

Graduate Student Program Manual

Ph.D. Clinical Psychology Program with Health Emphasis

Ferkauf Graduate School of Psychology

Yeshiva University

Last revised: March 4, 2026

This handbook is available on the program's website,

[Program Website](#)

The Ph.D. Clinical Psychology Program, with Health Emphasis, reserves the right to modify content and procedures listed in the student program manual at any time.

Our program is accredited by the American Psychological Association. Inquiries may be directed to the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, N.E., Washington, DC, 20002-4242, Phone: (202) 336-5979.

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FOREWORD

Doctoral training in clinical psychology is a major undertaking. As graduate students you will dedicate time, effort and resources to pursue your professional aspirations. The demands of this challenging career path are high because you will be required to acquire skills and demonstrate competencies in different areas. Specifically, our program espouses the scientist practitioner model, which places equal emphasis on research and clinical training. The additional emphasis of the program on health presents a unique strength. You will learn about the application of clinical psychology, as a science, to health conditions and diseases that vary in terms of etiology, epidemiology, natural course and symptomatology. Your training will be overwhelming at times but also incredibly rewarding.

The faculty devoted significant time and effort to developing and revising the program's curriculum. This handbook provides a comprehensive overview of the process and requirements of your graduate education. Note, however, that this handbook does not substitute for your ongoing and active participation in all aspects of the program.

The science of clinical psychology, notably in its application to assessment and treatment procedures of various health conditions and diseases is in a constant state of change. Our practices evolve as a result of many factors that include but are not limited to advances in knowledge, changes in population demographics, challenging health care environments and insurance policies, and effort to continuously adjust our research and clinical service to new and ever-changing landscapes. The faculty serves as a role model and assumes the responsibility to continuously update our training, research and clinical practices to remain relevant with respect to the current conditions and regulations and to ensure compliance with the code of professional conduct. Under such circumstances you should not be surprised if we revise elements of our training during your tenure in the program.

This graduate student handbook is designed to help you become familiar with the procedures, requirements and values of our program. Furthermore, as clinical psychology graduate students in our program you are *responsible* and *accountable* for all the procedures, guidelines and information provided herein and at the Ferkauf Graduate School of Psychology Catalog.

This manual has evolved over the course of time and has benefited from the contributions of faculty and students. As such, it represents our best and most transparent effort to summarize the current training, procedures, requirements and values of the program. It is, however, and always will remain a “work in progress.”

Jonathan Feldman, Ph.D.
Professor and Program Director
December 7, 2025

INTRODUCTION

Program Overview and Training Philosophy

The Program is designed for full-time students only. This is a five- to six-year program. In addition to the four to five years of coursework, we require one year of full-time predoctoral internship. The length of in-residence training can be completed in four years but the rate of progress varies among students. Moreover, it is not uncommon for students who make satisfactory progress to extend the duration of in-residence training to bolster their research and publications portfolio.

The primary goal of the Program is to train doctoral-level (Ph.D.) students in the ethical science and practice of clinical psychology with an additional emphasis on the interaction of physical and mental health. The program espouses the scientist/practitioner model, which places equal emphasis on clinical and research training. Furthermore, in our view, research and clinical practice are highly integrated and mutually informative.

The Program follows a junior colleague model for education, training, and socialization among the faculty and students. This model posits that clinical, research, and professional psychological skills are best developed through modeling and observational learning. This model emphasizes mutual respect and courtesy between faculty and students, and hopes to instill the value of lifelong learning.

The program has identified four overarching training goals:

Goal 1: Provide sequential and cumulative training of increasing complexity in evidence-based psychological and healthcare assessment, intervention, and consultation services.

Goal 2: Produce independent researchers capable of contributing to the scientific body of knowledge in the field of clinical psychology as it is applied to diverse health issues, and able to educate and mentor future researchers in the field.

Goal 3: Train effective clinical providers and researchers, through comprehensive training that is cumulative and graded in complexity in psychological theories, clinical practice, and research with clinical health psychology as an emphasis.

Goal 4: Provide comprehensive training in the professional values, attitudes, standards and ethics of clinical work and research with diverse individuals and groups.

Our training process is sequential, graded in complexity and cumulative. Upon entering the program, each student is assigned a core faculty member as an academic advisor, who meets with the student at least twice per year to address academic and program-related issues. During the first month of the program, each student collaboratively identifies a research mentor, a core faculty member who provides individual supervision to students in her/his lab about research and career development mentorship throughout the student's tenure in the program. Academically, students first complete core courses and emphasis is placed on achievement of foundational knowledge.

Clinical training begins in the spring semester of the 1st year with our in-house training clinic, the Parnes Clinic, as part of the program's Behavioral Medicine Practicum sequence. In the second

year and throughout their tenure in the program students are placed in year-long externships, which are formal external clinical training sites typically located in medical centers, hospitals and outpatient clinic settings. After the students satisfactorily achieve all academic and clinical requirements during in-residence training, they are required to complete a full-time predoctoral internship (see clinical training section for further details).

The program's robust training in research is focused on the application of clinical psychology to diverse health conditions and populations. The research lab courses, which are required throughout the tenure of the students in the program, serve as platforms for students to learn core concepts related to the specific research area and to develop, implement and successfully complete their research projects. The student is required to achieve two research milestones, the predoctoral project and dissertation thesis (see research section for details).

Students are expected to demonstrate competencies in all areas of training. Our assessment of competencies is based on academic performance, direct observations of expected skill sets, indirect evaluations including but not limited to students' evaluations by clinical supervisors as well as procedures developed by the program faculty to directly observe and evaluate core clinical and research competencies. In addition, the program has developed two independent procedures that assess competency in a manner consistent with the APA competency benchmark system. During the first year's assessment sequence, students are required to demonstrate specific competencies in the administration, scoring and interpretations of cognitive and personality tests (see assessment competency section for details). The comprehensive clinical and research examinations begin in the spring semester of the second year and may continue until the end of the fall semester of the third year depending on whether and the degree to which remedial processes are required (see comprehensive examination section for details).

Communication between faculty and students: The program developed a structure that is designed to provide multiple avenues for students and faculty to communicate to optimize the process of training. All faculty members are accessible through regular office hours and by appointment. All students attend 1) Town Hall Meetings (once/semester), 2) class meetings with the Program Director (at least once/semester), 3) Provide student evaluations of each course, which are reviewed by faculty, and 4) collaborate on research with faculty mentors. Students who wish to be more involved in communicating with faculty may choose to 1) become a representative on the Organization of Psychology Students (a student-elected, Ferkauf-wide student body), 2) become a Student Cohort Representative (a program-specific, student elected designation for two students in each class), or 3) apply to be a Program TA (a faculty-selected position to assist with management of the program). In addition, the program has *Student Life and Curriculum Committees*, which are led by select faculty members. The committees address issues that include but are not limited to 1) running a department colloquium series, 2) evaluating core and elective courses, 3) supporting student activities in professional organizations, including campus chapters of Association of Neuropsychology Students in Training and Division 22 (Rehabilitation Psychology), and campus representative for Division 38 (Health Psychology), and 4) implementing fair and transparent selection and election procedures for student positions.

In addition to the manual, the [program's website](https://www.yu.edu/ferkauf/degrees-programs/clinical-psychology-health-emphasis), (<https://www.yu.edu/ferkauf/degrees-programs/clinical-psychology-health-emphasis>), provides access to faculty profiles, information about upcoming

events, noteworthy achievements by faculty and students, key documents, and important programmatic updates. The program has active and routinely updated Facebook <https://www.facebook.com/groups/593493427443350/members> and LinkedIn <https://www.linkedin.com/company/ferkauf-clinical-psychology-with-a-health-emphasis-ph-d-program> pages.

Cautionary Statement: Social media can be a powerful and effective means of communication. Students, however, should be fully aware of both the pitfalls and personal responsibilities involved when posting on social media. Please refer to Yeshiva University social media policy for general guidelines (see [YU Social Media Policy](#))

Accreditation status: The Ph.D. Clinical Psychology with Health Emphasis program is accredited by the American Psychological Association (APA). Following the APA site visit in December 2016, the program was granted the maximal 7-year accreditation. The next site visit will take place in 2023.

The APA Office of Program Consultation and Accreditation supports the APA Commission on Accreditation (CoA) in carrying out its responsibilities as the nationally recognized accrediting body for education and training programs in professional psychology. Contact information for the CoA is provided below:

Contact APA Accreditation
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242

Phone: 202-336-5979, 202-336-5979
TDD/TTY: 202-336-6123
Fax: 202-336-5978

Program Faculty and Contact Information

Jonathan Feldman, Ph.D.
Professor and Program Director
jonathan.feldman@yu.edu
<http://jonathanfeldmanlab.wixsite.com/feldmanlab>

Jeffrey Gonzalez, Ph.D.
Professor
jeffrey.gonzalez@yu.edu
<http://jeffreygonzalezlab.wixsite.com/gonzalezlab>

Sugandha Gupta-Louis, Ph.D.
Assistant Professor
sugandha.guptalouis@yu.edu
<https://www.guptalouislab.com/>

Bari Hillman, Ph.D.
Clinical Associate Professor
Director of Clinical Training and Assistant Program Director
bari.hillman@yu.edu

Roe Holtzer, Ph.D.
Professor
roee.holtzer@yu.edu
<http://holtzerneruropsych.wixsite.com/holtzerneruropsychlab>

Hannah-Rose Mitchell, Ph.D.
Assistant Professor
hannah.rose@yu.edu
<https://hannahrosemitchell5.wixsite.com/psychosocialoncology>

Elizabeth Seng, Ph.D.
Professor
elizabeth.seng@yu.edu
<http://elizabethsenglab.wixsite.com/senglab>

Andrea Weinberger, Ph.D.
Professor
andrea.weinberger@yu.edu
<http://andreaweinbergerla.wixsite.com/andreaweinbergerlab>

Vance Zemon, Ph.D.
Professor
vance.zemon@yu.edu
<http://vancezemonlab.wixsite.com/vancezemonlab>

Student Characteristics

The Program is highly successful in recruiting incoming classes that consistently meet high standards of academic excellence. Applicants to the program are screened for exposure to clinical settings and populations, research and publication experience, particularly in clinical and health psychology, quality of recommendations, quality of recommendation writers, quality of undergraduate school, outstanding accomplishments, undergraduate grades, scientific background, and GREs.

The Program's students share the common intended career path of becoming well-trained professionals in the field of clinical psychology. Furthermore, applicants who are admitted to the program all express an interest in developing special expertise in health-related areas and/or competence to deliver services in diverse health settings. As a Ph.D. program, all students hold the desire to be producers of excellent clinical and research contributions to the field.

Diversity

The program has a commitment to diversity among our faculty and student body. In addition to our commitment to recruiting a diverse faculty and student body, it is recognized that both clinical and research training in diversity related issues constitute a central component to the development of a competent clinical psychologist.

We expect our students to be capable of demonstrating graduate-level knowledge of diversity issues in professional clinical practice and research and acquire an awareness of issues relating to issues of rights, social responsibility, and ethical practices. Assessment of these competencies is achieved by evaluating grades in relevant courses, supervisory and faculty ratings on diversity issues in their clinical work, and competence in cultural and personal differences in their research.

Statement on Non-Discrimination, Affirmative Action, and Sexual Harassment

As an integral part of the Affirmative Action Program of the Ferkauf Graduate School of Yeshiva University, the program has a long-standing commitment to affirmative action and equal opportunity. The program has a commitment to apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and all spheres of academic life.

All University decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence. Affirmative Action procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. This policy is designed to ensure that recruitment, hiring, training, promotion, and all other personnel actions take place and all programs involving students, both academic and non-academic, are administered regardless of race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, marital status, sexual orientation or citizenship status as those terms are used in the law. In addition, this policy is designed to maintain a work and academic environment free of sexual harassment and intimidation. According to the guidelines of the Equal Employment Opportunity Commission (EEOC), unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of

such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The responsibility for the University's affirmative action/equal opportunity and sexual harassment policy lies with all associate and assistant deans, chairpersons, department heads, directors, administrators, managers and supervisors in their areas of responsibility and requires the commitment of the entire University community. Administrative and investigative responsibility has been assigned to the Affirmative Action Administrator (718) 430-2552. If you have any questions relating to affirmative action or equal opportunity issues or believe that this policy's requirements are being violated, you should contact the Affirmative Action Administrator who will undertake a confidential investigation. The University will take appropriate corrective action to remedy all violations of this policy, up to and including termination. Where appropriate, the University may also report discriminatory conduct to licensing boards. As always, when investigating any allegations of discrimination, care will be taken to ensure that there will be no retaliation taken against the complainant for making such an allegation.

THE ACADEMIC CURRICULUM

The Core Curriculum

Table 1: Core Courses Years 1-5

| | | | |
|-------------------------------------------------------------|-------------------|--------------------------------------------------------------|-------------------|
| FALL FIRST YEAR | 20 CREDITS | SPRING FIRST YEAR | 17 CREDITS |
| Research Seminar I | 3 credits | Research Seminar II | 3 credits |
| Statistics I [PSA6280] | 3 credits | Statistics II [PSA6283] | 3 credits |
| Concepts in Psychotherapy [PSH6191] | 3 credits | Issues in Professional Practice (Health) [PSA6371] | 3 credits |
| Research Methods in Clinical Health Psychology [PSH6371] | 3 credits | Behavioral Medicine Therapy & Practicum (BMed) I [PSH6543] | 3 credits |
| Psychopathology and Illness [PSH6464] | 3 credits | Personality Theory & Assessment with Lab [PSH6432] | 4 credits |
| Intellectual & Cognitive Assessment (with lab) [PSH6431] | 4 credits | Clinical Health Professional Seminar II [PSH8944] | 1 credit |
| Clinical Health Professional Seminar I [PSH8943] | 1 credit | | |
| | | SPRING SECOND YEAR | 13 CREDITS |
| FALL SECOND YEAR | 10 CREDITS | Research Seminar II | 3 credits |
| Research Seminar I | 3 credits | Neuroscience of Human Behavior, Cognition & Affect [PSH6014] | 3 credits |
| Behavioral Medicine Therapy & Practicum (BMed) II [PSH6544] | 3 credits | Cognitive Behavior Therapy [PSH6500] | 3 credits |
| Physiological Health Psychology [PSH6938] | 3 credits | History & Systems [PSA6601] | 3 credits |
| Clinical Health Professional Seminar III [PSH8945] | 1 credit | Clinical Health Professional Seminar IV [PSH8946] | 1 credit |
| | | | |
| | | SPRING THIRD YEAR | 10 CREDITS |
| FALL THIRD YEAR | 10 CREDITS | Research Seminar II | 3 credits |
| Research Seminar I | 3 credits | Social Psychology in Health [PSH6935] | 3 credits |
| Multicultural & Diversity Issues [PSA6181] | 3 credits | Cognitive & Affective Bases of Behavior [PSA6472] | 3 credits |
| Lifespan Development [PSA6515] | 3 credits | Clinical Health Professional Seminar VI [PSH8948] | 1 credit |
| Clinical Health Professional Seminar V [PSH8947] | 1 credit | | |
| | | SPRING FOURTH YEAR | 10 CREDITS |
| FALL FOURTH YEAR | 10 CREDITS | Research Seminar II | 3 credits |
| Research Seminar I | 3 credits | Psychopharmacology [PSA6071] | 3 credits |
| Test Construction [PSH6321] | 3 credits | Dissertation [PSH8931]* | 3 credits |
| Dissertation [PSH8931]* | 3 credits | Clinical Health Professional Seminar VIII [PSH8950] | 1 credit |
| Clinical Health Professional Seminar VII [PSH8949] | 1 credit | | |

| | | SPRING FIFTH YEAR | 1 or 2 CREDIT(S) |
|-------------------------------------------------|-------------------------|--------------------------------------------------|-------------------------|
| FALL FIFTH YEAR | 1 or 2 CREDIT(S) | Clinical Health Doctoral Internship II [PSH8942] | 1 credit |
| Clinical Health Doctoral Internship I [PSH8941] | 1 credit | Dissertation Extension [PSH8999]* (optional) | 1 credit |
| Dissertation Extension [PSH8999]* (optional) | 1 credit | | |

List of Fall Semester Research Seminars with course numbers (Research Seminar I):

[PSH 6009] Psychology of Asthma I (Feldman)
 [PSH 6013] Psychology of Diabetes I (Gonzalez)
 [PSH 6941] Neuropsychology & Cognition Research I (Holtzer)
 [PSH 6019] Headache & Adherence I (Seng)
 [PSH 6021] Smoking and Nicotine Dependence Research I (Weinberger)
 [PSH 6017] Systems Neuroscience I (Zemon)
 [PSH 6401] Psychosocial Oncology I (Mitchell)
 [PSH 6433] Cardiovascular Behavioral Medicine I (Gupta-Louis)

List of Spring Semester Research Seminars with course numbers (Research Seminar II):

[PSH 6010] Psychology of Asthma II (Feldman)
 [PSH 6016] Psychology of Diabetes Research II (Gonzalez)
 [PSH 6944] Neuropsychology & Cognition Research II (Holtzer)
 [PSH 6020] Headache & Adherence II (Seng)
 [PSH 6022] Smoking and Nicotine Dependence Research II (Weinberger)
 [PSH 6018] Systems Neuroscience II (Zemon)
 [PSH 6402] Psychosocial Oncology II (Mitchell)
 [PSH 6434] Cardiovascular Behavioral Medicine II (Gupta-Louis)

*Research Seminars are repeated courses. Students must register for 8 semesters total of research seminar during the program: 4 semesters of Research Seminar I in the Fall semesters and 4 semesters of Research Seminar II in the Spring semesters during the first four years of the program.

*Dissertation (PSH 8931) may be a repeated course. Students must register for and complete at least one semester of Dissertation, completing one or two semesters depending on when they first register for the course. Students in their 4th year who register for the course in the fall semester will register for two semesters of the course (in the fall and spring semesters). For students in their 4th year who first register for the course in the spring semester, they will register for the course once. Students in their 5th year and beyond who have registered for at least one semester of Dissertation, but have not yet defended their dissertation, are eligible to register for Dissertation Extension (PSH 8999), a 1-credit course that satisfies requirements for full time status until the dissertation is successfully defended.

