

STUDENT HANDBOOK
SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM
(Revised: September 2026)

2026-2027
Yeshiva University
Ferkauf Graduate School of Psychology
School-Clinical Child Psychology Program
1165 Morris Park Avenue, Bronx, NY 10461
646-592-4381
<http://yu.edu/ferkauf/school-clinical-child-psychology/>

The Combined School-Clinical Child Psychology Program reserves the right to modify the content and procedures listed in the handbook at any time. Students are expected to abide by its guidelines and be knowledgeable of the information within this document. Students are expected to submit a signed statement of understanding no later than October 2, 2026. The statement of understanding is located on the last page of the Handbook.

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INTRODUCTION

The School-Clinical Child Psychology Program is a *Psychology Health Service Provider Program* that offers preparation for the Doctor of Psychology (Psy.D.) degree. “Psychologists are recognized as Health Service Providers if they are duly trained and experienced in the delivery of preventive, assessment, diagnostic and therapeutic intervention services relative to the psychological and physical health of consumers based on: 1) having completed scientific and professional training resulting in a doctoral degree in psychology; 2) having completed an internship and supervised experience in health care settings; and 3) having been licensed as psychologists at the independent practice level” (APA, 1996, 2011).

The program is accredited by the American Psychological Association as a Combined Clinical-School Psychology Program. (Office of Program Consultation and Accreditation American Psychological Association; 750 First Street NE; Washington DC 20002-4242; (202) 336 5979; <https://www.accreditation.apa.org/>). The last accreditation visit was in 2017. The Program received a ten-year full accreditation. The next site visit will occur in 2027. The program is also approved by the National Association of School Psychologists and is registered with the New York State Department of Education. The program provides basic and applied training that permits students to work across the lifespan in schools, mental health facilities, hospitals, medical centers, rehabilitation centers, early childhood centers and developmental disabilities facilities.

1. After completing a course of study specified by the program and a school psychology externship, students may earn a Master of Science degree in School Psychology. (See Appendix A for list of requirements.)
2. Students may apply for the Provisional State Certification in School Psychology from NY, NJ, or CT contingent upon successfully completing their third or fourth year in the program. Students must complete a minimum of 600 hours on externships in schools or school-based clinics or related facilities to meet the requirements for certification. The MS in School Psychology, by itself, is not sufficient to gain certification. The Program recommends a student for provisional certification once they have met requirements.
3. Students are considered doctoral candidates after successfully completing two years in the program and passing required competency examinations.
4. Students may apply for the Bilingual Extension to the Advanced Certificate in School Psychological Services after their fourth year.
5. Students are eligible to apply to take Examination for Professional Practice in Psychology (EPPP) developed by the Association of State and Provincial Psychology Boards (ASPPB) upon graduation and completing a minimum of 1,750 hours on internship.

The Program is designed for full-time students without prior school psychology experience. The Program includes four years of didactic courses with integrated practica and externships that are sequenced for complexity. The culminating educational experience is the full-time predoctoral internship, usually completed in the fifth year. The predoctoral internship may be completed in schools, medical centers, mental health and developmental disabilities facilities, infant/early childhood centers, or other sites approved by the program.

Students have access to relevant Albert Einstein College of Medicine facilities such as the Children’s Evaluation and Rehabilitation Center at the Rose Kennedy Center for Excellence in Developmental Disabilities, the Early Childhood Center, the Fisher-Landau Center for Learning Disabilities and the Samuel Gottesman Library, which are located on the same campus as the Ferkauf Graduate School of Psychology.

There are eight core faculty members with primary responsibilities within the program. The Program Directors are Dr. Andrew Davis and Dr. Melanie Wadkins, and the Director of Clinical Training is Dr. Karen Hazel. The majority of core faculty members are licensed psychologists. Two faculty members are Nationally Certified School Psychologists. Adjunct faculty are hired to supplement the full-time staff according to particular program needs.

