized children, anxious children, aggressive children, developmental delays, and varieties of personality organization and termination.

PSS 6131 Cognitive Assessment I

This course is an introduction to the use of individual intelligence tests within the assessment process. The Wechsler scales will serve as a foundation with other scales gradually introduced. The historic and theoretical foundations to intelligence testing will be discussed, as will factors affecting intelligence test scores. The basic structure and organization of a written psychological testing report will also be presented.

Only open to School-Clinical Child Psychology students

PSS 6132 Psychoeducational Assessment

This course focuses upon:

1. An overview of assessment procedures employed with children from varying backgrounds and a broad spectrum of exceptionalities
2. An introduction to psychological testing methods and materials used with adult populations
3. The selection, use and adaptation of appropriate comprehensive batteries of measures to delineate each individual's range of functional capabilities and individual differences across the age range

4. The use of diagnostic reports as the primary vehicles for facilitating a bridge between psychoeducational diagnosis and individualized instructional goal-planning.

Only open to School-Clinical Child Psychology Students

Pre-requisites: PSS 6131 Cognitive Assessment

PSS 6153 Personality Appraisal

This course is an introduction to personality assessment, focusing on the Rorschach test. At the present time we are using Exner's Comprehensive System for scoring. The results of Rorschach interpretation will be presented as part of an assessment process. Although we will be working with the Rorschach test, the principle of personality assessment using other instruments will be addressed. The uses and validity of Rorschach testing will be identified and critically explored.

Course Objectives:At the completion of this course, students will be able to demonstrate:

1. basic competence in the administration, scoring and interpretation of Rorschach test using the Comprehensive System. This includes accurate, standardized inquiry, recording procedures, coding and generating a Structural Summary
2. ability to independently generate interpretation routine, clusters, search order and hypotheses from data.
3. ability to write comprehensible report section based on interpretations and integration of information from other test sources
4. an understanding of the utility, history and validity controversy regarding this test.

Pre-requisites: PSS 6132 Psychoeducational Assessment

PSS 6156 DIR Model and Floortime Practice

This course examines the component modules of the DIR (Developmental-Individual Difference-Relationship Based) approach to working with young children on the autistic spectrum and their families. Analysis, interpretation and intervention strategies related to functional emotional development, the sensory profile, language acquisition and family dynamics will be explored in depth. The student is introduced conceptually and practically to floortime methodology conceptualized as a downward extension of play therapy for the pre-symbolic child. Skills are refined through the viewing of master clinicians conducting floortime sessions (via tapes and DVDs) and when possible the analysis and critique of the students' own taped floortime sessions.

PSS 6161 Advanced Seminar in Assessment

For those already proficient in the basics of child assessment. Theoretical and assessment issues of various clinical syndromes of childhood psychopathology; case material used extensively; emphasis on integration of test data including projective techniques and objective assessment

PSS 6189 Practice in Multicultural Assessment

Students will become knowledgeable about cross-cultural and socio-political issues and controversies in the intellectual/cognitive and personality/psychodiagnostic assessment of racially, ethnically and culturally diverse children and their families. Students will be able to interpret and score psychological test measures in a culturally sensitive way and learn to write integrative psychological reports.

PSS 6191-92 Child Assessment with Practicum I and II

This is a year long course designed to develop advanced skills in diagnosis and evaluation. Assessment is conceptualized as a comprehensive process whereby data from observations, interviews and psychometric instruments are integrated for the development of an appropriate psychoeducational evaluation. The most recent research on the reliability and validity of the common procedures being used to evaluate educational and psychological performance will be discussed in detail. Students will provide services to families through referrals received from the University's Center for Psychological and Psychoeducational Services. They will also receive experience in reporting back to parents and/or guardians, school personnel, and other referral sources. This feedback will be in the form of both face to face contact, and formal written reports.

Materials Fee

Prerequisites: This is a year-long course (second semester requires the first as a prerequisite)

PSS 6198 Contemporary Issues in School Psychology

This course will focus on building the functional competencies of (a) data-based decision making and accountability and (b) systems-based service delivery as outlined in NASP's Blueprint for Training and Practice III. Through the examination of current research in school psychology, students will be exposed to evidence based strategies intended to prevent problems and promote student academic and behavioral success. In addition, school wide interventions and strategies for designing and maintaining safe and effective schools will be discussed. The role of the school psychologist as a leader for improvement and change will be emphasized.

PSS 6199 Integrating Race and Gender in Multiculturalism

This course represents the curriculum's introduction to developing multicultural sensitivity. It focuses on how class, race, gender, and sexual orientation construct power and privilege. It introduces empirical data illustrating the presence of racism, sexism and homophobia in contemporary U. S. society. It requires students to reflect on their own biases and prejudices.

PSS 6200 Seminar in Projectives

This is an upper level course for students who have already completed a course in Rorschach administration and scoring and a year long practicum in assessment of children. This course

focuses on deepening an understanding of the theoretical foundations, interpretations and clinical applications of projective assessment from a developmental and psychodynamic point of view. Particular emphasis is on object relational theory. The applicability of projective assessment for school practice and for children with different disorders will be discussed. Specific scales for assessing object relations on the TAT and Rorschach are introduced. Students will work with data from projective assessments they have conducted.