The curriculum of the Ph.D. Clinical Psychology (Health Emphasis) Program has been designed so that the sequence of training is sequential and cumulative. In order to fulfill the requirements of the program, students must complete all required courses. See Table 1 for the Core Courses that are required during the first four years of the program.

Sequential Training: A Year-by-Year Guide

First Year: Students in their first year take a range of courses related to core knowledge and skills in research and clinical domains, with an emphasis on building a foundation of clinical skills. Students take Psychopathology & Illness in the fall semester and Behavioral Medicine Therapy & Practicum (BMed) I in the spring semester. Through the BMed I course, students begin to see clients through the Program's in-house clinic, the Parnes Clinic, where they conduct supervised clinical interviews and individual psychotherapy. Students also develop skills in cognitive and personality assessment through the year-long assessment sequence of Intellectual & Cognitive Assessment in the fall and Personality Theory & Assessment in the spring. Mastery of basic assessment skills are assessed through competency exams. Additional clinically-related courses include Concepts in Psychotherapy and Issues in Professional Practice. First year students work with the Director of Clinical Training (DCT) through the Clinical Health Professional Seminar I and II courses. In Clinical Health Professional Seminar I and II, the DCT orients and prepares the students for their formal externship placements with information about the process, academic readings, group exercises, and class discussions all designed to engender a culture of competency-based self-assessment and the integration of science and practice. First year students also select a research mentor and register for two semesters of their mentor's Research Seminar. Academic courses during the first year include Statistics I and II, and Research Methods in Clinical Health Psychology.

Second Year: In their second year, students continue to build on the clinical, research, and academic skills they began to develop in their first year. Students build on the skills developed in Behavioral Medicine Therapy & Practicum (BMed) I as they complete Behavioral Medicine Therapy & Practicum (BMed) II and Cognitive Behavior Therapy. Second year students also continue to see clients through the Parnes Clinic. Students continue to develop their research skills through two semesters of their mentor's Research Seminar and continue to work with the DCT through Clinical Health Professional Seminar III and IV. Emphasis is also placed on academic coursework during the second year including courses in History & Systems, Physiological Health Psychology, and Neuroscience of Human Behavior, Cognition and Affect.

Third Year: Students in the third year take fewer courses than the earlier years to allow time for clinical work and research. Students build on skills they developed in their second year through two semesters of their research mentor's Research Seminar and two semesters of Clinical Health Professional Seminar V and VI. Additional academic and clinically oriented classes include Social Psychology in Health, Lifespan Development, Multicultural & Diversity Issues, and Cognitive & Affective Bases of Behavior.

Fourth Year: Similar to the third year, students in the fourth year take fewer courses to allow time for clinical work and research. Students continue to take two semesters of their research mentor's Research Seminar and two semesters of Clinical Health Professional Seminar (VII and VIII). Students also register for Dissertation Planning I and II with their research mentor so they can dedicate significant time to their doctoral dissertation project. Additional academic and clinically oriented classes include Test Construction and Psychopharmacology.

Elective Courses and Minors

Ph.D. Clinical Psychology (Health Emphasis) Program Minors

Students have the option to complete a number of minors that are offered by the Clinical Psychology (Health Emphasis) Ph.D. Program. In order to successfully fulfill the requirements for a minor, a student must complete all required coursework with grades of B+ or higher in each course as well as any required externships and/or research projects. A summary of each minor can be found below and can also be found in the Ferkauf Graduate School of Psychology Academic Catalog.

Students interested in elective training opportunities through the minors are required to schedule an in-person appointment with the faculty member who directs the minor they wish to pursue in order to discuss the training process and requirements, and to receive formal approval.

Clinical Neuropsychology Minor (Director: Dr. Roe Holtzer): 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 Minor. Successful completion of the courses “Neuroscience of Human Behavior, Cognition and Affect” and “Physiological Health Psychology” also serves as a prerequisite 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: Physiological Psychology [PSH 6938], (2) Neuroscience of Human Behavior, Cognition and Affect [PSH 6014], (3) Clinical Neuropsychology I [PSH 6011], (4) Clinical Neuropsychology II [PSH 6012], (5) Psychopharmacology [PSA 6071].

Research Methodology and Statistics Minor (Director: Dr. Elizabeth Seng): 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 Statistics I [PSA 6280] and Statistics II [PSA 6283] as prerequisites to the minor. Students will then take coursework in Applied Statistics in Health [PSH 6284], Social Psychology in Health [PSH 6935], Qualitative Research [PSA 6289], and Test Construction [PSH 6321]. Students will also practice advanced research methodology and statistics skills through an applied project, which will consist of a written document describing the application of an advanced methodological or statistical technique in either an academic research project, an abstract submitted to a conference, or a peer-reviewed publication.

Addictions Minor (Director: Dr. Andrea H. Weinberger): The Addictions Minor requires the completion of the three courses (listed below) which will provide the students with training related to clinical work in addictions (e.g., assessment, treatment), research (statistical analysis of addiction-related data), and the association of addictions to health. To fulfill the requirements of the minor, students must also complete one of the following: (1) a clinical externship with an emphasis on clinical work in addictions or (2) a research project focused on addictions. The externship and research project must be approved by the minor advisors. The following courses are required to complete the Addictions Minor: (1) Applied Statistics in Health [PSH 6284], (2) Health and Addictions [PSH 6421], and (3) the American Psychological Association (APA)

Substance Use Disorders (SUD) Curriculum [<https://www.apa.org/ed/graduate/substance-use>]. For the APA SUD Curriculum, the certificate of completion must be submitted to Dr. Weinberger in order to get credit for the course as part of the Addictions Minor.

Additional Minors

Clinical Psychology (Health Emphasis) Ph.D. Program students are eligible to complete several minors that are offered through the Clinical Psychology Psy.D. program or the School-Clinical Child Psychology Psy.D. program at the Ferkauf Graduate School of Psychology. In order to successfully fulfill the requirements for a minor, a student must complete all required coursework with grades of B+ or higher in each course as well as any required externships and/or research projects. A summary of each minor can be found below and can also be found in the Ferkauf Graduate School of Psychology Academic Catalog.

Geropsychology Minor (Director: Dr. Richard Zweig): 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 Assessment and Treatment of Older Adults [PSC 6448], an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults. *Required Coursework*: (1) Assessment and Treatment of Older Adults [PSC 6448] and (2) Two of the following courses: Neuroscience of Human Behavior, Cognition, and Affect [PSA 6014]; Geropsychology Lab I [PSC 6449L] & II [PSC 6450L]; Research in Depression & Personality Disorders in Older Adults I [PSC 6459L]; Research in Depression & Personality Disorders in Older Adults II [PSC 6450L]; Clinical Neuropsychology I [PSH 6011] & Clinical Neuropsychology II [PSH 6012] (only open to students pursuing the Neuropsychology minor); Geriatric Neuropsychology Practicum I [PSC 6449] & Geriatric Neuropsychology Practicum II [PSC 6550] (open to participants in the FOAP geropsychology externship ONLY). *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).

Child Minor (Director: Dr. Greta Doctoroff): Students in all doctoral programs have the option of completing a Child Minor. Students must contact the School-Clinical Child Program Director *prior* to registration for the Spring semester to apply for the child minor. Please be aware that availability may be limited based on enrollment in any given year. Students accepted to the minor will be assigned a Child Minor advisor. The Child Minor requires the completion of four courses that must be taken in the order listed below. These courses equip students with foundational knowledge to inform future supervised training outside of the minor in child and adolescent therapy. In addition to these courses, Child Minor students must also have either 1) a year-long externship which involves 75% of time dedicated to child/adolescent therapy/assessment that has been approved by the Child Minor advisor or 2) a doctoral research project which is focused on child or adolescent research that is approved by the Child Minor advisor. See the Table below for further details. Please note: the Child Minor does not involve the opportunity to complete the Child Therapy Practicum courses, which are reserved for students in the School-Clinical Child Program.

Initial Required Sequence of Courses

After approval to enter the minor, students are assigned a Child Minor advisor and take the following courses:

1. Students in the Minor must take *Developmental Psychopathology* as their first course (or simultaneously with *Beginning Work with Children, Parents and Families*) to gain familiarity with different approaches to understanding and conceptualizing childhood and adolescent disorders, with a focus on a developmental psychopathology framework. Students will learn biological, developmental, familial and sociocultural factors relevant to the development of psychopathology. This course is typically offered only in the Spring semester.
2. After successful completion or concurrently with *Developmental Psychopathology*, students must take *Beginning Work with Children, Parents and Families*. This course provides an overview of theoretical approaches to treatment and foundational skills to support the therapeutic alliance. This course prepares students to embark on more specialized coursework as outlined below. This course is typically offered only in the Spring semester.

Choice of Psychodynamic or Cognitive-Behavioral Psychotherapy Course Sequence:

Students then have the option to complete *either* two courses in Cognitive Behavioral Psychotherapy with Youth *or* two courses in Psychodynamic Psychotherapy with Youth to complete the coursework required for the Child Minor.

1. Students who elect to pursue Cognitive-Behavioral Psychotherapy coursework will take *Cognitive-Behavioral Psychotherapy for Youth I and II* which provide foundation in CBT theory as well as a grounding in the evidence base, conceptualization, therapy techniques and process for CBT treatment for children, adolescents, and families.
2. Students who elect to pursue Psychodynamic Psychotherapy coursework will take *Psychodynamic Theory* and *Psychodynamic Psychotherapy for Youth* which provide foundation in Psychodynamic theory as well as grounding in the evidence base, conceptualization, therapy techniques and process for children, adolescents, and families.

Externship or Research Experience Focused on Child Work:

For completion of the Child Minor, the Child Minor advisor must approve the student’s year-long externship that has a substantive focus on child therapy/assessment (75% or more of training time) *OR* a research project involving a significant focus on children or adolescents.

| <u>Child Minor</u> | <u>Course Sequence</u> | <u>Child Externship:</u> |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| | <ol style="list-style-type: none"> 1. <i>Developmental Psychopathology</i> Course # PSS 6250 (Spring) 2. <i>Beginning Work with Children, Parents, and Families</i> Course # PSS 6610 (Spring) | A year-long externship which involves 75% of time dedicated to child/adolescent therapy/assessment that has been |

| | | |
|--|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <i>AND EITHER</i> | approved by the Child Minor advisor. |
| | 3. <i>Cognitive Behavioral Psychotherapy for Youth I</i> Course # PSS 6213 (Fall) | <i>OR</i> |
| | 4. <i>Cognitive Behavioral Psychotherapy for Youth II</i> Course # PSS 6449 (Spring) | <u>Dissertation/</u> <u>Research Project II:</u> |
| | <i>OR</i> | focused on child or adolescent research that is approved by the Child Minor advisor. The Child Minor advisor must serve as Reader for oral examination. |
| | 3. <i>Psychodynamic Theory</i> Course # PSS 6118 (Fall) | |
| | 4. <i>Psychodynamic Therapy for Youth</i> Course # PSS 6119 (Spring) | |

Master of Arts Psychology

Program description: The MA in Psychology at Ferkauf Graduate School of Psychology of Yeshiva University is a 36-credit master's degree in psychology only available for students who were admitted to one of Ferkauf's doctoral programs. Students can choose from a list of approved graduate courses in psychology (see courses below). Students need a passing grade of B or better and must maintain a 3.0 GPA.

Transfer credit policy: Students are allowed up to 12 transfer credits. The courses must be graduate level and the student must receive a B or better grade for the course to transfer. Ferkauf faculty must also approve course equivalence before transfer.

GPA Requirement: 3.0

Admissions:

A student admitted to a doctoral program who wishes to receive an MA degree must apply for admission to the Master of Arts Psychology program (36 credits). Students must be counseled by their advisors into making an admissions application.

More details can be found in the Ferkauf Graduate School of Psychology Academic Catalog and students can contact the registrar for information regarding the application process, forms, and fees (see **Appendix D**).

| Conferral date | Admission Application Deadline <i>*see academic calendar for exact deadline</i> |
|-----------------------------|------------------------------------------------------------------------------------|
| January | October 15 (prior year) |
| June, August, and September | February 15 (prior year) |

Graduation:

Only students admitted to the MA program are eligible for the following conferral dates:

| Conferral Date | Graduation Application Deadline |
|-------------------------|----------------------------------------|
| January | November prior year |
| June, August, September | March the same year |

Students must submit a Graduation Application to the Office of the Registrar by the deadline to be considered for a Master of Arts degree.

Leave of Absence (LOA):

If a student is on a LOA and wishes to be awarded a MA degree, the following applies:

- a. Must have met the requirements for the MA *prior* to going on LOA
- b. Approved by the program director
- c. Apply by the deadline

Requirements

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <u>MA in Psychology – 36 credits</u> (must choose 12 courses from below-additional courses may qualify if approved by Program Director and Dean) | |
| | |
| <u>Core Classes</u> | <u>Credits</u> |
| PSA 6071 Psychopharmacology | 3 |
| PSA 6181 Multicultural & Diversity Issues | 3 |
| PSA 6280 Statistics I | 3 |
| PSA 6283 Statistics II | 3 |
| PSA 6371 Issues in Professional Practice | 3 |
| PSA 6472 Cognitive & Affective Bases of Behavior | 3 |
| PSA 6515 Lifespan Development | 3 |
| PSA 6601 History & Systems of Psychology | 3 |
| PSA 6930 Physiological Psychology | 3 |
| | |
| <u>Clinical Health</u> | <u>Credits</u> |
| PSH 6014 Neuroscience of Human Behavior, Cognition, & Affect | 3 |
| PSH 6191 Concepts in Psychotherapy | 3 |
| PSH 6321 Test Construction | 3 |
| PSH 6371 Research Methods in Clinical Health Psychology | 3 |
| PSH 6431 Intellectual & Cognitive Assessment | 3 |
| PSH 6432 Personality Theory and Assessment | 3 |
| PSH 6464 Psychopathology & Illness | 3 |
| PSH 6500 Cognitive Behavior Therapy | 3 |
| PSH 6543 Behavioral Medicine Therapy & Practicum I | 3 |

| | |
|-----------------------------------------------------|---|
| PSH 6544 Behavioral Medicine Therapy & Practicum II | 3 |
| PSH 6938 Physiological Health Psychology | 3 |
| PSH 6935 Social Psychology in Health | 3 |

*Students formally enter the doctoral candidacy stage of their graduate studies only after they successfully fulfill all the requirements for the Master of Arts Psychology degree, complete their predoctoral research project, and successfully pass the Research and Clinical Comprehensive Examinations.

RESEARCH TRAINING

General Organization

Students work with a research mentor from the core faculty based at Ferkauf who serves as the student's dissertation chair. Students attend their mentors' laboratory meetings throughout their tenure at Ferkauf. Students may also receive co-mentoring from associate faculty at the medical school as members of their dissertation committees.

During the first month of the program, each student collaboratively identifies a research mentor, a core faculty member who provides individual supervision to students in her/his laboratory regarding research and career development mentorship throughout the student's tenure in the program. This process is specifically designed to ensure that competencies in the research domain are achieved and that program requirements are met in the context of the predoctoral and dissertation projects. The research laboratory courses, which are required throughout the students' tenure in the program, serve as platforms for students to learn core concepts related to the specific research area and to develop, implement and successfully complete their research projects.

Students are also required to pass a comprehensive examination evaluating competencies related to research, with an emphasis on clinical health psychology, over the summer following their second year in the Program (see Comprehensive Evaluation section for details).

Research Labs and Courses

Students choose a research mentor who is most closely aligned to their research interests from among eight core Clinical Psychology (Health Emphasis) Ph.D. Program faculty. Typically, the research mentor is also the student's dissertation chair. Students will attend their research mentor's research lab courses throughout their tenure at Ferkauf. Students may request to collaborate with a faculty member from the associate faculty based at the medical school. However, students will be expected to pick a primary research mentor from among eight core faculty based at Ferkauf to serve as chair of their dissertation committee. Students are allowed to change their research mentor at any time during their tenure at Ferkauf. However, this should be done with adequate discussion between their academic advisor, current research mentor, and the proposed new research mentor.

Research Seminars are required weekly 3-credit courses for graduate students with their respective mentors in which discussions are held regarding the scientific foundations of that field, current scientific work in relevant topics of research, and development of research ideas and design of scientific studies to be conducted by the students with the aim of completing predoctoral research projects and doctoral dissertations, as well as supporting group research projects. Oral and written communication skills are developed through presentations to the group and at professional conferences and in preparation of proposals, progress reports and final manuscripts/theses.

All faculty research efforts involve student participation as evidenced by student co-authorships on faculty papers, and presentations. Hence, faculty members are able to provide students with a breadth and depth of training in clinical psychology and related health areas, and a range of clinical and research experiences in diverse settings/populations that enable students to have multifaceted perspectives and experiences of the issues they might encounter in clinical psychology.

Research laboratories are a mechanism for encapsulating the junior colleague training model. Students have the opportunity to develop close links with a member of the core faculty and senior students working with that faculty member. All laboratories have a didactic as well as an experiential component.

Research laboratories provide exposure to each faculty member's research areas, including relevant literature, theory, clinical applications, research methods, methods of analyses, potential career options, and preparation for careers in specific areas of interest. Students work together in teams of junior and senior colleagues to develop their own independent areas of interest within a larger general topic area. An important part of the laboratory experience is obtaining research supervision experience, where senior students frequently provide training and supervision to junior colleagues. Training is also provided in formal presentations at scientific meetings. Students are also encouraged to present their research findings at local, national, and international meetings. Preparation for these meetings is done during laboratory meetings. Laboratories available include Asthma (Feldman), Diabetes (Gonzalez), Neuropsychology & Cognition (Holtzer), Headache and Adherence (Seng), Smoking and Nicotine Dependence (Weinberger), Systems Neuroscience (Zemon), Psychosocial Oncology (Mitchell), and Cardiovascular Behavioral Medicine (Gupta-Louis).

Students are also required to pass a comprehensive examination evaluating competencies related to research, with an emphasis on clinical health psychology, over the summer following their second year. The document adheres to the formatting and content requirements of the research strategy portion of an NIH F31 proposal for a training grant. Students are asked to demonstrate their ability to: 1) comprehensively and concisely review, interpret and critique the available research; 2) propose testable hypotheses, based on available evidence and informed by theory; 3) describe and justify a scientifically-sound and innovative approach to a clinical health psychology research study that provides a strong test of hypotheses and is feasible as a dissertation project. Each proposal is reviewed by a committee of two faculty members who score the proposal based on its significance, innovation and the soundness of the proposed approach (study design).

The research comprehensive examination begins in the summer between the second and third years and depending on the extent of revisions may extend into the end of the fall semester of the third year. The students receive written and oral feedback from the faculty members who tested them. In addition, the faculty devotes two separate meetings to discuss students' performance on the research examination. This mechanism is specifically designed to ensure that faculty pairs are consistent and fair with respect to the expectations and grading of the students. Following the meetings, when revisions are necessary, students receive individually-tailored remediation plans to address specific areas of weakness in competency. Formal feedback on areas of strength is

also provided. For additional details, see Research Comprehensive Exam, p. 30.

Predocutorial Project

The predoctoral research project is to be submitted by December 15th of the fall semester of the third year, and students are required to complete their predoctoral research project by the end of the spring semester in order to be eligible to apply for internship the following fall (i.e., students planning to apply to internship in their fourth year must complete their predoctoral research project by the end of the spring semester in their third year). Research progress is monitored and supervised by the core faculty member who is the student's research mentor. The research project should employ appropriate methods, adequate statistical analyses, and an acceptable number of people or animal subjects to test the hypothesis. A short write-up of the proposed predoctoral project or research idea, called the "Predocutorial Proposal" needs to be approved by the faculty research mentor (see form in **Appendix B.8**).

When the research project is completed, it should be written following American Psychological Association style for a journal article and be approved by the student's research advisor. The final version must also be approved and graded by the research mentor, who must sign the manuscript as well as the Predocutorial Research Project Approval Form (see **Appendix B.9**). Students are strongly encouraged to publish their predoctoral research project.

Doctoral Dissertation

Dissertation Proposal Readiness

Students are required to obtain their research mentor's approval to proceed with their dissertation proposal defense (see **Appendix B.10**). This signed form should then be emailed to committee members when the student sends the dissertation proposal. This ensures that the committee members are aware that the mentor has approved this draft and the student is ready for the proposal defense. Always allow at least 3 weeks for committee members to read any dissertation documents.

Dissertation Committee

A meeting of the dissertation committee is required before a student begins formal work on his/her dissertation project. The chair of the committee must be a core faculty member of the Clinical Psychology (Health Emphasis) Ph.D. Program. However, the two other committee members may come from outside the university. This may happen if the outside member(s) has special expertise or is deeply involved in work with the student. In this case, the outside member(s) must have his/her CV presented to the program director and the Dean's office by the Ferkauf committee chair and must be approved before they can sit on a dissertation committee (see Appendix B.12).

In addition to the three dissertation committee members, two readers will be selected later on for the dissertation defense. At least two of the five members (3 committee members, 2 readers) must be Ferkauf faculty members.

Dissertation Proposal

After assembling a committee, students should begin writing their dissertation proposal, which

includes a literature review/background and significance section, hypotheses, procedures and instruments, power calculations, and proposed statistical analyses (see official headings below). APA style must be followed. Students must register also for Doctoral Dissertation Planning.

Dissertation Proposal Contents:

1. Introduction
2. Background and Significance
3. Rationale/Hypotheses
4. Innovativeness or Unique Contribution of the Study
5. Data Analysis Plan (to be outlined separately for each hypothesis)
6. Power Analysis Section
7. Methods (detailed)
8. Ethics
9. Risks and Benefits
10. Timeline
 - a. Dates of data collection commencement and completion
 - b. Date of data analysis completion
 - c. Date the document will be written and regular feedback from the chair sought
 - d. Date of document submission to the committee
 - e. Date when readers will be chosen (in consultation with the chair)
 - f. Date the student plans to submit the final document to the entire committee and the readers (must be three weeks before the defense).

Included in the proposal must be a timeline that describes when data collection will start and end, when written feedback will be sought, and when the document will be submitted to committee. This timeline may be adjusted by submitting a memo to the committee and readers. The committee must be notified and approve any changes in the proposed study due to data collection or other difficulties. The committee must sign off on changes by re-using the proposal forms provided.

Next, the dissertation proposal meeting is held, where the student presents the proposal to the committee. Criticisms and research problems are voiced and corrected, and the student is told whether she/he should proceed with the project. If approved, the proposal (see **B.11**) is signed by all involved and filed in the Psychology Office.

Dissertation Format

A formal write-up for the dissertation is outlined below and American Psychological Association style should be followed. Chapters are submitted to the chairperson and revised as necessary. Once the chairperson approves them, they are circulated to the other two committee members. Changes are made as necessary and once the three committee members have approved these chapters they become the final draft of the dissertation. When all agree to the finished document, the date for the oral defense can be set. This does not imply that the hypotheses of the dissertation must have been confirmed. Once the committee has approved the proposal, they have agreed that the methods are adequate.

Dissertation Outline

Chapter I Introduction

Background and significance
Rationale for the study
Innovation
Hypotheses

Chapter II Methods

Participants and Recruitment
Eligibility and Exclusion Criteria
Measures
Procedures
Data analysis plan

Chapter III Results

Chapter IV Discussion

Interpretation

Clinical implications

Limitations of the study
Future directions

References

Appendices Non-copyrighted questionnaires and other relevant forms

Also, complete instructions for the final formatting of the dissertation document is available as a separate PDF:

https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Academics/Graduate/Ferkauf_Graduate_School_of_Psychology/Student_Resources/Organizing%20and%20Formatting%20your%20Dissertation.pdf

Dissertation Defense

The following tasks are to be completed by the student (in consultation with dissertation chair):

- Fill out the form “Evaluation of Dissertation” and sign and send to your committee Chair for approval to move forward with your Oral Defense. This form can be found here:
<https://www.yu.edu/ferkauf/student-resources> (look under Curricula and Forms)
or here: <https://www.yu.edu/sites/default/files/inline-files/Evaluation%20of%20Dissertation%20PhD.pdf> (look under Current Students – Student Resources)
- If outside committee members/readers are selected – approved by the chairperson, program director, and dean.

This PDF fillable form for requesting approval of an external member of your dissertation can be downloaded here: <https://www.yu.edu/ferkauf/student-resources> (under Student Resources – Curricula and Forms)

or here:

(under Current Students link on our program's website)

- Negotiate a date with your committee and readers. A full two hours must be reserved for the oral examination. This applies to all committee members and outside readers.
- Let the Psychology Office know your defense date. Dissertation defenses are public meetings that will be advertised by the Psychology Office two weeks prior to the date.
- Work with your dissertation chair and the Psychology Office to determine an appropriate location.
- Provide a copy of your final document and the location of your defense to your committee and readers. The student must get a completed copy of the dissertation to all 5 people **3 weeks** before the orals. No exceptions will be made.

At the orals, the student will present a 30-minute summary of the purpose, methods used, and conclusions of the dissertation. The members of the orals committee (including the two readers) are then free to ask questions about the document and presentation. After her/his examination, the student will be asked to leave the room, and the five-member committee will determine whether the student has passed the oral examination, whether the dissertation is to be approved, and what revisions are required. If the student does not pass the oral defense, the committee will determine what further work needs to be done to enable another examination to take place. Revisions must be made in a timely fashion and the orals committee will determine whether revisions must be seen by all members (typically when major revisions are required) or only by the chairperson (typically when minor revisions are required).

Human Subjects Protocols

IRB Approval

The protocols of the predoctoral and dissertation projects or the parent study under which these and any other research projects are subsumed must be approved by the Western Institutional Review Board (WIRB), which is used by Yeshiva University. The website for WIRB is www.wirb.com and submissions are made on Connexus, the WIRB online submission portal: <https://connexus.wcgclinical.com/> (phone number: 800.562.4789). Research projects that are conducted at Albert Einstein College of Medicine must be approved by the Einstein IRB, which is located on the 10th floor of the Belfer Building (irb@einsteinmed.edu). Research protocols are submitted through iRIS (<https://iris.einsteinmed.edu>). Students must obtain explicit written approval from their dissertation chair to submit their research protocols to the IRB. If the research is being conducted at any other institution, the protocol must be approved by the IRB of that institution in addition to being approved by WIRB. After approval, the student can begin to collect data. A student should consult with the chairperson and the dissertation committee members as necessary during this period.

CLINICAL TRAINING

General Organization

Students begin seeing patients during the second semester of their first year at the Program's in-house training clinic called the Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic (Parnes Clinic). Students take the year-long Behavioral Medicine Practicum sequence led by Dr. Jonathan Feldman while they are treating patients at the Parnes Clinic. Students also attend the Clinical Health Professional Seminar led by Dr. Bari Hillman, the Director of Clinical Training, every semester throughout their four years in the Program. This seminar is specifically designed to maintain a formal link between the Program and externship training sites, and address any clinical, administrative or procedural issues that arise at externships and includes an academic component with formal readings, group exercises, and discussion designed to promote the integration of academic, scientific, clinical foundational knowledge, and practical experience. Students complete a 16-hour/week externship where they will obtain practical clinical experience during their second, third, fourth, and fifth (if applicable) years. Externship sites are picked in consultation with Dr. Hillman based on the students' interest and training needs. Please see below for more details on each of these components of clinical training.

Behavioral Medicine Sequence and Parnes Clinic

The Parnes Clinic offers low-cost, high quality psychological services to adults. All services are provided by students pursuing their doctoral degrees in psychology, under the supervision of licensed psychologists. The newly renovated Parnes Clinic is located within the Van Etten building and directed by Dr. William Salton. The Parnes Clinic operates on an 11-month (September - July) basis, five days a week. In addition to Dr. Salton, it is staffed by a full-time administrative assistant, Ms. Emerick Basora, a full-time postdoctoral fellow, and an annually changing complement of paid student assistants.

Within the Parnes Clinic is the *Behavioral Medicine Service* led by Dr. Feldman. Student placement in the *Behavioral Medicine Service* begins the second semester of the first year, and represents the initiation of students to clinical work. The Behavioral Medicine Practicum courses are required for all of the Program's students. The year-long course sequence meets weekly for two hours. It provides a forum for case presentations and role play of therapeutic strategies between the instructor and students. The course also enables the instructor to monitor student contact with outside clinical supervisors. Dr. Feldman provides training on report writing, case conceptualization, and case presentations. Students are assessed on these skills by Dr. Feldman as well as formal evaluations by their clinical supervisors. Students' chart work and professionalism within the Parnes Clinic is also regularly assessed. If any issues arise with a student's training within the Parnes Clinic, Dr. Feldman and Dr. Salton meet with the student to rectify these issues and if necessary, discuss steps for remediation with the entire faculty and monitor the remediation plan.

Dr. Salton and Dr. Feldman are responsible for assuring the suitability of patients for students, case assignment to students, and securing external individual supervisors for students. Dr.

Feldman provides weekly group supervision in the Behavioral Medicine Practicum courses, which supplements individual supervision provided by external supervisors, all of whom are licensed psychologists located throughout the New York metropolitan area. Individual supervision is conducted on a 1:1 hourly basis by highly qualified supervisors who serve as adjunct clinical supervisors (see **Appendix D.16** for Telesupervision Policy). These supervisors are screened by Dr. Feldman and Dr. Salton for their qualifications and relevant experience. Supervisors provide formal written evaluations on the students' progress semi-annually. Students also provide written evaluations of supervisors to monitor the quality of their supervision. Dr. Feldman serves to oversee the work at an academic and administrative level, in conjunction with Dr. Salton.

Clients are screened in an intake interview, and are then referred to the appropriate student for their training experience. Patients who have medical disorders, such as obesity, asthma, chronic pain, diabetes, sleep problems, chronic illness, and other psychophysiological disorders, are typically seen by the Program's students. Referrals for the services are received from other Parnes Clinic services, Jacobi Medical Center, and Montefiore Medical Center. Additionally, students conduct psychological evaluations of patients prior to bariatric surgery to determine readiness for surgery. The pre-bariatric surgery patients are referred from Montefiore Medical Center's Weight Reduction Surgery Program as well as other local Bariatric Surgery centers. In keeping with the coursework and supervision, the primary orientation is cognitive-behavioral. Students conduct intake interviews using the SCID-5 and provide psychotherapy. Students are expected to continue seeing patients in the Parnes Clinic during the summer months (except during August when the clinic is closed). Students continue to see patients through the end of the second year, and then transfer any ongoing patients before the Fall of the third year. More information about the Parnes Clinic is available here: <http://yu.edu/ferkauf/parnes-clinic/>

Externships

An external externship experience usually follows initiation of the in-house training at the Parnes Clinic described above. Clinical Externships are program-sanctioned clinical training experiences, usually taking place at one of the diverse placements available in the New York tri-state area. The externship experience typically comprises clinical training in one or more sites during the second, third, and fourth years. Students participate in a wide range of clinical activities ranging from assessment to individual and group therapy. In general, these externship placements provide basic clinical training to deal with a wide range of psychopathology. At least one of the student's primary externship experiences tends to be in an academic medical setting. Sometimes students seek general medical settings, such as a family practice setting or a consultation and liaison service in a hospital, that may provide outpatient and inpatient services. Students may also focus on assessment and treatment services in a specific medical specialty such as oncology or cardiology. The Program has a long and successful relationship with a wide variety of clinical externship placements in the NYC Metropolitan area. Externship directors and supervisors have often served in that capacity before, so that Dr. Hillman is familiar with the milieu they work in and their past experience with our students. Students also find new practica and supervisors that are screened by Dr. Hillman for the quality of their clinical training, the overall educational experience, and appropriateness in terms of developmental level and student training goals.

Face-to-face supervision (minimum one hour per week) with an on-site licensed psychologist is a

required part of this training component and externships may not require commitments of more than two days or 16 hours a week of work without written approval from the Director of Clinical Training. Students may apply for summer externships as well. Students are encouraged to work with diverse populations (e.g., psychiatric, medical, developmental lifespan) across a variety of settings to broaden their clinical capabilities. Externships are also required to provide a weekly didactic component to the training experience that may include a weekly extern case conference seminar, journal club, and attending Grand Rounds or Psychiatry or Psychology department case conferences. Additional details regarding what constitutes an externship, as well as required evaluations and procedures are outlined in the Externship Description and Requirements document that can be found in the student Externship Docs Google Drive folder and in **Appendices A.1 through A.7** and **Appendix D.16** of this manual.

Applying for externships: Students participate in a formal externship application and acceptance process that is annually refined and agreed upon by the Psychology Directors of New York State (PSYDNYS) and the New York New Jersey Association of Directors of Training (NYNJADOT) and facilitated through the National Matching Service. Applications are usually submitted between December and January followed by a 4-6 week period of interviews culminating in a uniform match process detailed in the current externship guidelines (see **Appendix A.3** for a recent example). This process is discussed in detail during the Externship seminar, and first-year students are strongly encouraged to talk to students further along in the program and their “buddies” (more advanced students in the program that all first-years are paired with) as well.

Applications usually consist of a cover letter, a CV, 2-3 letters of recommendation, and a letter of readiness for externship (to be provided by Dr. Hillman); some sites also require a clinical writing sample, such as an assessment report, case summary, or intake report. Externships require students to be covered by malpractice liability insurance, which is provided by the University for every student registered for the Clinical Health Professional Seminar. A PDF of the insurance declarations page is made available to students via Google Drive to submit to their externship site.

Information about the externship sites participating in the formal application and acceptance process is available through a webpage maintained by the National Matching Service (<https://natmatch.com/extern/>)

Students in the program are also directed to maintain a cumulative program-based spreadsheet of the placements they have held. Students are encouraged to reach out to their “buddies” and more senior students for feedback on the application process and individual sites. This spreadsheet is made available to new students at the beginning of their first year.

Students should start searching for an externship placement in the fall of their first year, with the goal of being placed for the fall and spring in the second year and possibly summer after their first year. As per New York State Psychological Association (NYSPA) guidelines, students are only allowed to have one primary clinical externship at a time, which should not exceed 2 days a week or 16 hours. The externship process is done under the guidance and approval of the Director of Clinical Training. Each student is required to submit a list of potential externship applications to Dr. Hillman in mid to late December. Each student can apply to a given site only with Dr. Hillman’s approval after discussion of the student’s individual training goals.

Note: The duration of an externship is determined by the schedule of the clinical externship setting, not the academic year, and may start in the summer and/or continue through the following summer.

Many externship sites, especially those at hospitals or medical centers, require health clearance prior to start. Therefore, keeping up to date records on immunizations is recommended and a student's failure to be immunized against COVID – and/or other diseases – may impact their training placement. Sites may also require a formal background check and/or drug testing. A student whose background check is not acceptable to the externship site will not be permitted to attend the externship. A student who fails a drug screen will not be allowed to attend the externship until s/he passes the drug screen and receives approval from the Program Director/Director of Clinical Training.

Please see the YU Drug and Alcohol Policy for more information:

http://www.yu.edu/sites/default/files/legacy//uploadedFiles/Student_Life/Resources_and_Services/Standards_and_Policies/Drug%20and%20Alcohol%20Policy%206.28.16.pdf

Each student is required to develop a Clinical Externship Agreement for each externship site, which is signed by both the student and the externship supervisor. A typical externship proposal can be found in the students' clinical Google Drive folder and **Appendix A.2**. Additionally, students are responsible for completing an Evaluation of Supervisor (**Appendix A.5**) and facilitating their supervisor's Evaluation of Student (**Appendix A.6**), every six months at the externship site. Evaluations are facilitated through the use of an online survey form.

Clinical Hours

Clinical hours are divided into direct hours (face-to-face client contact hours, including assessment and intervention; e.g. counseling clients, administering test batteries, etc.), supervision hours and indirect hours (non-client contact hours, a.k.a. support hours; e.g. scoring test batteries, writing reports and chart notes, etc.). **A total of 1200 hours are required to apply for internship.** The Clinical Hours Log can be found on Google Drive and in appendix A.4 of this program manual.