PSS 6204 Advanced Issues in Clinical Child Psychology

For fourth year students with prior clinical experience in child therapy. Advanced seminar examining treatment with children, adolescents, adults and families through the lenses of psychodynamic psychotherapy, CBT and systems theory. The emphasis is on the functional integration of psychotherapies. Class serves as a theoretical discussion group, with focus on student-presented material.

PSS 6212 Working with Parents of Children in Psychotherapy

Working effectively with the parents of our child patients is an extremely difficult, yet essential part of the treatment. Sometimes parents can ignite greater countertransferences than our patients themselves, and handling these countertransferences is often crucial to keeping the case. In this seminar, we will begin by examining the various feelings we have towards the parents of our patients and the powerful ways that these feelings can affect the treatment. We will then discuss three different approaches to dealing with our reactions to parents in order to keep the therapy on track. These approaches include: Siskind's Psychodynamic framework, Jacobs and Wachs' "Parent Therapy", and Cipiani's Cognitive Behavioral Interventions. Finally, we will explore specific issues in which working with the parents of our patients can be particularly challenging, such as divorce and custody, adoption, physical disability, and the potential for child abuse. Students will also be asked to share their own clinical experiences in working with parents.

PSS 6213 Evidence Based Interventions for Youth I

This course will provide an introduction to Cognitive Behavior Therapy (CBT), including theoretical underpinnings, core assumptions of CBT, and definitions of empirically supported practice. Students will learn about the content and therapeutic process of evidence-based approaches targeting externalizing disorders from early childhood to adolescence with focus on Behavioral Parent Training (e.g., Parent Child Interaction Therapy, Incredible Years, Parent Management Training, Multisystemic Therapy).We will focus on issues arising as treatment begins, such as assessment, case formulation, and treatment planning and on current 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 form their own caseloads.

PSS 6215 Early Childhood Development and Treatment

This seminar provides an introduction to research on the development of social-emotional and academic competence in early childhood. Topics will include socioeconomic disadvantage, children's social and emotional development, the development of behavior problems, parenting and family interactions in cultural context, and innovative prevention and treatment programs delivered in home and school settings. The goal of this seminar is to provide a foundation for students to pursue research in this area. With this goal in mind, students will gain exposure to the instructor's research program, have the opportunity to join existing and developing research projects in the Early Childhood Research Lab, and begin to develop a focused research question within the instructor's area of expertise. Only students interested in early childhood research should take this course.

Permission from instructor needed for registration

PSS 6220 Psychoeducational Practices in Schools

Students will learn about and have experiential activities related to individual and group interventions and assessments in the schools and school-based facilities. Taken concurrent with externship in schools or clinical facilities. Modules will include group work, bullying, RTI, problem-solving approaches and counseling

PSS 6221 Consultation and Supervision in School and Clinical Settings

The course will give students an overview of consultation theory with emphasis on three models of consultation: mental health, behavioral and organizational/process. The course will also familiarize students with models of clinical supervision and the various factors involved in making supervision effective.

PSS 6222 School-Family Collaboration

Focuses on training students to change the way that schools/clinics relate to families at an organizational level. Students will be trained to establish systemic programs that cement family-school partnerships. Each student develops a specific project on the externship site that increases the systemic contact between families and school/clinic setting. There is a strong emphasis on understanding families from multiple ethnoracial backgrounds. This course expands the student‘s definition of the role of a psychologist beyond someone who works with individual children and families, to include the role of organization change agent.

PSS 6223 Working w/ Families from a Multicultural Perspective

PSS 6224 Integrating Multiculturalism into Clinical Practice

Developing multicultural sensitivity is a developmental journey. As difficult as it is to develop multicultural sensitivity, integrating that knowledge into clinical practice is even more challenging. This course builds on content and process issues that students have explored in

earlier classes. The objective of the course is to help students develop a multicultural therapeutic alliance with clients that can be implemented within any theoretical orientation.

PSS 6250 Developmental Psychopathology

This core course will focus on current theory and research in developmental psychopathology. Students will gain exposure to different approaches to understanding and conceptualizing childhood and adolescent disorders, with a focus on a developmental-systems framework. Topics will include biological, developmental, familial, and sociocultural factors relevant to the development of psychopathology. We will critically examine the current knowledge base for the etiology and developmental course of disorders. Students will become familiar with the major characteristics, uses, and limitations of the DSM-IV-TR. We will discuss case examples and consider the implications for clinical practice. Throughout the course, we will integrate discussion of ethical issues and cultural diversity.

PSS 6286 Research Methods in Professional Practice

This course reviews research design and quantitative and qualitative methodologies for the "practitioner as consumer" of psychological research in applied settings. The course focuses on understanding the principles and orientations needed to evaluate applied research. Students will develop a draft proposal for their doctoral research

PSS 6288 Translating Theory into Practice

The overarching goal of this course will be to deepen understanding of the therapeutic process, focusing on the translation of theory into the actuality of clinical practice. Readings from a variety of theoretical perspectives will be included, as well as readings appropriate to the wide range of issues presented by student's cases. Each student will develop an in-depth case conceptualization, integrating theory with practice, and have the opportunity to present to the group.

PSS 6296 Case Conceptualization

Clinical case material always needs to be organized in a meaningful way in order to proceed most effectively with treatment. This course will focus on ways to organize the great variety of facts clinicians are confronted with when they encounter and learn about their cases. Although clinicians often develop an implicit or intuitive grasp of a given clinical situation, in many instances they may find it difficult to articulate their theoretical understanding. The course is intended to stimulate theoretical understanding of clinical material, and to make more explicit an appreciation of the relationships between psychological theory, case conceptualization, and psychotherapy technique.

PSS 6311 Adolescent Psychopathology and Treatment

This course will provide a comprehensive introduction to both the psychopathology of adolescence and contemporary approaches to psychotherapy. The theoretical orientation will be

broadly psychodynamic, however readings in short term interpersonal and cognitive behavioral approaches to treatment of specific adolescent issues will also be included. Requirements include extensive readings, participation in class discussions, and completion of a final examination.

PSS 6315 Working with Young Adults

In this course, we will explore the developmental, psychopathological, and clinical issues that become particularly relevant when doing psychotherapy with the older adolescent who is becoming a young adult. This shift from adolescence into adulthood is a period of great complexity in our contemporary culture. Difficulty in completing the developmental tasks of adolescence, which often include struggles with identity consolidation, may lead to a myriad of problems as the teenager enters the "adult world." The necessities of making occupational choices, establishing intimate relationships, and assuming new roles, along with the difficulties they entail often comprise the manifest content of psychotherapy sessions with people in this age group. Because of the complexity of these issues, this course encompasses a wider focus than just *adolescent* or *young adult* development, psychopathology, and treatment. Instead, it is my hope to combine these subjects into a wider "gestalt" so that you will be able to understand and effectively work with this population.

PSS 6399 Biological Bases of Behavior

This graduate level course will cover the basic topics of the biological basis of behavior. The course will focus on how the nervous system gives rise to complex human behaviors. These behaviors range from basic functions like movement and sleep to more complex mental abilities such as language and memory. The foundations of this exploration will include the studies of neurophysiology, neuroanatomy, and neuropsychology. The course will culminate in lectures on the biological bases of two neurodevelopmental disorders, specifically Reading Disability and Attention Deficit Hyperactivity Disorder.

PSS 6400 Neurodevelopmental Disorders

This course introduces students to the most current research in the symptomatology, developmental course, etiology, and treatment options for childhood neurodevelopmental disorders. Neurodevelopmental disorders include a broad spectrum of developmental disorders whose origins are thought to have a neurobiological, genetic, cognitive, psychosocial and/or environmental component. In addition to the diagnostic entities traditionally viewed as neurodevelopmental in origin, this course will focus in depth on specific learning disorders, their new reorganization as outlined in the DSM-V and interventional strategies. Recent changes within the field will be explored, including a new conceptual framework for autism, nomenclature and criteria change for intellectual disabilities as well as the addition of new disorders, such as "social communication disorder." Students will be expected to integrate theory with practice, using differential diagnostic strategies to evaluate clinical cases and assessment data.

PSS 6402 Neuropsychological Assessment

This practicum is designed to help students develop skills in neuropsychological assessment. Topics will include the neuropsychology of attention, visual-spatial processes, language, memory and learning, sensory motor and executive functions. Students will be exposed to the latest neuropsychological instruments and will be expected to administer, score and interpret the resulting data. A review of neurodevelopmental disorders and their concomitant neuropsychological symptomatology will also be explored. Lectures, in-class demonstrations and case presentation will be used to assist the student in developing his or her skills. Students will provide a neuropsychological evaluation to an individual referred through the University's Center for Psychological and Psychoeducational Services. Only students interested in advanced assessment training should take this course.

Prerequisites: PSS6191, 6192 Child Assessment w/ Practicum I&II; & PSS 6131 Cognitive Assessment

Students must be recommended for this course by their Child Assessment and Cognitive Assessment professors.

PSS 6447 Foundations and Applications of Evidence Based Practice

This course will provide an introduction to Cognitive Behavior Therapy (CBT), including the history and theoretical underpinnings, core assumptions of CBT, and a survey of CBT techniques commonly used in practice, with a particular emphasis on child and adolescent therapy. Students will also be introduced to the definition of empirically supported therapies, and the evidence base for cognitive behavior therapies for children and adolescents.

PSS 6448 Behavior Therapy in the School

This course reviews behavioral and cognitive-behavioral models, strategies and techniques that are applicable for working with children, adolescents, parents and teachers.

PSS 6449 - Evidence Based Interventions for Youth II

This course will provide advanced training in treatment of many childhood internalizing disorders. Students will learn empirically supported treatment programs for treating anxiety disorders, depression, bipolar disorder, eating disorders, emotional dysregulation, and suicidality. The treatment approaches covered will include Cognitive Behavior Therapy (CBT), which includes Exposure with Response Prevention, Interpersonal Psychotherapy, Family-based treatment, and Dialectical Behavior Therapy. We will focus on issues arising as treatment begins, such as assessment, case formulation, and treatment planning, and on current 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.

PSS 6450- Research Seminar: Treatment of Internalizing Disorders

This course is designed to cover advanced topics in the treatment of internalizing disorders by way of reviewing the most current empirical literature. Additionally, students will be introduced to concepts and challenges in designing and conducting psychological research. The major goal of this course is for the students to collaboratively design research projects which address a topic in internalizing disorders.