Hours Logs must be completed for each site and submitted to the student's file once every three months (**Appendix A.4**). A student may start accumulating externship hours after completion of the year-long Clinical Health Professional Seminar sequence (I & II). In other words, students may begin accumulating *externship* clinical hours during the summer after their first year. Clinical hours accrued at the Parnes Clinic may be included if hours logs are completed. Students apply for internship usually in the fall of the fourth or fifth year, and complete the predoctoral clinical internship experience during their fifth or sixth year. A student may use hours acquired before the summer of their first year toward their APPIC (Association of Psychology Postdoctoral and Internship Centers) Internship application. It is recommended that students log extensive details of their hours and important details of their clinical cases (e.g., medical or psychiatric diagnosis) since day one of the program using an Excel spreadsheet. As of Fall 2020, all students are required to use the online hours tracking service Time2Track -- <https://time2track.com> -- which is designed to dovetail with the information required for the internship application. The program will provide yearly access, at the reduced institutional rate, which will be charged to the student through their activity fee. Details regarding clinical hours and experience tracking is addressed starting in the first year of the Clinical Health Professional Seminar course. To see the APPIC application, visit <https://www.appic.org>

The Clinical Health Professional Seminar class, generally but particularly in the third and fourth years, will address the topic of internship and the internship application process in detail. Students will meet with Dr. Hillman to evaluate what they need to do to be able to apply for internship their fourth year and to discuss their application. Student readiness for internship is based on several factors, including completion of the predoctoral research project by the end of the spring semester the previous year, successful defense of a dissertation proposal by October 15th the year they intend to apply, no incomplete grades, good standing in the program, and faculty assessment of the student's developmental readiness which includes, but is not limited to, consideration of clinical supervisor evaluations.

Internship

Students apply for a full-time one-year internship, which most students complete in their fifth or sixth year of the program. The purpose of the internship is to further develop the students' assessment and intervention skills. It is considered an essential component of doctoral training and is a formal requirement of the program. Students must remain enrolled in the program while on internship and are considered a full-time student during that time.

Students are eligible to apply for internship following completion of course work, successful completion of assessment competency and clinical and research comprehensive exams, clinical externships, completion of their predoctoral research project, and pre-orals meeting resulting in an approved dissertation proposal, and faculty agreement on the student's overall developmental readiness. Consistent with this, in order to be eligible to apply for internship all students are required to: complete their predoctoral research project **by the end of the spring semester the year before they apply for internship** and successfully propose their dissertation via an oral presentation **by October 15th** the year they apply.

Clinical Psychology (Health Emphasis) Ph.D. program students are strongly encouraged to apply nationwide for internship. Students may complete an APA- or non-APA accredited internship to satisfy the program requirements. It is recommended that students should try to obtain placement in an APA-approved internship setting as part of the APPIC Match, but there are certain instances in which a student may prefer an internship placement in a setting that does not have APA-accreditation/APPIC membership (i.e., because it provides specialized training or is an area of interest). In instances where students apply to programs that are not APA-accredited and/or a non-APPIC member program, the student should be aware of the APA criteria for evaluating an internship (see below and APPIC manual for additional details) and any questions should be discussed the DCT. Typical placements include medical rehabilitation hospitals, medical centers and psychiatric hospitals that have specialty tracks in health psychology, medical rehabilitation, behavioral medicine or neuropsychology.

Consistent with IR C-17 D, non-APA accredited internships are evaluated for appropriateness of training, didactics, and supervision as detailed below.

a. The nature and appropriateness of training activities: While many of the non-APA accredited sites and supervisors are well known to the program through ongoing relationships, all non-APA accredited internships are required to sign an internship contract delineating details such as training activities, anticipated hours, and minimum level of supervision. The DCT verifies these details before the internship experience is approved for the student to ensure that the internship training is

appropriate. Nature, appropriateness, and quality of training if further monitored through regular contact between the DCT and the students attending these sites.

b. Frequency and quality of supervision: The frequency of supervision is the same as that required at APA-accredited sites (two hours of individual supervision per week plus an additional hour of other educational activities). The primary supervisor must provide an average of one hour a week of supervision but may delegate other supervision to appropriate members of the psychological service unit. Subsequent supervision after the one hour of required individual supervision may be group or by another allied health professional. Supervision requirements also include at least one direct observation per evaluation, consisting of being in the room with the trainee and observing clinical work, watching video of clinical work, or observing the trainee conduct clinical work through a one-way mirror. In addition to individual supervision, there is an additional requirement of at least one hour per week in scheduled learning activities such as case conferences, seminars, in-service training, etc. These activities may be in conjunction with other professionals. The Program monitors the frequency of supervision through close coordination and regular contact with students and training directors at these sites, and students are asked to evaluate their supervisors at the end of each year.

c. Credentials of the supervisors: All supervisors must be licensed psychologists, and a licensed supervisor must be available on site when the intern is on site. In our internship contract, supervisors attest to the minimum level of supervision for our program.

d. How the internship evaluates student performance: Sites are required to evaluate students at mid-year and end of the year. Internships are welcome to utilize their own evaluation forms and may be supplemented by an internal survey that parallels the evaluation questionnaire we use for supervisors to evaluate student progress at externship sites and the Parnes Clinic.

e. How interns demonstrate competency at the appropriate level: As noted above, student competency is evaluated regularly through formal (i.e., mid- and end-year evaluations) and informal evaluations (such as regular communication between the DCT and internship training directors). As indicated on our evaluation forms, supervisors are prompted to reflect on student competency relative to their current level of training.

f. Documentation of the evaluation of its students in its student files: As with non-APA accredited internships, the Program maintains records of all internship-related materials in the student files, including internship contracts, student evaluation forms, and attestation forms, attesting to students' successful completion of the internship and hours completed.

As noted, students are required to successfully complete an internship to satisfy the program requirements for graduation. Successful completion is formalized with a grade of *Pass*, which is given based on evaluations by students' internship supervisors.

Students are required to meet with the Director of Clinical Training to assess whether they are on-track to apply and, if so, to plan their application process. Students go through mock-interviews with core faculty members in order practice interviewing skills. It is recommended that students familiarize themselves with the APPIC website well before application time: www.appic.org. APPIC also hosts an Internship application listserv also found on the website.

Many internship sites, especially those at hospitals or medical centers, require health clearance prior

to start. Therefore, keeping up to date records on immunizations is recommended, and a student's failure to be immunized against COVID – and/or other diseases – may impact their training placement. Sites may also require a formal background check and/or drug testing, which may include the use of marijuana/cannabis, THC, and/or CBD in some or all circumstances. A student whose background check is not acceptable to the internship site will not be permitted to attend the internship, and internship sites may refuse to hire a student who tests positive regardless of medical need, the presence of a prescription, the fact that it was obtained over-the-counter, or its legal status.

Please refer to APPIC Match Policies and the YU Drug and Alcohol Policy for more information:

http://www.yu.edu/sites/default/files/legacy//uploadedFiles/Student_Life/Resources_and_Services/Standards_and_Policies/Drug%20and%20Alcohol%20Policy%206.28.16.pdf

<https://www.appic.org/internships/Match/Match-Policies>

ASSESSMENT COMPETENCY EXAMINATIONS

Students in the Clinical Psychology (Health Emphasis) Ph.D. program are required to pass two phases of assessment competency examinations in their first year that include combinations of testing administration, scoring, and basic interpretation.

General Organization

Phase I: Students must demonstrate competence in assessment administration by correctly administering four subtests of the Wechsler Adult Intelligence Scale (WAIS) in January of their first year. Each student administers four subtests selected by faculty to a confederate while being observed by one faculty member. The confederate provides standard responses to the WAIS prompts. Students have 30 minutes to score the responses in the presence of a proctor.

Phase II: Students must demonstrate competence in assessment administration, scoring, and basic interpretation for commonly used psychological measures, including the Minnesota Multiphasic Personality Inventory (MMPI) in May of their first year. The student has two hours to complete the multiple choice exam in the presence of a proctor.

Scoring

For Phase I, the faculty member rates the student's performance on the administration and scoring adapted from the criteria set forth by Jerome Sattler (2009) for the WAIS with the following criteria: 0 = Does Not Meet Expectations, 1 = Below Expectations, 2 = Meets Expectations, 3 = Above Expectations. Grading criteria are:

Pass – The student has met expectations on all essential criteria required for valid administration and scoring.

Revision – The student has met expectations on all essential criteria required for valid administration and scoring but scored below expected on three or more non-essential criteria for administration, scoring, or both.

Failure – The student has not met expectations on all essential criteria required for valid administration and scoring.

For Phase II, the grading threshold are:

Pass – 80/100

Revision – 70/100

Failure – below 70/100

Remediation

If a student fails either of the assessment competency exams, they will re-take that assessment competency exam three months after the initial competency examination (April for Phase I and August for Phase II). The student will receive individual remediation to address the issues that arose during the competency examination. A different faculty member will administer and/or grade the second competency examination. Scoring for revisions are graded as Pass / Fail. For Phase I:

Pass – the student has met all essential criteria required for valid administration and scoring.

Failure – the student has not met all essential criteria required for valid administration and scoring.

For Phase II, the grading threshold are:

Pass – 70/100

Failure – below 70/100

If a student receives a revision for Phase I, they must retake one additional WAIS subtest, or protocol, depending on the section being revised. If the student receives a revision for Phase II, they must retake the section being revised with a different item bank. The revision will be administered by a different faculty member within one month. If the student does not meet expectation upon revision of their second competency exam, it will be considered a failure and they will receive remediation to address the issue that arose during the competency exam and will re-take the competency exam within three months. If a student fails a second full competency exam, their exam will go to a vote before the clinical health psychology faculty. If a majority of the faculty vote that the students has failed the second competency exam, they have failed the assessment competency exam.

***Failure of a second assessment competency exam will result in dismissal from the program.**

COMPREHENSIVE EXAMINATIONS

General Organization

Towards the end of the second year in the Program, students will be expected to take and pass two comprehensive exams that evaluate their core competencies in clinical practice and in research. Given the nature of our Health Emphasis Program, each of these exams will also expect the student to demonstrate their competency in clinical health psychology, as related to clinical practice and research, respectively. The details and timelines for each of these exams are provided below. Detailed instructions are also provided to each cohort during the second year of training.

Students must officially register in the fall semester of their 3rd year for the Clinical and Research Comprehensive Examination.

Comprehensive Clinical Exam – PSH 8000 (Comps Exam I)

Comprehensive Research Exam – PSH 8001 (Comps Exam II)

Clinical Comprehensive Exam

Students in the clinical psychology (health emphasis) Ph.D. program are required to pass a clinical comprehensive examination by the middle of their third year. Students are presented with a vignette of a hypothetical patient who presents with psychological and medical problems, and relevant data from cognitive (e.g., WAIS) and personality assessment (e.g., MMPI-2RF) testing.

Students are given two weeks to write a case report with their diagnostic formulation, case conceptualization, and treatment plan. The clinical comprehensive exam is administered to students in the second year of graduate school, typically in April or May.

Each student's report is reviewed by a committee of two faculty members who score the report across several domains that are based on APA competencies. The student must also prepare a brief oral presentation (maximum of 10 minutes) of the patient to the committee. The presentation should include diagnostic impressions, CBT case conceptualization, and a brief summary of a treatment plan. The committee then asks the student questions following the presentation. Students must pass both the written and oral components of the clinical comprehensive examination. Three or more scores of 1 (inadequate level of demonstrated competence for the student's level of training) on the scoring domains of the written report will result in an overall failing grade. If there is a discrepancy between the two faculty reviewers on the decision to fail the written paper, then a third faculty member will independently review and score the proposal, with the majority deciding the final outcome. One or two scores of 1 from either faculty reviewer will require a revision of the report to be submitted within one month to the original committee. The domains for scoring of the clinical comprehensive exam are in **Appendix C.11**.

If a student fails the clinical comprehensive exam, then the following remediation plan is carried out:

If a student fails the oral examination, but passes the written paper:

If the consensus of the faculty reviewers is to fail the student on the oral examination, then the student has failed the oral portion of the comprehensive examination. The student will receive extensive feedback from the original committee on the reasons why the student failed and how the student can improve on oral presentation skills. The student will need to present the original case a second time to a new two-person faculty committee in May. If the student fails this second oral examination, then the student will receive a new case in November and have to prepare a new written report and oral presentation (see below).

If the student receives a revise and resubmit on the written paper:

The student will receive feedback from the original committee on the reasons why one or two domains received scores of 1. The student will have 1 month to submit a revision to the original committee. All revisions should include a one-page Introduction that summarizes the changes made in response to the reviews and indicates in the main document where the changes occur (using brackets or bolding the new text). The revision will be scored as pass/fail. If the student fails this revision, then the student will receive a new case in November and have to prepare a new written report and oral presentation (see below). The committee will also give the student a reading list to help the student prepare for the next clinical comprehensive exam.

If a student fails the 1st written paper:

Phase I: Revision to the original comprehensive exam

For students who fail the written comprehensive exam, the student will have opportunities to meet with the original committee members to clarify the feedback and ask questions. The student will also receive a reading list. The student will revise the original clinical comprehensive report based on this feedback. The student and committee will have additional meetings as needed, and email communication.

1st week of September: the first draft of the revised paper based on the original case will be turned into the original committee. A second oral defense is not required for this original case. The committee will decide whether the revised paper has now passed or if further revisions are needed.

1st week of November: the second and final version of the revised paper must pass by the first week of November in order for the student to move onto Phase II. If the original committee has not passed the revised document by this point, then the faculty of the program will take a majority vote on the revised paper. If the majority vote of the faculty is to fail the revised written paper, then the student will be terminated from the program. If the majority vote is to allow the student to advance to Phase II, then the student will receive a new case in November (see below).

Phase II: 2nd clinical comprehensive exam

Mid-November: a new case is given to the student for the second clinical comprehensive examination and a new 2-person faculty committee is formed. The student will be given a maximum of 2 weeks to turn in the exam.

Early-mid December: a formal oral defense will take place for this second comprehensive exam and the student will either pass or fail on the oral and written examination. Failure is defined by 3 or more scores of 1 (inadequate level of demonstrated competence for the student's level of training) on the written paper, or a failure on the oral examination. If the student has failed, then a majority vote of the faculty will take place on whether the student has passed or failed.

The student must successfully pass Phase I (revision to the original clinical comprehensive exam) and Phase II (the 2nd clinical comprehensive exam) in order to continue with the program.

Failure to pass Phase I or Phase II of the remediation plan will result in dismissal from the program

Research Comprehensive Exam

Students in the clinical psychology (health emphasis) Ph.D. program are also required to pass a comprehensive examination evaluating competencies related to clinical health psychology research over the summer after their second year. The document, consisting of the research strategy portion of an NIH F31 proposal (detailed instructions are provided with the examination) is typically given to students in June and due during the first week of the Fall Semester of the 3rd year in the program (date to be announced). Students will be asked to demonstrate their ability to: 1) comprehensively and concisely review, interpret and critique the available research; 2) propose testable hypotheses, based on available evidence and informed by theory; 3) describe and justify a scientifically-sound and innovative approach to a clinical health psychology research study that provides a strong test of hypotheses and is feasible as a dissertation project.

The proposal cannot be based on the student's predoctoral thesis. It can be based on a similar topic but must have distinct aims from the specific aims of the predoctoral thesis.

Each student's proposal will be reviewed by a committee of two faculty members who will score the proposal based on its significance, innovation and the soundness of the proposed approach (study design) using NIH scoring criteria. In order to pass, students must receive an overall impact score of 6 or lower on NIH's 9-point scoring scale. According to these criteria, a score of 6 indicates that the proposal was "satisfactory," including some strengths but also some moderate weaknesses. Students who receive an overall impact score of 6 or lower from each of their faculty reviewers but who receive domain scores between 7 and 9 on significance, innovation, or approach from either reviewer will be required to submit a revision in early November (date to be announced) in order to pass the research comps. Detailed written feedback will be provided by the faculty reviewer(s) to guide the necessary revisions. Students will have the opportunity to meet with their faculty reviewers after they receive the written feedback to answer any questions they may have about how best to address the comments raised in the review. The original faculty reviewers will review the revised document and come to agreement on whether the revision passes or does not, based on the student's responsiveness to the original feedback. The domains for scoring of the research comprehensive exam are in **Appendix C.12**.

An overall impact score between 7 and 9 on the initial comprehensive submission will indicate a failure to demonstrate basic competence in research skills. Students receiving these scores from both reviewers will be required to submit a substantially revised proposal by December of the Fall semester of the 3rd year (date to be announced) in order to pass. This revision will be reviewed by the original committee and must receive a passing grade from both reviewers in order for the student to pass research comps.

For the initial submission and for any revisions, failing scores will require agreement between the two faculty reviewers. In cases where the two faculty reviewers do not agree (i.e., one grades the comps as passing and the other grades it as failing), a third faculty member will independently review and score the proposal, with the majority deciding the final outcome.

Thus, there are five possible outcomes for the Research Comprehensive Exam:

Pass without revisions on initial submission – Proposal receives an overall impact score of 6 or lower from both faculty reviewers, with each domain also receiving a score of 6 or lower.

Revise and resubmit, with a pass on the resubmission – Proposal receives an overall impact score of 6 or lower from both reviewers and the student successfully addresses any domains receiving a score of 7 or higher on a resubmission. At this point, the resubmission will be graded pass/fail and the student will need to receive a passing grade from both reviewers. In cases where two reviewers disagree, a third will be selected to review the document and break the tie.

Revise and resubmit, with a fail on the resubmission – Proposal receives one or more domain scores between 7 and 9 on significance, innovation, or approach from either reviewer but the student fails to successfully address the initial reviewer comments on the resubmission. Although we expect that this outcome would be unlikely, it is possible that a revise and resubmit would be judged as a failure because of a clearly inadequate response to the issues raised on the first submission, despite detailed feedback from the reviewers. Revisions will be graded pass/fail by the same faculty reviewers who gave the original comments and a failure would require both reviewers to agree that the revised document failed to adequately address the needed revisions. In cases where two reviewers disagree, a third will be selected to review the document and break the tie. Students in this category will be required to submit a substantially revised proposal by December, which will result in a final grade of pass/fail.

Fail and resubmit, with a pass on the resubmission – Proposal receives an overall impact score of 7 or higher from two reviewers, but the student successfully addresses the initial concerns on a substantially revised resubmission, which receives a passing grade from both faculty reviewers. If the reviewers disagree as to pass/fail, a third reviewer will break the tie.