Pre-requisites: PSS 6449 Evidence-Based Interventions for Youth II.

Permission from instructor needed for registration

PSS 6451 Evidence Based Practice: Dissemination and Implementation for Youth in Mental Health Settings

Implementation research is the study of processes for integrating empirically supported treatments (ESTs) into usual care, and holds high promise for reducing the well-documented and concerning gap between treatment research and community practice. This course will first familiarize students with the evidence base for youth mental health treatments, paying particular attention to meta-analyses of randomized clinical trials, both efficacy and effectiveness. Attention will also be given to research that examines the current conditions of youth mental health services in the United States, both in terms of its effectiveness and descriptive characteristics. Students will learn about the challenges and barriers to transporting evidence-based practices into usual care settings, and will be exposed to innovative approaches to extending the use of scientifically supported practices into community-based settings of care. Among other topics, we will discuss the importance of organizational context and systems-level interventions, the role of training and supervision in the scaling up of evidence-based practices, common elements approaches to ESTs, and the importance of "practice-based" research in the dissemination and implementation of mental health treatments with proven efficacy.

Permission from instructor needed for registration

PSS 6520 Interventions for Infants and Young Children

Intervention with infants and young children is examined in a relational, family-centered and transdisciplinary framework. Current theory, models and best practices for intervention with infants, young children and their families are examined. Strategies suited to the treatment of both developmental and psychosocial disorders will be covered. Neuromotor, sensory, cognitive/developmental and play-based approaches, including play therapy, Floor Time, and Supportive Play Model (SPM) , Applied Behavior Analysis (ABA), parent-infant psychotherapy, Sensory Integration (SI), Neurodevelopmental Treatment (NDT) and curriculum based methods will be introduced. The role of the psychologist on the early intervention team will be emphasized.

PSS 6610 Introduction to Child Therapy (Barbara Gerson)

This course focuses on psychodynamically-based psychotherapy with children from preschool through pre-adolescence, with particular emphasis on using play with children, and working with parents. We will study the meaning and use of play in child therapy and will learn the Children's Play Therapy Instrument as one technique to describe play sessions and evaluate change. We will discuss the processes of child therapy and what brings about change. Research on psychodynamic child therapy will be discussed. Considerations of working with families with multiple chronic stressors will be introduced.

PSS 6611, 6612, 6613, 6614 Practicum Child Therapy I-IV: Psychodynamic

This course, taken in the third year, is a year's sequence that accompanies your work as a therapist at the Clinic. The course focuses on the application of therapeutic principles with school aged children/adolescents and their parents. This will be accomplished through focus on the students' work with their patients. During the semester, class will focus on the beginning phase of therapy. This will include Clinic intake procedures, discussions of the clinical assessment of the child and his/her family—the family's cultural heritage and its effects on the child in school and therapy, neuropsychological or learning issues the child may have, and social/emotional functioning of the child and family. Other common topics that emerge are work with the parents, anxiety in the early work, ethnic/cultural differences in child rearing, and various modalities for intervention. During the second semester, problems in ongoing therapy will be discussed. Collateral work with the school will be integrated. Termination of the therapy will also be discussed, with a focus on transfer of children to other therapists as appropriate.

Each student is assigned a therapy supervisor for weekly supervision meetings. The supervisors reflect a wide range of therapy orientations and use various treatment modalities. Students will thus be exposed to a variety of orientations through peer presentations.

Students may elect to continue working with their clients in the fourth year

Only open to School-Clinical Child Psychology students

PSS 6616 Practicum Child Behavior Therapy: Evidence Based Practice

Students participating in the practicum will treat child and adolescent cases in the Parnes Clinic using CBT. The practicum will include weekly supervision from an experienced CBT therapist in the community; small group didactic training with faculty, including role-play; and group supervision from faculty, including review of therapy tapes. Through closely supervised experience treating clients in the Parnes Clinic using CBT approaches, students will put into practice concepts learned in the required course sequence describe above. Students will learn to use assessment in their intakes and in an ongoing manner to support treatment outcomes, to conceptualize cases from a CBT framework, and to use evidence- based treatments tailored to individual family needs. Assessment and treatment

will vary somewhat to provide the best fit to the client and family's presenting concerns and characteristics.

Pre-requisites: PSS 6213 Evidence Based Interventions for Youth I & PSS6449 Evidence Based Interventions for Youth II

PSS 6621 Principles and Techniques of Group Therapy with Children and Adolescents

This course examines theoretical and practical issues in running therapy groups for children and adolescents. Multiple therapeutic orientations will be discussed along with ways of integrating different perspectives. The nuts and bolts of maintaining groups will also be address. Although primarily a didactic course, class participation in discussion and exercises is expected

PSS 6622 Trauma in Children and Adolescents

In this course we will explore theory and clinical interventions around trauma in infants, children and adolescents. Topics will include effects of trauma on self and relationships with others, dissociation, intergenerational transmission of trauma, and traumatic dreams. We will study examples of both relational trauma (i.e. sexual or physical abuse, traumatic bereavement) and event trauma (i.e. natural or man-made disasters). Clinical interventions will include working with parents, sensorimotor psychotherapy with children and adolescents, and community prevention programs. Students will be encouraged to present their clinical material.

PSS 6625, 6626 Practicum Child Therapy I & II: CBT

This year-long practicum provides didactic training, group and individual supervision to support students' use of cognitive-behavioral interventions with youth in the Parnes Clinic.

PSS 6801 Professional and Ethical Issues in School-Clinical Psychology

This course is designed to provide students with an orientation to the role and function of the school psychologist. An overview of the ethical and legal issues affecting the professional practice of psychology in the schools and clinical settings will also be provided.

PSS 6802 Role and function of School Psychologist

This course will focus on the everyday realities of working in a school setting as a member of an interdisciplinary team. Emphasis will be on the **practical** applications of theory and expanding your knowledge of the changing role of the school psychologist in the 21st century.

PSS 6810 Advanced Educational Psychology

Focuses on psychological principles of learning and instruction and their transfer to the classroom. Addresses these questions: What is learning? What processes are involved in the acquisition of new information? What principles govern the learning process and how are they

applied to instruction and education? What evidence exists for the efficacy of various educational practices?

PSS 6814 Adult Psychopathology and Assessment

This course introduces the student to defining features of adult psychopathology. The student will acquire: (a) a practically-focused introduction to the use of the DSM-IV/DSM-V diagnostic system in the contemporary health care system; (b) a grasp of central concepts important in the description, classification, and treatment of psychopathology, including relevant aspects of the historical and cultural context of these concepts; (c) an introduction to substantive scientific theories accounting for most important categories of psychopathology; (d) an awareness of the wider human context of diagnosis, including both the individual client's psychosocial setting and the larger social contextual factors, such as population dynamics, social structure, and the like. While treatment will be surveyed and theory will be discussed, the primary focus of Adult Psychopathology is descriptive, with an emphasis on psychopathology rather than intervention. Additionally, the course will include exposure to standardized personality assessments, such as the MMPI-2 and PAI. Specifically, we will look at administration and interpretation of these measures.

PSS 6915 Research Project I

The student works with a faculty member to meet the requirements of the first PsyD project—a comprehensive review of the literature that culminates in the development of a research question for RPII

PSS 6916 Research Project II

The student works with a faculty supervisor to meet the requirements of the second PsyD project, which can be an original empirical research study, a case study, a qualitative study, a meta-analysis or a program evaluation.

PSS 8941A-42A School-Clinical Child Doctoral Internship

This is the fifth year culminating educational experience. It is a full-time, supervised experience in a medical center, hospital, community based mental health facility or a school. The student completes a minimum of 1750 hours in a clinical facility or 1500 hours in a school during the course of ten to twelve months. The experience must be supervised by a licensed psychologist

PSS 8943A School-Clinical Child Externship I, PSS 8944A School-Clinical Child Externship II

The second year externship (PSS 8943-44) takes place in a school setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 600 hours during the year. Students meet weekly in group supervision at Fekauf

PSS 8945A School-Clinical Child Externship III, PSS 8946A School-Clinical Child Psychology IV

The third year externship (PSS 8945-46) takes place in a clinical setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 600 hours during the year. Students meet weekly in group supervision at Fekauf.

PSS 8947A School-Clinical Child Psychology V, PSS 8948A School-Clinical Child Psychology VI

The fourth year externship (PSS 8947-48) takes place in a clinical setting or a school setting and is supervised by an appropriately credentialed professional. The student is required to complete a minimum of 600 hours during the year. Students meet in group supervision at Fekauf.

PSS 8949, 8950 Bilingual School-Clinical Child Psychology Externship I and II

Students who are qualifying for the Bilingual extension to the School Psychology Certificate must complete at least one semester of this course. The experience must be supervised by an appropriately credentialed professional who is bilingual.

Mental Health Counseling Courses

PSM 6100 Neuropsychology Basic Principles

This course is designed to provide an overview of neuropsychological principles. Basic structures and functions of the central nervous system are covered. Classic and current interdisciplinary literature examines constructs such as attention, memory, language, and executive control as well as their neuroanatomical substrates. This course is intended to:

1. Provide an overview of the central nervous system, especially as it pertains to cognitive and affective functions in humans
2. Provide a comprehensive study of normal and abnormal cognitive and affective functions in humans
3. To accomplish the above two objectives, the course is specifically designed to integrate information from classic and current literature in psychology and related fields

PSM 6120 Basic Principles of Counseling

This course is designed to familiarize the master's level student with the theory, practice, methods, principles, and concepts of mental health counseling.

Course Objectives: 1) to examine and discuss the characteristics of the effective counselor; 2) to review counseling theories and conceptual approaches; 3) to examine basic counseling skills; 4) to understand and conceptualize cases from intake to termination; and 5) to examine the role of your own personality in your development as a counselor.

PSM 6170 Sexuality and Gender Counseling

This course will address issues related to counseling gay, lesbian, bisexual, transgender and 'queer' identified clients. Topics include: historical, religious, social, political concerns, sexual identity and gender development, coming out across the lifespan, homophobia, homo-prejudice, hetero-sexism, family and relationships, career, multicultural issues, youth, aging, HIV/AIDS, substance abuse, bullying and gay bashing.