Fail and resubmit, with a fail on the resubmission – Proposals receive an overall impact score of 7 or higher from two reviewers, and the student receives a failing grade from both faculty reviewers on the substantially revised resubmission. If the reviewers disagree as to pass/fail, a third reviewer will break the tie.

All students will receive detailed written feedback on their research comps from their faculty reviewers. This will consist of an overall evaluation of strengths and weaknesses, as well as specific strengths and weaknesses noted for significance, innovation and the approach. In addition to assisting the student in preparing a revision, these comments are intended to be helpful in revising the proposal for eventual submission to the NIH or another funding agency. If students elect to continue with their proposed study for their dissertation project, these comments should also be helpful in finalizing their dissertation proposal.

Remediation Plan

All students will have the opportunity to review their feedback with the faculty reviewers after they receive their scores. Faculty may recommend additional readings or other remedial work to address any areas of insufficient competence. The written feedback and consultation with faculty between the initial submission and the resubmission will constitute a remediation plan, tailored for each student, and it is hoped that all students will use this feedback to ultimately pass.

All revisions should include a one-page Introduction in addition to the main document for the

proposal to summarize the changes made in response to the reviews. Text that was changed in the body of the research strategy should be in bold or bracketed text.

For resubmissions that fail, faculty reviewers will present the student's proposal documents and their evaluations to the full core faculty of the clinical health program. After a presentation of the reasons for failure, the faculty will vote as to whether they agree with the failing grade, with a majority (inclusive of the initial faculty reviewers) deciding the final outcome.

Any student who ultimately fails the research comprehensive exam despite the above noted opportunities for remediation and revision will be dismissed from the program.

PROFESSIONAL CONDUCT AND EVALUATIONS

Student involvement in school and program activities

Organization of Psychology Students: The Organization of Psychology Students (OPS) is the student organization of FGS. Student activity fees constitute the budget of OPS. Additionally, the dean gives OPS a yearly budget to support speeches, travel to conventions, research costs, and social events. An executive committee that consists of seven students leads OPS. Executive committee members are chosen through an election (held each spring) that is open to all students. There is at least one representative from each program who serves on OPS.

Committees are established annually based on the varying needs and goals of FGS students in that year. The executive committee meets regularly for the following reasons: to establish and implement a "student agenda"; coordinate programming of social hours, parties, and lectures; oversee the execution of specific projects handled by individual committees; and respond to special requests and problems raised by students during the course of the year. The structure of OPS encourages maximal participation by all students. The OPS representative may also canvass all students, in person and by e-mail, for current problems and interact regularly with the program director to discuss these topics. Finally, OPS representatives meet at least once a semester with the dean and once a year with Ferkauf's board.

Student Representatives: Two representatives are elected independently by each cohort, each year, to provide feedback to the faculty on student-related program issues. Meetings between the program director and representatives take place at least once a semester and additional meetings are frequently initiated by either the program director or the student representatives if there are issues that need discussion. This becomes another mechanism through which students impact and provide feedback about the program as well as any other related issues. In turn, the faculty has an opportunity to inform students of any emergent professional issues and ascertain how the program is functioning.

Program TAs: Program TAs are students who applied for a position and were ultimately chosen by faculty to assist with Program responsibilities and provide student input on Program activities. The class representative liaison manages the election of future class representatives and serves as an intermediary between class representatives and the faculty. The website coordinator monitors and updates the Program website, including program manual and laboratory information, and social media accounts. The colloquium coordinator assists with the selection and coordination of the Program colloquium series. The clinical activities TAs facilitate the tracking and monitoring of student clinical training experiences, and communication with students regarding clinical training requirements. The admissions TAs assist with the graduate student admissions process. The program TAs assist with compilation and communication of program outcome data. The Parnes Clinic TAs manage the Program's in-house training clinic by conducting initial phone screenings with potential patients, auditing clinic charts, and training first- and second-year students on policies and procedures.

To maximize the effectiveness of the learning experiences in the Program, faculty, students, and staff, are expected to interact in a professional, collegial manner codified in the APA "Ethical Principles of Psychologists and Code of Conduct," which communicates the rules of ethical

conduct to be followed by the scholarly and professional psychology community. Students are familiarized with expectations regarding professional conduct through this document and discussions of ethical and professional issues through 1) *Issues in Professional Practice*, a didactic course taught during first year, and 2) *Clinical Health Professional Seminar*, an interactive course taken each semester of graduate school. During the entire course of their training, students are encouraged to follow these principles in the conduct of their professional activities in the Program as well as in their externship placements.

Admissions Process: Students play an important role in coordinating the admissions process and are also involved in interviewing applicants to the program and providing feedback to program faculty about potential applicants. It should be noted that participation in the admissions process is a formal requirement reflecting the standards of professionalism expected throughout the student's tenure in the program.

Interpersonal Skills and Professional Conduct

In addition to displaying satisfactory academic, clinical, and research performance as described elsewhere, students are expected to demonstrate professional development of their graduate student role, cultural/racial and individual sensitivity, and the requisite interpersonal skills and professional and ethical behavior one would expect in an aspiring psychologist-in-training. As representatives of our program, all students are required to behave appropriately when in school, on externship/internship, in meetings with patients, research participants, etc. This includes, but is not limited to, the following: ethical and professional knowledge and behavior consistent with the role of a psychologist; professional responsibility, preparedness, and behavior consistent with continuous learning; an ability to thoughtfully listen and critically examine multiple perspectives; appropriate incorporation of feedback to foster a positive and collaborative learning climate; interpersonal skills in professional settings, including the ability to maintain appropriate boundaries with patients, students, staff, and faculty; and respect toward others of diverse cultural, racial, gender, age, or sexual orientation status or who maintain diverse beliefs. Students are also evaluated as to their investment in their role as graduate students. This includes, but is not limited to, the following: investment in clinical, academic, or research interests; leadership and/or service to the program or school; involvement in professional societies, conferences, or colloquia; class attendance, motivation, and good citizenship with faculty and students.

As with other domains of student performance, faculty and/or supervisors will notify students if they are evaluated as demonstrating deficient interpersonal skills or professional or ethical behavior. Of note, impaired interpersonal skills or professional or ethical behavior is distinct from impairment as it relates to disability defined by the Rehabilitation act of 1973 and the Americans with Disabilities Act (ADA) of 1990. In addition, impaired interpersonal skills, professional behavior, or ethical behavior is distinct from developmentally normal behavior (such as being anxious regarding clinical performance in beginning therapists). Impairment in interpersonal and professional behavior refers to diminished functioning, incompetence, or possessing insufficient skills to provide adequate professional care. Impairment and incompetence can result from inadequate theoretical understanding and/or insufficient proficiency in assessment and treatment skills. They can also stem from interpersonal and intrapersonal problems. The courts have consistently ruled that interpersonal skills and intrapersonal characteristics are considered part of academic credentials for psychologists and

have given deference to the judgment of faculty in such matters (Forrest, Elman & Gizara, 1997).

Students should not be surprised if minor problematic behaviors or characteristics are brought to their attention. These can include, but are not limited to performance anxiety, discomfort with clients of ethnic and culturally diverse backgrounds, and rigidity regarding situational norms. When these problems progress to impairment, it is an indication of problematic interpersonal skills and/or professional behaviors, which are likely to include the following: 1) The student does not acknowledge, understand or address the problematic behavior when it is brought to his/her attention; 2) The behavior is not related to a skill deficit that can be remedied via academic or didactic training; 3) The quality of service provided by the student is negatively affected; 4) The behavior is not limited to one area of functioning; 5) The behavior has potential legal ramifications if not addressed; 6) A disproportionate amount of attention by training personnel is required; 7) The student's behavior does not change despite the provision of feedback, remediation efforts or time; 8) The student's behavior negatively affects the public image of the program or agency.

Student Personal Responsibility

It is the responsibility of each student to ensure that all regulations have been observed, all fees paid, and all course requirements met, including prerequisites whenever required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements.

Student Evaluation

Consistent with APA accreditation guidelines we have implemented a multi-pronged approach to assess the competencies linked to the program's training objectives. The program's assessment of competencies is based on academic performance, direct observations of expected skill sets, indirect evaluations including but not limited to students' evaluations by clinical supervisors as well as procedures developed by the program faculty to directly observe and evaluate core clinical and research competencies.

Evaluation of Academic Standing

Students receive a letter from their academic advisor at least annually describing their overall performance in regard to program requirements and expectations. If a problem is identified, the letter will also include explicit steps to remediate the problem. If remediation had been recommended in previous letters, subsequent letters describe the extent to which students have completed their remediation plans.

Students with unsatisfactory performance in academic, supervisor or faculty evaluations, interpersonal skills or professional and ethical behavior are placed on either *academic warning* or *academic probation*. The criteria, which are also detailed in the Academic Catalog (page 45-47), are below:

Formal Warning:

Students may be given a written warning of academic, ethical, or professional concerns by

their Program Director in the event of performance or conduct that falls short the standards outlined in the Academic Catalog. When a formal warning is issued, the student will also receive a remediation plan, and is expected to meet with the respective academic advisor to develop a schedule for completing the requirements of the remediation plan. If, at the end of the subsequent semester, the student has not met the requirements of remediation, the student may be placed on academic probation or dismissed from the Graduate School.

A warning may be issued:

- 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. (Note: 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 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 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 the program as defined by individual program standards.

Academic Probation:

Academic probation is an indication of very serious or persisting academic, behavioral, or professional deficiencies. When a student's academic performance in any program-defined competency area, including supervisor or faculty evaluations, academic progress, interpersonal skills, or professional and ethical behavior is unsatisfactory, faculty will provide timely feedback and offer students an opportunity to remedy deficiencies. 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 persist after the following semester the Program Director or the Dean of the Graduate School may counsel voluntary withdrawal or recommend termination from the Graduate School.

Academic Probation may occur in any of the following instances:

1. When a student enrolled in a terminal Master's program receives a semester or a cumulative GPA below 3.0.
2. When a student enrolled in a Doctoral program receives a semester or cumulative GPA of 3.25 or below.
3. When a student in any program receives two (2) or more grades of C or lower within a semester.
4. When a student in any program receives a grade of F in a course. A grade of F in any course may result in immediate academic probation, and initiate a review for dismissal from the Graduate School. A student receiving a grade of F may request a committee

review of the grading process. The Program Director will appoint an academic review committee of faculty to examine the circumstances leading to the F grade and determine the appropriate course of action.

5. When a student in any program receives more than two (2) incomplete grades (grade of I) in any semester. PLEASE NOTE: All incompletes (I grades) will convert to F's after one (1) semester. It is the student's responsibility to ensure the work is completed in a timely manner.
6. When a student persistently fails to meet academic progress standards of their enrolled program.
7. When a student demonstrates serious or persisting deficiencies in clinical performance, for example:
 - a. When a student receives a B- or lower grade in a clinical practicum course (from any supervisor)
 - b. an unsatisfactory evaluation from an externship supervisor
 - c. shows evidence of continued unsatisfactory performance following remediation efforts,
 - d. fails or is terminated from a training site
 - e. When interpersonal skills are determined by program faculty and/or supervisors to be persistently unsatisfactory.
 - f. When professional and ethical behaviors are determined by program faculty and/or supervisors to be persistently unsatisfactory.
8. When a student fails to meet the requirements of remediation following a Program Director's written notification of unsatisfactory performance.
9. Violations of American Psychological Association (APA) ethical principles, legal statutes, or University or Graduate School codes and policies as described in the academic catalog.

Academic Probation Procedure:

If a student is referred for academic probation, the student must meet with the academic advisor and/or Program Director 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 Graduate School. If a student wishes to change a deadline, he/she must submit a request in writing to the appropriate advisor and/or Program Director 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. Subsequent unsatisfactory performance as described in the Academic Catalog (6.18.3 Academic Probation) will result in immediate dismissal from the Graduate School.

If probation is decided, the student shall receive a written Notice of Probation 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 Notice of Probation acknowledging that it will be the student's responsibility to communicate an 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 willingness to engage in remediation will

also be considered in the evaluation process. Failure to sign and return the Notice of Probation within 14 calendar days may be grounds for dismissal.

Student Grievance Procedure and Policies

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, or 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 based on sex, religion, age, race, socioeconomic 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 because of any program procedure, he/she is assured of all due process, respect, and confidentiality

For specific details regarding the grievance procedure, please see the Ferkauf Academic Catalog (pages 49-50).

Evaluation and Approval Forms

Clinical Evaluation Forms: (Appendix A)

- 1) Hours Log (A.4)
- 2) Evaluation of Supervisor (A.5)
- 3) Evaluation of Student (A.6)
- 4) Attestation of Experience- Externships and Internships (A.7)

Research Evaluation Forms: (Appendix B)

- 5) Predoctoral Research Project Proposal Approval Form (B.8)
- 6) Predoctoral Research Project Completion Approval Form (B.9)
- 7) Dissertation Proposal Readiness Form (B.10)
- 8) Dissertation Proposal Approval Form (B.11)
- 9) Request for Approval of Outside Dissertation Reader (B.12)

Comprehensive Evaluation Forms: (Appendix C)

- 10) Clinical Comprehensive Examination Scoring (C.11)
- 11) Research Comprehensive Examination Scoring (C.12)

OTHER PROGRAMMATIC ISSUES

Financial Aid

The University Office of Student Finances helps students put together a funding package through a variety of resources (e.g., grants, scholarships, loans, and work study), which enables the student to cover up to the full amount of tuition and expenses. FGS has two designated student finance officers (the director of student finance and the student aid counselor) as well as two additional student finance staff members who assist with student fee and tuition payment work. The student finance officers work with each interested student in designing a financial aid package based on their family or individual circumstances and obligations. Scholarships, loans, and grants are awarded in the form of credits against tuition and fees on the statement each student receives prior to the beginning of each semester. Awards are made for one academic year at a time and must be renewed in May of each year.

Information about financial aid and scholarships can be found in the Ferkauf Student Financial Aid Information Brochure, which can be picked up in the Registrar's Office (Rouso 128A). The brochure contains a financial aid and scholarship application that must be completed and submitted to the dean's office.

Students in the program are eligible to receive federal aid to help pay for their tuition. In order to apply for federal aid, students must fill out a FAFSA application online at <https://studentaid.gov/h/apply-for-aid/fafsa> in addition to the Ferkauf financial aid application. If the student qualifies, aid is sent directly to Ferkauf each semester and applied directly to the student's tuition bill. To find out more information about obtaining a federal loan, contact the Office of Student Accounts at (212) 960-5400 ext. 5767.

Students may also apply for a private loan each year to pay for living expenses. The money is sent to Ferkauf, which subsequently sends a check (not in one lump sum) to the student's home. To find out more information about obtaining your first private loan contact the Office of Student Accounts at (212) 960-5400, ext. 5767. The next time you apply for a private loan, visit www.studentloans.com, where many students apply for Graduate Student Plus loans. For more information on financial aid, please refer to the Financial Aid Information Brochure.

Note: There are many different financial aid departments at Yeshiva. The correct office is located at the following location:

500 West 185th Street Room 121
New York, New York
Fax number: 212 960 0037
Phone number: 212 960 5400, ext. 5767

When applying for a loan online, make sure you choose the option "Yeshiva University – New York."

Ferkauf Facilities and Technical Support

Samuel Gottesman Library

Ferkauf students are given access to the D. Samuel Gottesman Library located on the first floor of the Forcheimer Building at the Albert Einstein College of Medicine. A student ID is required for entrance to the building. The library provides a comfortable and quiet environment for Ferkauf students to study while on campus. Workshops regarding research tools are often provided on site. Remote access using your student ID number is available to the online resources of the library including database and journal access off campus. For more information, please visit the library website at library.einstein.yu.edu. The library is open more than 80 hours a week and houses a collection of over 35,000 print volumes and 49,000 e-books as well as audio visual programs. The library subscribes to over 650 electronic databases and 9,000 electronic journals. Library operations that are automated include acquisitions, cataloging, interlibrary loan, searching the card catalog, circulation of materials, and searching MEDLINE, PsychINFO, and other related databases. Searching may be done on library computers within the facility or from a remote site with a computer and a modem. Searching the card catalog, online journals, journals in the databases, and MEDLINE may be done remotely. The library also provides access to programs such as Endnote and Reference Manager to enable easy formatting for journal articles. Reference service is available Monday – Thursday from 8:30 am – 6:00 pm; Friday from 8:30 am 5:00 pm. The reference staff assists users in learning to search the free databases (e.g., PSYCHLIT, PsychINFO, Compact Cambridge/MEDLINE, MEDLINE, Current Contents, the Compact Library AIDS Knowledge Base) as well as other programs such as Endnote. Students can also schedule a remote web meeting with a librarian. Students are able to borrow laptops and iPads from the library for seven days and computers, printers, scanners, and photocopymachines are available for students to use onsite. For a fee, users may choose to have the reference staff prepare and run a computer search. Books that are required reading for courses are kept on Reserve at the Circulation Desk. Books or journals needed for course work or research that the library does not own may be requested through the Interlibrary Loan Office. The library staff provides a high level of service in helping all patrons satisfy their information needs.

Maintaining Student Files in the Psychology Office

Each student is required to maintain a student file while enrolled at Ferkauf. These files are started when the student applies, and contain academic transcripts, letters of recommendation, etc. The student must maintain his/her file by submitting required paperwork electronically or in-person to the Student Files box located in the Psychology Office. Each student is required to submit:

- Updated log hours, evaluations (student & supervisor), and forms (e.g., clinical agreement, research agreement, etc.) (each semester)
- Student Activity Report (yearly, submitted online)

It is the student's responsibility to complete and submit his/her paperwork in an up-to-date, timely fashion. Blank and sample forms are located in the Appendix and online in the Google Drive folder (to which students are given access their first year in the program).

Students must keep a copy for their own records.

The program retains records in accordance with CoA requirements as well as all federal and New York State standards and YU policies. The YU policy on course records retention policy is available

for students to view here: <https://www.yu.edu/provost/policies>.

Shuttle Bus Service

There is a shuttle bus service to Montefiore Medical Center and to the 180th Street subway/elevated station outside the Belfer Building at AECOM. As schedules may change, please visit <https://www.yu.edu/safety-security/transportation/shuttles> for the current schedule.