PSM 6181 Multicultural and Diversity Issues

This course will address issues related to developing culturally competent counseling practices when dealing with multi-cultural and diverse client groups. Discussions will include investigations into race, class, ethnicity, age, disability, lgbtqq, military, women, etc and the counseling process.

PSM 6182 Attachment across the Lifespan

To familiarize students with the historical roots and contemporary models for attachment theories. The course will be presented in two modules by Professor Resko and Profesor Javors. The first meeting, both instructors will be present to discuss the overall course outline and requirements. Subsequently, the course will be taught in 7-week modules with Prof. Resko teaching sessions 1 through 7 and Prof. Javors teaching sessions 8 through 15. The two modules include 1) attachment theories and 2) application of theory to clinical practice.

1. Students will learn the relationship between developmental theories and attachment theories.
2. Students will become familiarized with the major theorists of attachment theory including Bowlby, Ainsworth, Fonagy, etc.
3. Students will become knowledgeable of current neuropsychological theories related to attachment.
4. Student will learn how to integrate attachment into their clinical practice.
5. Students will learn how to integrate diagnostics within an attachment theoretical framework.

PSM 6191 Concepts and Technology in MHC

For most of your training as counselors, you have focused on learning about theory. In this course, we will focus on the interaction of theory with practice. Our concern this semester is to learn and apply the various concepts and techniques needed in clinical practice. The primary goal of this course is to learn about the interplay between theory and technique within the 'real world' of clinical work. We will study various schools of therapy and their techniques including: Person-centered psychodynamic, gestalt, existential, behavioral, eclectic, integrated, etc. Students will gain many skills for inclusion in their 'therapeutic toolbox.'

PSM 6193 Counseling Skills Development

The course is designed as an introduction to the profession of mental health counseling. Our discussions will range from an overview of the profession to professional skills building with particular emphasis on personal growth and development. Students will become familiar with the scope of practice of the mental health counselor.

PSM 6194 Principles of Psychodynamic Psychotherapy

The goal of the course is to re-introduce basic principles of psychodynamic psychotherapy in a present day context. That is, we shall focus on short-term psychodynamic psychotherapy. Issues reviewed in class will be: Working alliance, transference, resistance, working through and termination. We shall review their original meaning and follow their development and implementation in counseling.

PSM 6195 The Resilient Counselor

Counselors work in highly demanding environments and they can suffer from burnout, compassion fatigue and secondary stress. This course is designed to help students learn to strike an optimal balance between self-care and other-care. We will discuss the benefits and hazards of this work, the journey from novice to senior practitioner, and the factors that contribute to burnout and compassion fatigue. Our focus will be to teach novice counselors ways to maintain professional and personal self care through developing a self care action plan.

1) students will learn the signs of burnout and compassion fatigue

2) students will learn about secondary stress

3) students will come to understand the need for balance between self-care and other-care

4) students will learn the steps in the journey from novice to seasoned practitioner

5) students will learn the skills necessary to develop a self-care action plan

PSM 6225 Assessment and Appraisal of the Individual

Appraisal of Individuals, Couples, Families, and Groups examines the use, selection, administration, scoring and interpretation of standardized inventories/tests (e.g., personality inventories) related to the field of counseling. This course is designed to provide students with the experience of using various quantitative assessment tools related to treatment planning. By the end of this course, students will have an understanding of individual and group approaches to assessment and evaluation, including all of the following:

a. historical perspectives concerning the nature and meaning of assessment;

b. basic concepts of standardized and non-standardized testing and other assessment techniques including norm referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity;

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

j. presenting testing results both verbally and in written form in relationship to treatment goals.

k. reading, evaluating, and understanding test manuals to be able to assess the appropriateness of an assessment tool for a particular population.

PSM 6225L MHC Labs

This is a required lab that supplements the material for the Appraisal of Individuals, Couples, Families, and Groups course (PSM 6225). In Lab students will work with Teaching Assistants in small groups to examine, practice and use the various assessment instruments that were discussed in class. This lab is designed to provide students with practical experience of using various quantitative assessment tools related to treatment planning.

PSM 6371 Issues in Professional Practice

This is a broad-based course that covers a wide range of issues confronting the professional counselor. Ethical principles that guide professional conduct as counselor-in-training, practitioner, 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 professional counselors are facing in their current work. This course includes training on the New York State required Syllabus on Identification and Reporting of Child Abuse and Maltreatment.

PSM 6430 Stats, Research, and Program Evaluation

This research seminar will focus on readings and discussions of evidence-based treatment and practices. This is a crucial area all too often overlooked by clinicians who hold the belief that psychotherapy research is virtually irrelevant to their clinical practice. Research and program evaluation has much to teach us and is essential and crucial to the viability of clinical practice today. This seminar will spend a good deal of time on the methods as well as the findings of research.

Course Objectives: To gain an appreciation of evidence-based research and program evaluation. Students will demonstrate the ability to research an area of interest, critique the research studies, and comprehend the importance and clinical application of the findings.

PSM 6440 Couples and Family Counseling

The course will focus on the practice of couples and family counseling. The early lectures will provide a discussion of the foundations of family therapy, including the major models of couples and family counseling. The second part of the course will have a strong emphasis on clinical interventions and treatment.