Email Accounts

Every Ferkauf student is given a YU e-mail address at registration. For additional details about accessing and logging into your YU email account, please see the Ferkauf Academic Catalog, page 18.

Banner (My YU)

The Banner online system provides access to a student's schedule, grades, financial aid, course registration, and account information. It is accessible through the website: https://selfserveprod.yu.edu/pls/banprd/twbkwbis.P_GenMenu?name=homepage.

Inside Track

Inside Track is Yeshiva's self-service student system. Students can use it to search offered classes, register, find textbook information, check unofficial transcripts and progress towards degree requirements, print enrollment verifications, order transcripts. The web address for Inside Track is: <https://insidetrack.oci.yu.edu/>.

To log in to Inside Track, students should visit <https://www.yu.edu/registrar/registration>. 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 Banner ID (starting with 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.

DegreeTrack: Among the resources students can access through Inside Track, DegreeTrack is a web-based academic advising tool that helps students monitor progress towards their degree by auditing completed, current, and future coursework against degree requirements.

Training Materials & Equipment

The Lillian Zach Testing Library: FGS has its own testing library, located within the building where classes are held, that is well-stocked with approximately 130 different psychological tests - including testing of cognitive function, personality tests, and behavioral tests. There are multiple kits and manuals available exclusively for student use, updated each year.

Computers: FGS has its own student computer room with multiple PCs and printers exclusively for the use by students from the school. Internet access and remote access to the library is available on each of the machines. The medical campus has several computer rooms with primarily PC machines and a Macintosh computer room. The buildings that house the Program, the Rouso and Van Etten Buildings, have wireless access. The Program has arranged for students to obtain software licenses at greatly reduced prices for the following statistical packages: IBM SPSS Statistics Premium GradPack, NCSS/PASS. Students can also download

the reference management program Endnote for free through the Library's site license with Thomson Reuters.

Physical Facilities

FGS is located in the Rousso and Van Etten Buildings of Yeshiva University. Classrooms, faculty offices, and faculty laboratories are located in both buildings which are in close proximity to each other. The Albert Einstein College of Medicine Campus and associated services encompass a variety of educational facilities in addition to the medical school. These facilities include the Belfer Institute for Advanced Bio-Medical Studies, the Sue Golding Graduate Division of Medical Science, The Rose F. Kennedy University Center for Excellence in Developmental Disabilities, the Jack Weiler Hospital of AECOM, Jacobi Medical Center, and the Soundview/Throgs Neck Community Mental Health Center. In addition to these major teaching and health service centers, there are additional teaching hospital facilities located in close proximity to FGS including Montefiore Medical Center, North Central Bronx Hospital, Bronx Psychiatric Center, Bronx Children's Psychiatric Center, and Bronx-Lebanon Hospital.

The presence of these educational-medical facilities offers unique advantages to students. The availability of training facilities where our students may have access to year-long, full-time internships and part-time externships is an important advantage. Basic and applied research play an important role in all of these facilities and ongoing research projects are available for our students who may be invited to participate as research assistants. The availability of research samples facilitates data collection for students engaged in thesis research, and include such diagnostic groups as patients with depression, autism, schizophrenia, panic disorder, drug addictions, and adults who are living with HIV. An additional value of these resources is that students benefit from additional research mentoring from investigators at these facilities.

The school is housed in the Rousso and Van Etten buildings that include our administrative offices, faculty offices, the Parnes Clinic, ten classrooms and several smaller rooms, computer room, and student lounge. Each core faculty member has an office in the Rousso building and many also have offices/labs in the Van Etten building. Dr. Zemon has research facilities at Hunter College of the City University of New York in Manhattan, New York, and at the Nathan Kline Institute for Psychiatric Research in Rockland County, New York, a 30-minute drive north.

Office of the Registrar: The YU Registrar's website can be found at <https://www.yu.edu/registrar> and contacted at resnickregistrar@yu.edu and Lorenzo.Harris@yu.edu.

International Student Advisement: Students who reside abroad must contact the international student advisor who can aid students in the transition to the United States. Ms. Jennifer Golden is the director of the Yeshiva University Office of International Students and Scholars Office. She assists international students with their transition to FGS.

Office of Student Disabilities: Yeshiva University's Office of Disability Services collaborates with students, faculty, and staff to provide appropriate accommodations and services to students with disabilities. Disability services for students in the Program are coordinated through the Office of the Dean. Students are informed about the Office of Disability Services through a "Statement on Disability Accommodation Requests" that is included in course syllabi.

Yeshiva University Writing Center: Students needing assistance with improving their writing

skills are welcome to use the Writing Center, which uses English Department faculty and teaching assistants to provide feedback and training to students to improve their writing techniques.

Legal Services: The Office of Legal Affairs assists students in processing all affiliation agreements for externship and internship placement sites. Our students are covered for Professional/Liability with a limit of \$2,000,000 per occurrence and \$4,000,000 in aggregate while acting within the scope of their duties at placement sites. Students working through their faculty advisor, program director, and the dean can also receive academic-related legal advice in special circumstances.

Health and Accident Insurance: Full-time students are eligible to subscribe to an accident and health insurance program for themselves and their dependents. Information is made available to students at the beginning of each school year.

Counseling Services: Counseling services are available for all graduate students and are arranged by Dr. Salton. Dr. Salton arranges for low-fee counseling for students from local licensed clinicians who the students would not interact with in an educational capacity (e.g., as a clinical supervisor).

Recreation and Dining Facilities: Campus life offers a wide variety of lectures of professionals that are of scientific interest, as well as such activities as concerts and art shows. Student lounges and other facilities are available for student events and for quiet relaxation or recreation. They provide pocket billiards, stereo music, television, and automated food service. The campus is within easy driving reach of major recreational areas of Long Island, Westchester, Connecticut, and New Jersey. Only a few minutes away are the Bronx Zoo, City Island, Pelham Bay Park, and Orchard Beach; nearby Pelham Parkway provides an attractive setting for jogging. The University-operated dining hall is open on all days on which classes are held.

Practicum Training Sites and Facilities:

Students in the Program obtain their clinical practicum training through a combination of experiences. These include both in-house and external practicum experiences. In-house practicum training resources include our Behavioral Medicine Service which is located within the Parnes Clinic (see below for more details).

Students completing the minor in gero-psychology with Dr. Zweig can also complete their externship in-house at the Parnes Clinic. External externship placements within the New York metropolitan area are widely available, and students compete nationally for internship placements. During their externships, students apply for and match at sites on a part-time basis (16-20 hours per week) during their second, third, and fourth years, as well as their fifth year (if applicable; see clinical training section for details).

The Max and Celia Parnes Family Psychological and Psycho-educational Services Clinic (Parnes Clinic): This is the in-house training facility for all three of FGS's doctoral programs located within the Van Etten Building and directed by Dr. William Salton. It is structured to offer a site in which students in these programs, at all levels of training, can obtain the experience required by their coursework. The Parnes Clinic operates on an 11-month (September - July) basis, five days a week. In addition to Dr. Salton, it is staffed by a full-time administrative assistant, Ms.

Marilyn Gotay, a full-time postdoctoral fellow, and an annually changing complement of paid student assistants, who are employed to help with conducting initial phone screenings of potential clients and chart audits to ensure accuracy of clinic paperwork (see clinical training section for details).

Transferring Credits

Transfer of Credit

Up to 12 credits of graduate-level coursework may be transferred from other institutions. As described in Academic Catalog (pages 20-21):

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 include an official transcript showing the course they wish to transfer with a final grade and syllabus 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 a Master's program at Ferkauf, 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.

Leave of Absence

If students wish to take a leave of absence, they must discuss it with their academic advisor and the program director prior to applying for it. After the application (<https://www.yu.edu/registrar/forms>) is submitted, the academic advisor reviews the appropriateness of the request and makes a recommendation to the program director. Leaves are granted for medical reasons after completion of one semester of coursework and must be approved by the dean as well. It should be noted, however, that the presumption is that training is continuous and requests for leaves of absence greater than one year are unlikely to be approved and will require documentation of continued motivation, a plan for completion, and review by the full Program faculty. A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the school. A student who wishes to resume studies will be required to apply for readmission. If

the student is entering full-time service in the armed forces or in ACTION, Peace Corps and VISTA, no charge will be made for the leave during the period of actual service.

Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue a course of study under the requirements in place at the time the leave was granted. Leaves of absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements.

*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. A student on a leave of absence registers for one of the registrarial courses in the sequence REG 0900A-0909

APPENDICES

A) CLINICAL FORMS

(Available on Clinical Health Professional Seminar Google Drive)

A.1 Externship Description and Requirements Document

Clinical Psychology Ph.D. (Health Emphasis) Program Description and Requirements of Externships

Students train in a health care or mental health care setting approved by the Director of Clinical Training. Students conduct clinical assessments and interventions.

Assessments may include intake evaluations, psychological or neuropsychological testing, structured or unstructured clinical interviews, administering psychological screening instruments, or other assessments that are typically utilized in the field setting and that are appropriate for the patient population served.

Interventions involve face-to-face meetings with “patients” or “clients” served by the care setting that may include individual, group, or family psychotherapy, the provision of therapeutic support and/or education, psychologically oriented rehabilitation, or other interventions that are typically utilized in the field setting and that are appropriate for the patient population served and the setting (inpatient, outpatient, etc).

Malpractice Insurance: Yeshiva University provides malpractice liability insurance for all registered students who are engaged in approved externship training. Externship settings may request a copy of the insurance policy declarations page that is made available to students through Google Drive.

Supervision: Since the externship is primarily a clinical *training* experience for the student, regular, weekly, individual, face-to-face *clinical* supervision by a licensed psychologist is required to be provided by the care setting (minimum 1 hour/week; ideally minimum 1 hour per 4 hours of clinical work)*

**see Telesupervision Policy (Appendix) for details of supervision requirements*

Evaluations: Students are evaluated by externship supervisors every semester on a form provided by the University. Externships supervisors are evaluated by students. Evaluations are facilitated through Survey Monkey.

Documentation of Externship Hours: Students log their direct and indirect externship hours on an *Hours Log* form provided by the University and that is signed by the field supervisor every 3 months. This form can be found in the program’s student resources section of the website and includes a guide to categorizing direct vs. indirect hours. Hours Logs should be submitted to the DCT at the end of each semester. At the completion of each externship experience, an *Attestation of Experience* form must also be completed by the student and the externship site. This form must be submitted to the Registrar’s office. It is suggested that a copy

of this form be submitted to the DCT for the student's clinical file. Students should keep a copy of their completed externship agreements, hours logs, and attestation of experience forms.

The Duration and Frequency (hours/week on site) of the clinical training experience may be fixed or negotiable. Some field settings require a minimum duration of student participation (e.g., 6 months, 12 months, etc.), and/or a minimum number of hours/week on site. Some field settings do not have fixed requirements. In the latter case, duration of training and hours/week are agreed upon in advance between the student and field supervisor. ***There is a maximum of 16 hours/week of externship training***, unless an exception is made by the program Director of Clinical Training.

Didactics: All students must participate in a Weekly Didactic Component that may take the form of a weekly externship seminar or a combination of educational activities such as grand rounds, case conferences, or discussion of assigned readings during supervision.

Externship Agreement: All students who apply for externships, through formal or informal channels, must write a description of the proposed clinical externship training. A list of the required components of an externship as well as an example of an externship agreement are available in this manual and in the student Google Drive folder "Externship Docs."

The description may be brief, but must include the following information:

- Name of Site/Institution with Brief Description (e.g., hospital, clinic, private practice, etc.)
- Description of Patient Population Served
- Proposed Responsibilities/Activities of the Student (e.g., will attend staff meetings, rounds, conduct intake evaluations, provide psychotherapy, enter chart notes, attend supervision, etc.)
- Proposed Duration of Training (start/end dates) and Hours/Week on Site
- Frequency of Supervision, Supervisor Name & Qualifications (degree/license)
- Description of Didactic Component (see below)
- The written description of the proposed training is signed by the field supervisor and the student. Since it is only a description and not a "contract," it may be amended during the training period if warranted, which is usually done by mutual consent between the student and field supervisor.

A.2 Externship Agreement Template

Available on Clinical Health Professional Seminar Google Drive)

**YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF
PSYCHOLOGY 1165 MORRIS PARK AVE
Rouso Building, Bronx, NY 10461**

Clinical Externship Agreement

Student Name:

Site Name:

Site Address:

Time Period: Month/Day/Year through Month/Day/Year

This (**days/per week, # hour per week, e.g., two day per week, 16 hour per week**) clinical psychology externship will be under the supervision of **NAME, DEGREE, NYS LICENSE #, at SITE NAME.**

Description of setting, population, type of training experiences: Extern will train on an adult inpatient medical rehabilitation unit where they will develop an understanding of diagnostic criteria and treatment of some of the major types of psychopathology from which medically hospitalized City Hospital patients suffer; clinical interviewing and assessment skills within an inpatient medical setting; the ability to set psychological treatment goals within an inpatient medical setting where psychological issues are conceptualized both independently and in the context of their impact on medical/physical treatment; and general skills for working within an interdisciplinary inpatient medical setting.

Extern Duties, Responsibilities, Training Activities: Extern will conduct supervised intake interviews, help diagnose patients, assist with mental health service disposition planning of patients, conduct supervised individual psychotherapy with patients, observe interviewing of patients, perform psychological, and/or neuropsychological, and or educational assessments on patients and write medical chart notes and assessment reports. Neuropsychological assessment is diagnosis-driven, with batteries tailored to presenting problems. Additional psychological service recommendations may be made including linkages to in-patient psychiatry, outpatient substance abuse treatment programs, outpatient psychotherapy or other services. Under supervision, Extern will work in consultation with other members of a patient's treatment team from allied professions. The Extern will attend interdisciplinary case conferences and family meetings.

Didactics: Extern will attend didactic seminars and/or have additional relevant clinical and professional development readings. Extern may also attend service and department case conferences and grand rounds, as well as other psychology trainee didactics, as possible and relevant.

Supervision: Extern will receive a minimum of one hour of individual, dyadic, one-on-one clinical supervision per week. Additional supervision may be provided individually or in group format. Per the American Psychological Association, training must include at least one live observation per semester, which can be in the form of live observation, audiotape, or video.

Time Period: Duration of training is scheduled from XX to XX, for 2 days (16 hours) per week.

Student Signature and Date

Supervisor Signature and Date
NYS License # _____

Student Name (printed)

Supervisor Name (printed)

A.3 Externship Match Guidelines

(Please note that these guidelines may be modified each externship year. Up to date guidelines and other resources can be accessed at <https://natmatch.com/extern/applicants/index.html>.)

NORTHEASTERN REGIONAL EXTERNSHIP MATCH (EXTERN MATCH) GUIDELINES

The Northeastern Regional Externship Match (Extern Match) is an application service and matching program that provides an orderly process to help applicants obtain externship positions of their choice, and to help externship sites obtain applicants of their choice.

- *The following policies will guide the 2026 Extern Match for positions beginning in 2026.*
- *NYNJADOT and PENDELDOT are responsible for the rules, procedures, and ensuring the overall conduct of the Extern Match.*
- *NYNJADOT and PENDELDOT, at their sole discretion, may make changes to these Guidelines and the Schedule of Dates in unusual, unforeseen, and/or emergency circumstance*
- *The Extern Match Portal and related support services are provided by National Matching Services Inc. (NMS) on behalf of NYNJADOT and PENDELDOT.*

SCHEDULE OF DATES

The full Schedule of Dates that govern activities in the Extern Match are available on the Extern Match website at: <https://natmatch.com/extern/schedule.html>. Key dates are below:

| | |
|--------------------------------------------------------------|-------------------|
| Site Registration Opens | November 3, 2025 |
| Recommended Program Registration and Profile Completion Date | November 24, 2025 |
| Applicant Registration Open | December 1, 2025 |
| Application Deadline | January 23, 2026 |
| Interview Invitations Open | January 26, 2026 |
| Rankings Open | March 2, 2026 |
| Interview Invitations End | March 9, 2026 |
| Final Day for Interviews | March 17, 2026 |
| Rank Order List Deadline | March 24, 2026 |
| Match Results Day | March 31, 2026 |
| Post-Match Offer Day | April 14, 2026 |

ELIGIBILITY

- 1. REGISTRATION FOR THE EXTERN MATCH PROCESS IS OPEN TO DOCTORAL STUDENTS IN NYNJADOT AND PENDELDOT-MEMBER**

DOCTORAL PROGRAMS, APA ACCREDITED PROGRAMS AND PCSAS ACCREDITED PROGRAMS.

- a. **ONLY STUDENTS FROM THESE PROGRAMS MAY PARTICIPATE IN THE EXTERN MATCH.**
 - b. **PRIOR TO COMPLETION OF THE MATCH. STUDENTS FROM THESE PROGRAMS MAY ONLY APPLY TO SITES THROUGH THE EXTERN MATCH PORTAL.**
2. *All externship sites and doctoral students participating in the Extern Match are expected to adhere to these minimally acceptable standards for externship:*
- a. 16 hrs/ week – in no more than two days (if modified, permission of Program Director/DCT required). The Extern Match Portal Profile listing for each site must state whether the student will be delivering services in-person, via telehealth, and/or a combination of the two.
 - b. Direct observation at least once during each semester (**APA’s Implementing Regulation C-14-D (IR C-14-D)**).
 - c. Live supervision in the form of at least one hour of face to face, **individual** one-on-one dyadic supervision per week by a doctoral level psychologist and another hour of “other” types of supervision. Programs may require oversight of supervision by a licensed psychologist. Sites inform students in their Extern Match Portal Profile about the supervision they offer to students. Supervision may be offered virtually, as needed, due to safety or health reasons. The Extern Match Portal Profile for each site **must state** whether they will be providing supervision in-person or via tele-supervision.
 - d. Externship must have a stated didactic component to the training – specifics are not mandated.

GENERAL INFORMATION:

1. All sites participating in the Extern Match **must** use the Extern Match Portal to accept applications and schedule interviews.
2. The Extern Match will open for sites on the Site Registration Open date. Registration emails will be sent to training sites that include a unique link to register the site for the Extern Match. All sites wishing to participate in the Extern Match must register and complete their Extern Match Portal Profile as soon as possible so that the site’s information can be added to the Externship Site Directory before students start working on their applications. The Extern Match Portal will open to students to prepare and submit applications on the Applicant Registration Open date. **The URL for the Extern Match website is: <https://natmatch.com/extern/>**
3. Students can prepare their application material and submit applications from the Applicant Registration Open date until the Application Deadline date.
4. All applications submitted by students will include basic contact information, a CV, cover letter, and DCT verification letter. If externship sites want additional documentation, they must specify

the type of documents they want students to upload in their Extern Match Portal Profile. Additional documents might include: assessment report or case summary, letters of recommendation, unofficial transcript, etc.

5. Externship sites will have access to student applications in the Extern Match Portal as soon as they are submitted. Students can access the Extern Match Portal to ensure their applications have been submitted to the sites to which they applied.
6. Externship sites can begin sending interview invitations to students using the Extern Match Portal on the Interview Invitations Open date. Interview scheduling must be finalized by the Interview Invitations End date, and all interviews must be completed by the Final Day for Interviews.
7. Sites need to post in their Extern Match Portal Profile whether interviews will be in-person, remote, or some combination of the two. Sites are strongly encouraged to engage in equitable and fair decision-making regarding students who choose the remote option, should this be available.
8. Students and sites may begin to enter their Rank Order Lists on the Rankings Open date. The ranking occurs within the Extern Match Portal. There is no other way to submit rankings. Students and sites must use the Extern Match Portal to enter and certify their Rank Order Lists no later than the Rank Order List deadline date. Rank Order Lists can be changed even after they are certified, until the Rank Order List Deadline date. Results of the matching process will be released on Match Results Day.
9. After the results of the matching process are released on Match Results Day, the Post-Match Process will begin. Students should check the Extern Match Portal for information about open/available sites. Sites will be able to remove themselves from the Post-Match Process when they have filled all their positions. When sites are removed from the Post-Match Process, they will be removed from the list of available positions and closed for applications so as to inform the remaining applicants that they are no longer being considered.
10. Post-Match offers will begin on Post-Match Offer Day. There is no ranking process used in the Post-Match process. If a site wishes to offer an externship to a student in the Post-Match Process, they should send an email to the student, cc'd to the student's DCT, to offer the position directly.
11. Any and all questions related to the Extern Match process (including tech support) should be directed to the following email address: extern@natmatch.com.

12. There is a joint committee of NYNJADOT and PENDELDOT that will hear complaints or concerns related to the Extern Match. To convene this committee, please reach out to David Brandwein at dbrandwe@kean.edu or Jim Haugh at haugh@rowan.edu.

STUDENTS:

Students must use the Extern Match Portal to register to participate in the Extern Match, submit applications, schedule interviews, enter and certify a Rank Order List, and obtain an Extern Match result. The student's DCT will have access to information about the student's participation in the Extern Match, including applications, interviews, rankings, and result.

1. Students must pay \$100 USD to register to participate in the Extern Match. All students wishing to obtain an externship must register for the match every year and pay the associated fee annually. All efforts will be made to hold the fee constant, year-to-year; however, there may be small increases.
2. Students should include the person at the University in charge of student externship placements (traditionally, the DCT or ADCT) name, email address and phone numbers on their CVs.
3. **It is advisable for students to indicate in the application cover letters the days of the week that they are available for externship and the day/s that they are not able to attend.**
4. Interview offers to applicants will be made by sites through the Extern Match Portal. Students will receive interview invitations by email sent by the Extern Match Portal and can also log into the Portal to view all interview offers that sites have sent to them. Applicants can schedule interviews using the links provided in the interview invitation emails or directly through the Portal.
5. As early as possible in the semester, students should make requests via the Extern Match Portal for letters of recommendation from their faculty or others. The letters will be uploaded to the Extern Match Portal directly by the recommender.
6. No Thank You Notes: Students are not to send "Thank you" notes to their interviewers or to other professionals at the externship site.
7. The Extern Match registration fee includes credits to send applications to twelve (12) externship sites. Additional credits can be purchased for \$15 USD per credit. Sites will not accept applications prior to the Match that are not submitted through the Extern Match Portal.
 - i. -
8. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, in the cover letters of their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their Extern Match Portal site.

9. The Extern Match is open only to NYNJADOT/PENDELDOT member schools, through the end of the Post-Match Process. Any sites with unfilled slots after the end of the Post-Match Process can offer slots to students from non-member programs directly. Similarly, unmatched students may accept externships outside of the Extern Match once the Post-Match Process ends.
10. Students are responsible for asking externship sites how supervision will be provided and how that corresponds to local laws for licensing psychologists.

EXTERNSHIP SITES:

All applications will be received via the Extern Match Portal. All interview offers must be made via the Extern Match Portal. A Rank Order List must be entered and certified by the Rank Order List deadline for each track being offered by the site in the Extern Match. Rank Order Lists can be changed even after they are certified, until the Rank Order List Deadline date.

1. Every site **MUST** designate one person, usually the Training Director, who will serve as the primary contact person for the site in the Extern Match Portal. The Extern Match registration process should be completed by the site's primary contact. Once registered, the primary contact can set up secondary user accounts for externship site staff to manage the site's information in the Extern Match Portal.
2. Externship sites must complete their Extern Match Portal Profile information as soon as possible after registration. This information will be used to create the public Directory of participating sites, which will be available to students on the Extern Match website (natmatch.com/extern). This information must include required dates and times (if any) for students to be at the training site.
3. It is recommended that externship sites provide information in their Extern Match Portal Profile as to whether attending the externship will reduce, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.
4. Externship sites should state, on their Extern Match Portal Profile, whether the site is willing to interview students who are concurrently applying for internship. Interview offers made to students using the Extern Match Portal will be available to the student's otherwise) **MUST ATTEST**, in the cover letters of their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their Extern Match Portal site.
5. The Extern Match is open only to NYNJADOT/PENDELDOT member schools, through the end of the Post-Match Process. Any sites with unfilled slots after the end of the Post-Match Process can offer slots to students from non-member programs directly. Similarly, unmatched students may accept externships outside of the Extern Match once the Post-

Match Process ends.

6. Students are responsible for asking externship sites how supervision will be provided and how that corresponds to local laws for licensing psychologists.

EXTERNSHIP SITES:

All applications will be received via the Extern Match Portal. All interview offers must be made via the Extern Match Portal. A Rank Order List must be entered and certified by the Rank Order List deadline for each track being offered by the site in the Extern Match. Rank Order Lists can be changed even after they are certified, until the Rank Order List Deadline date.

1. Every site **MUST** designate one person, usually the Training Director, who will serve as the primary contact person for the site in the Extern Match Portal. The Extern Match registration process should be completed by the site's primary contact. Once registered, the primary contact can set up secondary user accounts for externship site staff to manage the site's information in the Extern Match Portal.
2. Externship sites must complete their Extern Match Portal Profile information as soon as possible after registration. This information will be used to create the public Directory of participating sites, which will be available to students on the Extern Match website (natmatch.com/extern). This information must include required dates and times (if any) for students to be at the training site.
3. It is recommended that externship sites provide information in their Extern Match Portal Profile as to whether attending the externship will reduce, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.
4. _
5. Externship sites should state, on their Extern Match Portal Profile, whether the site is willing to interview students who are concurrently applying for internship. Interview offers made to students using the Extern Match Portal will be available to the student's DCT in the Extern Match Portal.
6. Externship sites are strongly encouraged to post their interviewing time frame. If sites will be conducting pre-interviews (i.e., brief screening interview prior to a more in-depth interview), they must clearly state this on their Extern Match Portal Profile and adhere to the dates for interview in these guidelines.
7. If sites are aware of fees they will be passing on to applicants for on-boarding of externs, they should indicate these in their Extern Match Portal Profile. Sites must also list any and all onboarding requirements on their Extern Match Portal Profile, and update their Profile if these requirements change during the process. If the sites are aware of any processes that

will disqualify accepted externs during the on-boarding process, they should indicate these in their Extern Match Portal Profile (e.g., drug testing, vaccination documentation).

8. Please note that neither students accepted through the Extern Match nor their training programs will pay any administrative or training fees for acceptance to any site in the Extern Match.
9. Managing onboarding paperwork (i.e. background checks, fingerprinting, vaccinations, etc.) and/or verifying it is completed is the responsibility of each individual externship site. Program DCT's should not review students' private health information (PHI). For some sites, like VA facilities, DCT's may need to assist with the onboarding process; however, this should be the exception, not the rule. Sites are asked to begin the onboarding process no later than one month before the externship start date.
10. Sites are encouraged to start the affiliation agreement process with Universities/graduate programs as soon as possible. An existing affiliation agreement between a site and a University does not bind the site to take a student from that University.
11. If externship sites are unable to accept students from specific programs, this must be clearly stated in their Extern Match Portal Profile. Sites can limit applicant eligibility to specific doctoral programs, at their discretion.

DCTs:

DCTs can access the Extern Match Portal to see a list of their registered students, review their applications, view the sites offering them interviews, and access each student's Rank Order List and result.

1. DCTs are encouraged to discuss students' externship site ranking list with students prior to the student submitting their Rank Order List in the Extern Match Portal.
2. DCTs will provide Verification Letters to their students, which the student will upload to the Extern Match Portal, that specify the number of hours and number of days/week that students can attend externship. If a student is applying for both externship and internship, this must be stated on the Verification Letter.
3. Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Without express permission from the student's DCT, students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.
4. DCT's will ensure that students are complying with these guidelines.
5. DCT's should inform students that successful matching at an externship site is contingent on the execution of an affiliation agreement and successful completion of the onboarding process. This may be a requirement at the site and/or the university level.

A.4 Clinical Externship Hours Log

(available on Google Drive)

**Ferkauf Graduate School of Psychology
Yeshiva University**

Externship Hours Log

Please complete and return externship activities log form to:

Bari Hillman, Ph.D., Director of Clinical Training
Clinical Psychology Ph.D. Program, Health Emphasis
Ferkauf Graduate School of Psychology
1165 Morris Park Avenue, Rousso Building
Bronx, NY 10461

Instructions:

- Complete 1 log for each 3 months at your placement
- Either your clinical supervisor(s) or the Director of Training at your clinical placement must sign this form
- This form is due on the last Wednesday of each semester and on the second Wednesday of the Fall semester for summer placements

Definition of Terms:

Direct Clinical Hours: Clock hours spent in direct contact with patients/clients, either in assessments or interventions.

Assessment Hours: Clock hours spent in conducting face-to-face assessments with patients. Examples include: psychological testing, neuropsychological testing, screening assessments, administering structured interviews, clinical diagnostic interviews, etc.

Intervention Hours: Clock hours spent in direct contact with patients/clients, conducting psychotherapy, psycho-education, or medical education activities.

Indirect (Support) Hours: Clock hours spent in clerkship setting engaging in activities that promote learning about clinical work. Examples include (but are not limited to) completing progress notes/charts, writing reports, clinical supervision, reading materials assigned by supervisor, attending rounds, etc.

Ferkauf Graduate School of Psychology
Yeshiva University
Clinical Psychology, Ph.D. Program, Health Emphasis

Clinical Externship Hours Log

| |
|-------------------------------------------------|
| Student's Name: _____ |
| Clinical hours for period from: _____ to: _____ |
| Placement Name: _____ |

First Month/Yr: _____ / _____

- Indirect Clinical Hours _____
- Direct Clinical Hours = Assessment Hours (_____) + Intervention Hours (_____) = _____

Second Month/Yr: _____ / _____

- Indirect Clinical Hours _____
- Direct Clinical Hours = Assessment Hours (_____) + Intervention Hours (_____) = _____

Third Month/Yr: _____ / _____

- Indirect Clinical Hours _____
- Direct Clinical Hours = Assessment Hours (_____) + Intervention Hours (_____) = _____

TOTAL HOURS OVER 3-MONTH PERIOD: _____

Supervisor Signature and Date

Supervisor Name, Degree, License No. (Please Print)

A.5 Evaluation of Supervisor (Clinical Externship)

Ferkauf Graduate School of Psychology

Clinical Psychology Ph.D. Program, with Health Emphasis

Evaluation of Supervisor

Students are asked to provide a narrative response for the following:

Please comment briefly on your areas of greatest and least satisfaction in working with this supervisor:

- Greatest Satisfaction:

- Least Satisfaction:

- How strongly would you recommend this supervisor to other students?

Student satisfaction with their supervisor's performance in the specific domains below is rated using the following:

Very unsatisfied
Somewhat
satisfied Satisfied
Very
Satisfied
N/A

1. Availability of Supervisor When You Have Questions or Concerns
2. Overall Ability to Effectively Communicate and Teach
3. Ability to Establish Productive, Appropriate Working Relationship
4. Supervisor Maintains Regular Weekly Face-to-Face Supervision
5. Supervisor's Ability to Teach Technical Knowledge and Skills About Psychotherapy
6. Supervisor's Ability to Teach Technical Knowledge and Skills About Assessment
7. Ethical Knowledge, Attitudes, and Behaviors
8. Supervisor's Ability to Teach Technical Knowledge and Skills About Research
9. Supervisor's Feedback on Clinical Writing (e.g., Notes, Testing, etc.)
10. Supervisor's Ability to Stimulate Critical Thinking
11. Supervisor's Feedback on Research-Related Writing (e.g., grants, manuscripts, etc.)

12. Supervisor's Empathy

13. Supervisor's Willingness to Discuss Issues Related to Diversity and Culture

A.6 Evaluation of Student (Clinical Externship)

Ferkauf Graduate School of Psychology

Clinical Psychology Ph.D. Program, with Health Emphasis

Clinical Evaluation of Student

Student's current level of knowledge, skills, and attitudes are rated in each of these areas, using the following scale:

N/A = No opportunity to evaluate or insufficient information

1 = Not competent - has not shown consistent improvement

2 = Problems, but approaching competence - has shown improvement

3 = Competent for current level of training

4 = More than competent

5 = Highly competent

14. Administration and Scoring of Psychological and Psychoeducational Instruments
15. Interpretation of Test Results and Their Implication
16. Data Collection (Interviews, Intakes, Record, Review)
17. Communication Skills (Active Listening, Writing Useful Reports, Communicate Effectively)
18. Intervention Skills (Direct Service: Counseling, Individual Therapy or Group)
19. Consultation and Supervision
20. Adherence to Ethical and Professional Standards^[SEP]
21. Demonstrates Competence in Regard to Cultural, Ethnic, and Individual Differences
22. Response to Supervision
23. Completes Assignments in a Timely Manner
24. Interpersonal and Collaborative Skills
25. Competence in Supervising Others
26. Reliability and Dependability
27. Realistic Sense of Strengths and Limitations
28. Overall Rating

A narrative response is requested for the following:

29. Please add any additional evaluative information
30. Are there any specific skill sets or competencies that you feel this student needs to address?

A.7 Attestation of Experience- Externships and Internships

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
 1300 Morris Park Avenue
 Rousso Building - 1st Floor
 Bronx, NY 10461

ATTESTATION OF EXPERIENCE BY SUPERVISOR

TO BE COMPLETED BY STUDENT (*Please Print Clearly or Type*)

| | | |
|------------------------|------------|----------------|
| Last name of applicant | First Name | Middle Initial |
| Phone #: | Email: | |
| Ferkau Program: | | |

STUDENTS MUST NOT WRITE BELOW THIS LINE

TO BE COMPLETED BY SUPERVISOR (please print clearly or type)

| | | |
|-------------------------|------------|----------------|
| Last name of supervisor | First Name | Middle Initial |
| Street address | | |
| City | State | Zip Code |

SUPERVISOR'S QUALIFICATIONS AT ONSET OF SUPERVISION

| | | | | | | |
|------------------------------------------|----------------|-------------|--------------|-----------------------------------------|--------|--------------|
| Title (s) | | | | | | |
| Institution | | | | Phone Number | | |
| Psychology Certification/ License (s) | State/Province | Year Issued | | Certificate Number | | |
| | State/Province | Year Issued | | Certificate Number | | |
| ABPP Diplomate | Number | Clinical | Counseling | Industrial | School | Year Awarded |
| APA Fellow | Yes | No | Year Awarded | In which Division (s)? Numbers or Names | | |

| STUDENT'S WORK EXPERIENCE ATTESTED TO | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|-----------|------------|----------|-----------------|
| Institution Name | | | | | |
| Institution Location | | | | | |
| Start Date | End Date | Job Title | Hours/Week | | |
| Mo./Day/Yr. | Mo./Day/Yr. | | | | |
| Was this an externship, pre-doctoral internship, or field placement experience?: | | | | | |
| Job Duties: | | | | | |
| | | | | | |
| | | | | | |
| Total number of Hours of Internship/Externship (Full-Year): | | | | | |
| Frequency of Supervision: (Check all which apply) | | | | | |
| Kind of Supervision | One Hour | | Two Hours | | Other (Specify) |
| | Weekly | Biweekly | Weekly | Biweekly | |
| Individual Face to Face on Site | | | | | |
| Seminars | | | | | |
| Group Supervision | | | | | |
| Apprenticeship Activities | | | | | |
| Others (Specify) _____ | | | | | |
| Do you have any reservations about the applicant's professional competence, professional conduct, or moral characters? | | | Yes | No | |
| If "yes" to above, please explain (attach additional sheets, if necessary): | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Signature _____ | | | Date _____ | | |
| Supervisor, return this form directly to: | | | | | |
| Ferkauf Graduate School of Psychology 1300 Morris Park Avenue Rousso Building - 1st Floor Bronx, NY 10461 Attention: Registrar's Office | | | | | |

B) RESEARCH EVALUATION FORMS:

B.8 Predoctoral Research Project Proposal Approval Form

**YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 MORRIS PARK AVE
ROUSSO BUILDING
BRONX, NY 10461**

Predoctoral Research Project Proposal Approval Form

Name:

YU ID:

Major: Clinical Health Psychology (Health Emphasis)

Expected year of graduation:

Predoctoral Research Project Title:

Date of Approval:

Research Advisor: _____ Date: _____

Student: _____ Date: _____

B.9 Predoctoral Research Project Completion Approval Form

**YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 MORRIS PARK AVE
ROUSSO BUILDING
BRONX, NY 10461**

Predoctoral Research Project Completion Form

Name:

YU ID:

Major: Clinical Health Psychology (Health Emphasis)

Expected year of graduation:

Predoctoral Research Project Title:

Date of Completion:

Research Advisor: _____ Date: _____

Student: _____ Date: _____

B. 10 Dissertation Proposal Readiness Form

Dissertation Proposal Readiness Form

The student whose dissertation you have been asked to evaluate has requested permission from their research mentor to defend the dissertation proposal. Please see research mentor's evaluation of whether the dissertation proposal is ready for review by the committee.