Throughout the course, attention will be directed to cultural and individual diversity in families, and to what we as people and as counselors bring to our professional practice.

PSM 6450 Counseling Children and Adolescents

This course provides a didactic foundation to conduct individual oriented child and adolescent counseling. After developing an awareness of the unique challenges that are involved in working with children and adolescents, we will review relevant treatment techniques and helping strategies.

Course Objectives: 1) gain an understanding of intervention strategies to effectively counsel youth; 2) acquire an awareness of the importance and development of prevention and intervention programs to address the problems of youth; 3) explain the systems theories and relationship of influences such as parents, schools, communities on the lives of children; 4) recognize unique developmental issues related to children and adolescents; 5) demonstrate the counseling process and skills in individual counseling with children and adolescents; and 6) explain and defend their personal approach to counseling children.

PSM 6451 Counseling Older Adults

In addition to highlighting the practices in counseling older adults in the traditional areas, this course provides insight into new and emerging areas of geropsychology. The field of counseling psychology is characterized by long roots in prevention, primary interventions, advocacy, and an emphasis on a growing aging population. The field's fundamental philosophical approach has historically emphasized human strengths, well-being, and prevention. Over the years, this approach has led to emerging emphases on cultural context, dimensions of diversity, the role of

work in people's lives, and expanded roles for counseling psychologists in new settings, contexts, and with new populations. This course will further examine all of these concepts as they apply to older adults.

PSM 6461 Principles in Group Therapy

This course will expose you to the basic theory and practice of group psychotherapy. The course work will illustrate differences between group and individual therapy, highlight the value of group therapy as an effective intervention, and provide students with the necessary tools for forming and conducting groups.

1. Academic Learning: Through textbooks, journals articles, lectures and discussion.
2. Experiential Learning: Through participation in this class students will have to opportunity to examine their role in a group context. This will be part of class discussions. Experiential learning can also come from your own therapy. Whether you decide to choose group, individual or family therapy is a question worth exploring.
3. Observational Learning: Through videos and role playing in class. Your placements hopefully will provide opportunities to observe groups being run by those in the field.

PSM 6483 Substance Abuse and Treatment

This course will provide an overview of the current theories of substance abuse and its treatment. Methods of assessment, intervention and prevention will be explored. We will review the eleven classes of substances according to the DSM IV and specific aspects of dependence, abuse, intoxication and withdrawal for each. Through weekly reading and writing assignments, class discussions and presentations, students will gain a deeper understanding of the issues and complexities of addiction.

PSM 6484 Grief Counseling

Regardless of the practice settings, counselors will inevitably work with clients who are coping with loss (death and and non death related), grief and bereavement. This course is designed to (1). Introduce students to contemporary theories on loss, grief and bereavement and (2). Demonstrate how these theories are applied to clinical practice.

1. Students will become familiar with loss and grief terminology.

2. Students will learn contemporary theories on loss, grief, and bereavement.

3. Students will become knowledgeable of critical guidelines for conceptualizing loss, grief and bereavement.

4. Students will learn the different meanings of loss and the impact of loss on those grieving and on caregivers.

5. Students will examine how race, religion, ethnicity, socio-economic status, gender, age, immigration status and sexual orientation may influence the experience of loss, grief and bereavement.

6. Students will become familiar with the concepts: complicated grief and mourning as well as come to understand the effects of multiple losses, traumatized loss, disenfranchised or stigmatized loss, genocide and the historical transmission od loss on an individual; learning to identify PTSD.

7. Students will learn about companion animal loss.

8. Students will learn skills to help avoid compassion fatigue

PSM 6485 Crisis Counseling

An examination of diverse crisis situations and the assessment and treatment strategies used by mental health professionals to assist individuals, groups and organizations manage and resolve those crises. The purpose of this course is to prepare you for dealing with the inevitable crisis situation you will encounter as a mental health professional. We will spend time reflecting on how people deal with crises, exploring your own crisis experiences, and starting to develop your skills in crisis intervention. However, your major focus throughout the course will be on learning the practical skills of helping people in crisis.

PSM 6500 Advanced Issues in Mental Health Counseling

This course is designed to familiarize students with advanced issues involving the structural and theoretical 'nuts and bolts' of mental health counseling. Students are encouraged to critically think about various approaches to the counseling process, develop their own 'world view' of counseling, and integrate their world view into their conceptualization of a case.

PSM 6503 Lifestyle and Career Development

The course covers the major theories of career development and how to apply these theories in working clients. Topics include gender and multiculturalism, the use of assessment instruments in career counseling, and the role of technology. The course is highly participatory. This semester we will work together in person and online to create understandings of career counseling and career assessment. Using hands-on methods we will put into practice career theories, assessments, techniques, and the career counseling process that we learn about in class (CACREP II.K.4.h, CACREP II.4.f, CACREP II.K.4.a.). We will develop an understanding of multicultural considerations and issues in career counseling (CACREP II.K.4.d, h). Utilizing career development models and theories we will learn to identify internal (e.g., self-esteem) and external (e.g., various life roles, work environment) forces that impact career choice and work adjustment (CACREP II.K.4.d). Additionally, we will develop familiarity with computer assisted career guidance systems and online assessments (CACREP II.4.f). As a culminating activity, we create career education development interventions specific to the student’s future populations

including schools, community and addiction programs and higher education environments (CACREP II K.4.e).

PSM 6504 Integrating Spirituality in Counseling

This elective course for Counseling students presents the most comprehensive coverage of the current state of the psychology of religion and spirituality. It introduces a new integrative paradigm for this rapidly growing and diverse field. This paradigm sheds light on the many purposes religion serves, the rich variety of religious and spiritual beliefs and practices, and the capacity of religion and spirituality to do both good and harm. The course provides in-depth and varied perspectives of leading scholars and practitioners on some of the most vial questions in the field.

PSM 6510 CBT Principles for Counseling

This course will provide an introduction to Cognitive Behavior Therapy (CBT), including the history and theoretical underpinnings of CBT and the evidence base for its effectiveness. Lectures and exercises will emphasize case conceptualization and application. Students will learn to apply some of the most commonly used CBT techniques with their clients in the context of counseling.

PSM 6515 Lifespan Development

PSM 6622 Counseling in Public Settings

PSM 6815 Psychopathology: Child, Adolescents, and Adults

This course provides a framework for exploring the range of psychopathology as presented in the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2000). The class will focus on description, etiology, assessment and diagnosis of major categories of mental illness across the lifespan (child, adolescent and adult). The student will become familiar with multiaxial assessment and diagnosis. Developmental, environmental and dynamic elements of etiology will be considered in the context of case studies. Evaluation and management of high-risk clients and the preparation of mental status exams and intake summaries will be covered.

At the end of the course, students will be able to:

1. Demonstrate an understanding of the concept of psychopathology and apply critical thinking to questions of diagnosis in mental health counseling.
2. Demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders.
3. Demonstrate knowledge of multiaxial assessment and differential diagnosis.
4. Demonstrate an understanding of etiology and diagnosis for all major diagnostic categories.

5. Demonstrate an empathic awareness of a typical client's experience with at least one major pathology.
6. Demonstrate an ability to complete mental status exams and to prepare intake summaries.
7. Demonstrate an ability to screen for suicidal and homicidal intent and to effectively manage suicidal, homicidal and other high risk clients.

PSM 6816 Advanced Issues in Psychopathology

This course provides students an opportunity to explore issues of psychopathology and diagnosis beyond the categorical approach presented in the *Diagnostic and Statistical Manual of Mental Disorders* (American Psychiatric Association, 2000). Psychodynamic, cognitive and person-centered theories of pathogenesis will be studied and applied to case material. Developmental levels of mental organization will be outlined and their relation to psychopathology discussed. Pathological character and personality will be studied and its relationship to categorical diagnosis examined. Time will be taken for special topics such as neuropsychology, trauma, sexual addiction, eating disorders, borderline personality; etc.

At the end of the course, students will be able to:

8. Demonstrate an understanding of the major psychodynamic, cognitive, and person-centered theories of psychopathology and pathogenesis.
9. Demonstrate an understanding of pathological character and personality beyond the DSM.
10. Demonstrate an understanding of defense mechanisms and their implication for understanding a client's pathology and mental organization.
11. Understand the basic neuropsychological theories of trauma and traumatic brain injury.
12. Demonstrate an in-depth understanding of various specific pathologies including anorexia nervosa, sex addiction, borderline personality, etc.
13. Be able to diagnose and understand clients in a complex, multi-modal way.

PSM 6943, 6944 Supervised Field Placement I, II

This year-long proseminar and part-online course is designed to provide a forum in which the numerous aspects of counseling fieldwork and professional identity can be explored and integrated. Students are expected to be actively engaged in a field placement in which this class will also serve as a point for individual and group supervision (this course monitors the New York State Education Department's pre-graduation requirement for 600 supervised contact hours). This course includes the group supervision requirement which includes discussion of pertinent aspects of your field placement. This process includes intense supervision and critiques from your peers.

The readings will include topics such as: clinical supervision models and techniques, establishing the therapeutic relationship with the client, identifying one's own orientation and therapeutic style, working within different mental health settings, when to make referrals, ethics, the process of terminating clients, multicultural and diversity issues, and numerous other clinical issues that arise. An emphasis will also be placed on the importance of a professional orientation

and identity as a Mental Health Counselor including the steps required for licensure. We emphasize a focus on the ethical standards of the American Counseling Association (ACA) as they relate to your experiences in the field and your growth as counselors-in-training.

The class is designed to stimulate discussion in an open format style rather than be a purely didactic experience and students are strongly encouraged to learn from each other through critiques and open feedback. Many clinical issues and topics will be explored and class discussions and group supervision will reflect the diversity of the class and the work each of you are doing.

This course will involve familiarizing you with important online professional information and documents; part seminar, part skills training, and part clinical experience in supervision.

PSM 6946, 6947 Supervised Field Placement III, IV

PSM 6945 Counseling Practicum I

This course will provide the student with the opportunity to practice and refine interviewing techniques through the process of in vivo interviewing, videotaping, feedback and discussion. Different interviewing styles and techniques will be presented and practiced. In addition ways of establishing rapport and how to do a complete mental status exam will be reviewed. The course will focus on developing different interviewing styles, written case presentations.