Please note that dissertation proposals must be submitted to committee members at least 3 weeks prior to the dissertation proposal defense. This form must accompany the proposal when submitted to the committee.

Name of Student: _____

Title of Dissertation Proposal: _____

Name of Dissertation Chair: _____

Signature of Dissertation Chair: _____

Date: _____

RECOMMENDATION: () Dissertation proposal is ready for committee to review
 () Dissertation proposal is not ready for committee to review

B.11 Dissertation Proposal Approval Form

**YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 MORRIS PARK AVE
ROUSSO BUILDING
BRONX, NY 10461**

Dissertation Proposal Approval Form

Name:

YU ID:

Major: Clinical Health Psychology (Health Emphasis)

Expected year of graduation:

Dissertation title:

Date of Proposal:

Dissertation Chair: _____ Date: _____
(Name)

Committee Member: _____ Date: _____
(Name)

Committee Member: _____ Date: _____
(Name)

Student: _____ Date: _____
(Name)

B.12 Request for Approval of External Dissertation Reader/Committee Member

This PDF fillable form for requesting approval of an external member of your dissertation can be downloaded here (under Current Students link on our program's website) or under Student Resources:

<https://www.yu.edu/sites/default/files/inline-files/FGS%20Request%20for%20Approval%20of%20Dissertation%20Reader.pdf>

<https://www.yu.edu/ferkauf/student-resources>

C) COMPREHENSIVE EVALUATION FORMS:

C.13 Clinical Comprehensive Exam Scoring

**Ferkauf Graduate School of Psychology
Clinical Psychology Ph.D. Program with Health Emphasis
Clinical Comprehensive Exam
Domains of Evaluation**

Each domain is evaluated on a scale of 1 – 3:

- 1 = inadequate expected demonstration of competency
- 2 = adequate expected demonstration of competency
- 3 = greater than adequate expected demonstration of competency

1. To what degree does the document demonstrate **scientific mindedness**?
2. To what degree does the document demonstrate an approach that is based on **individual and cultural context**?
3. To what degree does the document demonstrate competence in **personality assessment and interpretation**?
4. To what degree does the document demonstrate competence in **cognitive assessment and interpretation**?
5. To what degree does the document demonstrate competence in **diagnosis**?
6. To what degree does the document demonstrate competence in **case conceptualization**?
7. To what degree does the document demonstrate competence in **knowledge of interventions**?
8. To what degree does the document demonstrate competence in **intervention planning and implementation**?
9. To what degree does the document demonstrate competence in **progress evaluation**?
10. To what degree does the document demonstrate competence in the **communication of findings**?
11. To what degree does the document demonstrate competence in **ethical conduct and decision-making**?
12. To what degree does the document demonstrate competence in **clinical health psychology**?

C.14 Research Comprehensive Exam Scoring Form

Research Comprehensive Exam Scoring Form

Instructions to Faculty Reviewers: Each research comp will receive an **Overall Impact** score (1-9) along with three specific scores (each 1-9) for **Significance**, **Approach** and **Innovation**, as per the guidance below. Statements regarding strengths and weaknesses of each of the three scored review criteria domains should be provided by the reviewer, as is typical in summary statements.

Overall Impact. Reviewers will provide an overall impact/priority score to reflect their assessment of the likelihood for the project to exert a sustained, powerful influence on the research field(s) involved, in consideration of the following review criteria, and additional review criteria (as applicable for the project).

Scored Review Criteria. Reviewers consider each of the review criteria below in the determination of scientific and technical merit, and give a separate score for each. An application does not need to be strong in all categories to be judged likely to have major scientific impact. For example, a project that by its nature is not innovative may be essential to advance a field.

Significance. Does the project address an important problem or a critical barrier to progress in the field? If the aims of the project are achieved, how will scientific knowledge, technical capability, and/or clinical practice be improved? How will successful completion of the aims change the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?

Approach. Are the overall strategy, methodology, and analyses well-reasoned and appropriate to accomplish the specific aims of the project? Are potential problems, alternative strategies, and benchmarks for success presented? If the project is in the early stages of development, will the strategy establish feasibility and will particularly risky aspects be managed? If the project involves clinical research, are the plans for 1) protection of human subjects from research risks, and 2) inclusion of minorities and members of both sexes/genders, as well as the inclusion of children, justified in terms of the scientific goals and research strategy proposed?

Innovation. Does the application challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions? Are the concepts, approaches or methodologies, instrumentation, or interventions novel to one field of research or novel in a broad sense? Is a refinement, improvement, or new application of theoretical concepts, approaches or methodologies, instrumentation, or interventions proposed?

Scoring Table

| Impact | Impact Score | Descriptor | Additional Guidance on Strengths/Weaknesses |
|--------------------------------------------------------------------------------------------------|--------------|--------------|-----------------------------------------------------|
| High | 1 | Exceptional | Exceptionally strong with essentially no weaknesses |
| | 2 | Outstanding | Extremely strong with negligible weaknesses |
| | 3 | Excellent | Very strong with only some minor weaknesses |
| Moderate | 4 | Very Good | Strong but with numerous minor weaknesses |
| | 5 | Good | Strong but with at least one moderate weakness |
| | 6 | Satisfactory | Some strengths but also some moderate weaknesses |
| Low | 7 | Fair | Some strengths but with at least one major weakness |
| | 8 | Marginal | A few strengths and a few major weaknesses |
| | 9 | Poor | Very few strengths and numerous major weaknesses |
| Definitions | | | |
| Minor: easily addressable weakness that does not substantially lessen the impact of the project. | | | |
| Moderate: weakness that lessens the impact of the project. | | | |
| Major: weakness that severely limits the impact of the project. | | | |

D) OTHER DOCUMENTS

D.15 MA in Psychology Checklist

Name: _____

1) Successful Completion of 36-credits, from 12 of the following courses:

Core Classes:

- ___ PSA 6071 Psychopharmacology
- ___ PSA 6181 Multicultural & Diversity Issues
- ___ PSA 6280 Statistics I
- ___ PSA 6283 Statistics II
- ___ PSA 6371 Issues in Professional Practice
- ___ PSA 6405 Social Psychology
- ___ PSA 6472 Cognitive and Affective Bases of Behavior
- ___ PSA 6515 Lifespan Development
- ___ PSA 6601 History & Systems of Psychology
- ___ PSA 6930 Physiological Psychology

Clinical Health:

- ___ PSH Neuroscience of Human Behavior, Cognition & Affect
- ___ PSH 6191 Concepts in Psychotherapy
- ___ PSH 6321 Test Construction
- ___ PSH 6371 Research Methods: Clinical Health Psychology
- ___ PSH 6431 Intellectual & Cognitive Assessment
- ___ PSH 6432 Personality Assessment
- ___ PSH 6435 Clinical Interviewing
- ___ PSH 6464 Psychopathology & Illness
- ___ PSH 6500 Cognitive Behavioral Therapy
- ___ PSH 6543 Behavioral Medicine Therapy & Practicum I
- ___ PSH 6544 Behavioral Medicine Therapy and Practicum II
- ___ PSH 6938 Physiological Health Psychology

Specialty Research Lab: _____

- ___ PSH _____ Year 1, Fall Semester
- ___ PSH _____ Year 1, Spring Semester
- ___ PSH _____ Year 2, Fall Semester
- ___ PSH _____ Year 2, Spring Semester

D.16 Ph.D. Checklist, Clinical Psychology Ph.D. Program, Health Emphasis

Name: _____

1. Required Courses (99 credits)

- PSA 6280 Statistics I
- PSH 6191 Concepts in Psychotherapy
- PSH 6371 Research Methods in Clinical Health Psychology
- PSH 6464 Psychopathology & Illness
- PSH 6431 Intellectual & Cognitive Assessment (with Lab)
- PSH 8943 Clinical Health Professional Seminar I
- PSA 6283 Statistics II
- PSA 6371 Issues in Professional Practice (Health)
- PSH 6543 Behavioral Medicine Therapy & Practicum I
- PSH 6432 Personality Theory & Assessment (with Lab)
- PSH 8944 Clinical Health Professional Seminar II
- PSA 6601 History and Systems
- PSH 6544 Behavioral Medicine Therapy & Practicum II
- PSH 6938 Physiological Health Psychology
- PSH 8945 Clinical Health Professional Seminar III
- PSH 6014 Neuroscience of Human Behavior, Cognition & Affect
- PSH 6500 Cognitive Behavior Therapy
- PSH 8946 Clinical Health Professional Seminar IV
- PSH 6935 Social Psychology in Health
- PSA 6515 Lifespan Development
- PSH 8947 Clinical Health Professional Seminar V
- PSA 6181 Multicultural & Diversity Issues
- PSA 6472 Cognitive & Affective Bases of Behavior
- PSH 8948 Clinical Health Professional Seminar VI
- PSH 6321 Test Construction
- PSH 8931 Dissertation _____, _____, _____, _____
- PSH 8999 Dissertation Extension
- PSH 8949 Clinical Health Professional Seminar VII
- PSA 6071 Psychopharmacology
- PSH 8950 Clinical Health Professional Seminar VIII
- PSH 8941 Clinical Health Doctoral Internship I
- PSH 8942 Clinical Health Doctoral Internship II

Specialty Research Lab: _____

Elective Courses

- PSH 6011 Clinical Neuropsychology I
- PSH 6012 Clinical Neuropsychology II
- PSH 6284 Applied Statistics in Health
- PSA 6289 Qualitative Research
- PSH 6421 Health and Addictions
- PSH 6939 Human Neuroanatomy
- PSC 8448 Psychological Assessment and Treatment of Older Adults

- PSC 8449 Geriatric Psychology Practicum I PSC 8950 Geriatric Psychology Practicum II
- PSC 8449 Geriatric Neuropsychology Practicum I
- PSC 8450 Geriatric Neuropsychology Practicum II
- PSC 8529 & 8530 Depression & Personality Disorders in Older Adults I and II
- PSA 6900 Special Topics in Clinical Health Psychology
- PSS 6250 Developmental Psychopathology
- PSS 6610 Beginning Work with Children, Parents, and Families
- PSS 6213 Cognitive Behavioral Psychotherapy for Youth I
- PSS 6449 Cognitive Behavioral Psychotherapy for Youth II
- PSS 6118 Psychodynamic Theory
- PSS 6119 Psychodynamic Therapy for Youth

2. Master of Arts in Psychology Approval Form
3. Predoctoral Thesis Approval Form
4. Complete 1800 hours Doctoral Internship
5. Oral Defense & Completion of Dissertation Planning
6. Final dissertation document to Registrar
7. Graduation Application Form
8. Pay graduation fee

D.17 Application for Graduation



Yeshiva University

REGISTRAR • FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

1300 Morris Park Ave. Room 128A | Bronx NY 10461 | Phone 718 430 3943 | Fax 718 430 3960 | E-mail: resnickregistrar@yu.edu

APPLICATION FOR GRADUATION

Students completing all requirements for Ferkauf's doctoral degrees, master en route degrees, or mental health counseling MA must complete and submit this form to the Office of the Registrar in order to be considered for degree conferral. For doctoral and mental health counseling students, a fee of \$150 will be applied automatically to your account upon submission of this form. The fee for master en route degrees is \$50, which will be applied automatically to your account upon submission of this form. The filing deadlines are as follows: (1) for January Degree: no later than November 1st; (2) for June, August, and September degrees: no later than March 1st. Degrees are conferred ONLY when the Office of the Registrar officially confirms that all requirements have been met and there are no outstanding financial obligations to the University.

Anticipated Degree Date: January 20__ June 20__ August 20__ September 20__

Legal Name _____ YU ID _____
LAST, FIRST, MIDDLE STARTS WITH # 8 or 9

Degree Applying: _____ Major: _____
(for major codes see reverse side)

I will not attend the graduation ceremony I will attend the graduation ceremony in May 20__

For your cap/gown order, please provide the following information: Height: ft ___ in ___ Weight: ___

Internship End Date (if you are currently on internship and applying for a doctoral or mental health MA degree): _____

Please note students are only eligible to walk in the graduation ceremony if they have completed all requirements including oral defense, dissertation/research project revisions, and doctoral internship. Exceptions may be made for students whose only requirement left over the summer is doctoral internship. All students should receive permission to walk from the program directors.

| | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------|--------------------|--|
| DIPLOMA INFORMATION: (Please write exactly how you would like your name to appear on your diploma. You will be required to officially change your name with school records if the last name you enter differs from the last name that currently appears on your student record.) | | | | |
| Diploma Name _____ | | | | |
| <small>FIRST</small> | <small>MIDDLE</small> | <small>LAST</small> | | |
| Mailing Address _____ | | | | |
| <small>NUMBER & STREET, APT #</small> | <small>CITY</small> | <small>STATE</small> | <small>ZIP</small> | |
| Daytime Phone _____ | | Email _____ | | |

For PSYD and Ph.D. Candidates Only: Please provide the title of your Dissertation / Research Project:

Student Signature: _____ Date: _____



Yeshiva University

REGISTRAR • FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

1300 Morris Park Ave, Rousso 128A | Bronx, NY 10461 | Phone 718 430 3943 | Fax 718 430 3960 | E-mail resnickregistrar@yu.edu

MAJOR CODES

MHMA: Mental Health Counseling

HPMA: Clinical Health Psychology MA

CPMA: Clinical Psychology MA

SPMS: School Psychology

HPHD: Clinical Health Psychology

CPSY: Clinical Psychology

SPSY: School-Clinical Child Psychology

DEGREES

MA: Master of Arts

MA: Master of Arts

MA: Master of Arts

MS: Master of Science

PHD: Doctor of Philosophy

PSYD: Doctor of Psychology

PSYD: Doctor of Psychology

D. 18 Telesupervision Policy

Telesupervision is defined by the American Psychological Association (APA IR, C-13) as "clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee." Consistent with this standard, all programs that utilize telesupervision must have an explicit policy about its use.

Below is the Program's telesupervision policy addressing the typical circumstances as well as exceptions made during the COVID-19 pandemic, starting in the Spring of 2020. It has since been updated in accordance with the July 2023 updates to APA's IR (C-13 D: Telesupervision) and applies only to the minimum number of required supervision hours that are dictated by practicum placements. For example, if a placement requires a minimum of 1 hour of supervision weekly, then this policy applies to the first hour of supervision in that week. If additional supervision occurs beyond the minimum, then this policy does not apply.

1. The primary mode of supervision at practicum sites is in a face-to-face, in-person format. The benefits to in-person supervision include opportunities for professional socialization and assessment of trainee competence, recognition and processing of subtle, nonverbal, and emotional or affective cues and interactions in supervision, all of which are essential aspects of professional development, ensuring quality, and protecting the public.
2. However, telesupervision is permitted in certain circumstances as it provides several benefits, such as allowing for more timely feedback and optimal client care. For example, telesupervision may occur when a typically-present supervisor is out of town, ill, or otherwise prevented from meeting in person physically; or likewise, when a supervisee is unable to be present.

Telesupervision is also permitted for clinical training through the Parnes Clinic. All Parnes supervisors are vetted and approved by the Program Director and students are provided with additional in-person support (i.e., through concurrent coursework like Behavioral Medicine Practicum I and II, Cognitive Behavioral Therapy, and the Clinical Health Professional Seminar sequence in which group supervision is provided). Additional oversight, like chart audits, is also provided and licensed clinical supervisors are always available on-site, and available to supplement telesupervision in case of emergency situations. As in other circumstances, the availability of telesupervision through the Parnes Clinic provides students with access to supervisors who are offsite throughout the New York Metropolitan area.

3. If and when telesupervision occurs, both supervisor and supervisee are responsible for identifying a private location to conduct the activity. Telesupervision must be conducted in a HIPAA compliant capacity (i.e., both the device, any software used, and internet connection must maximize confidentiality of both client) and comply with all applicable federal, state, and local laws and regulations concerning the provision of telesupervision.
4. For supervisors who are using telesupervision to complete their direct observations (video of a session) at least once a semester, but often more, the patient will have consented to video and

the video will be sent to the supervisor using a HIPPA compliant secure service (e.g., Hushmail or other practicum-approved, compliant server).

5. Although the supervisor (for the in-house clinic and externship) maintains full professional responsibility for clinical cases, if a student is seeing clients while a supervisor is unavailable in person or via telesupervision, it is incumbent upon that the supervisor designates an available back-up in case of emergency. This back-up must be a licensed clinical psychologist who is actively supervising at the site during the period of coverage. The supervisor(s) maintains full professional responsibility for clinical cases, including non-scheduled consultation and crisis coverage. Students are provided with emergency contact information for these individuals.

6. All supervisors at external practicum sites are encouraged to make a student-supervisor agreement at the start of the practicum year, which outlines the terms and expectations of the supervisory relationship and supervisee expectations. This agreement outlines the nature and conditions of the experience, including goals, expectations, and supervision structure. Supervisors should also indicate if they expect to use telesupervision, and the presence of a telesupervision policy. This agreement also asks all supervisors to review and follow APA guidelines for telesupervision.

References

Ben-Porath, Y.S. (2012). *Interpreting the MMPI-2-RF*. Minneapolis, MN: University of Minnesota Press.

Forrest, L., Elman, N., & Gizara, S. (1997). Professional standards for identifying, remediating and terminating impaired or incompetent trainees in psychology: A review of the literature. In *meeting of the American Psychological Association, Chicago, IL. Student: Course: Externship I, II, III or IV*.

Sattler, J. M., & Ryan, J. J. (2009). *Instructor's manual to accompany Assessment with the WAIS-IV*. San Diego, CA: Jerome M. Sattler, Publisher.