- Program's Website address: <https://www.yu.edu/ferkauf/degrees-programs/school-clinical-child-psychology>
- Program's Listserv: The Program has its own "by-invitation" only Listserv. Currently, more than 500 members including alumni, students and faculty use the Listserv.
- The Program Directors may be reached by phone: (646) 592-4543 (Dr. Davis); 646-592-4375 (Dr. Wadkins), or email: andrew.davis@yu.edu; melanie.wadkins@yu.edu.

THE PROGRAM'S HISTORY

The School Psychology program at Yeshiva University began in 1964 under the direction of Dr. Lillian Zach who was primarily responsible for its design and orientation. From the late 1960's to the early 1970's, the program was awarded one of the first NIMH School Psychology training grants in the metropolitan area. At that time students were awarded the Ph.D. in School Psychology and were eligible for New York State Certification as a School Psychologist.

The School Psychology Psy.D. Program was developed in 1979 and received accreditation from the American Psychological Association in 1988. The New York State Board of Regents approved the granting of the degree of Doctor of Psychology (Psy.D.) in both School and Clinical Psychology in October 1980.

The School Psychology Program was considered to have two parallel training tracks, a five-year track for beginning students and a three-year track for certified school psychologists. The two tracks were separated in 1999. Subsequently, the three-year program closed and has not accepted applicants since 2003.

The five-year track evolved into an independent program that was accredited (2003, 2010, and 2017) by the American Psychological Association as a Combined School-Clinical Psychology Program. In 1996, the Program received approval from the New York State Department of Education to change its name from School Psychology to School-Clinical Child Psychology.

FERKAUF GRADUATE SCHOOL'S MISSION STATEMENT

The mission of Ferkauf Graduate School of Psychology is to train mental health practitioners, psychological scientists and educators in ethical, evidence-based, state of the art methods of improving psychological adjustment and wellbeing. Ferkauf's mission is guided by core values that originate in Jewish thought, which include truth-seeking in the form of empirical research, compassion as a foundation of our clinical work, and constant improvement in our methods and outcomes for the advancement of social justice and the human experience.

The Combined School-Clinical Child Psychology Psy.D. Program is one of three doctorate-granting programs at Ferkauf Graduate School. The others are: Clinical Psychology Psy.D. (APA-accredited) and Clinical Psychology with Health Emphasis Ph.D. (APA-accredited). Ferkauf's master's level programs in Mental Health Counseling, Marriage and Family Therapy, and Special Education meet the highest standards of professional education, while preparing students for New York State licensure

The following sections on Student Life are copied from the Ferkauf Catalog.

STUDENT LIFE

Please visit <https://www.yu.edu/student-life/resources-and-services/Standards-Policies> and review the

following University policies on student conduct and student rights:

- Alcohol Policy for Graduate Student Events
- Anti-Bullying and Hazing Policy for Students
- Behavior Policy for Athletics
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- FERPA Release Form (Granting others access to a student educational record)
- IT Handbook for Students
- Medical Form
- Non-Discrimination and Anti-Harassment Policy (including TIX)
- Recording Policy
- Requirements for Working with Minors
- Romantic Relationships Policy
- Service Animal Policy
- Sexual Assault Student Bill of Rights
- Smoke-Free Campus Policy

Additional student consumer information can be found at: <https://www.yu.edu/oir/student-consumer-information>.

Commitment to Non-Discrimination

Yeshiva University is committed to maintaining an academic, work and living environment in which all individuals are treated with respect and dignity. Everyone at the University has the right to work and learn in an environment that promotes equal opportunities for all. For more information, see <https://www.yu.edu/titleIX>. Students and employee-victims have the right (i) to make a report to the University's Security Department, local law enforcement and/or State Police or choose not to report; (ii) to report the incident to the University; (iii) to be protected by the University from retaliation for reporting an incident (or testifying or assisting in a proceeding); and (iv) to receive assistance and resources from the University.

Title IX Coordinator – Graduate Schools

Dr. Chaim Nissel, Vice Provost & Graduate Dean of Students, (646) 592-4201, drnissel@yu.edu. See <https://www.yu.edu/titleix/staff> for more information on Title IX.

Privacy Rights

Federal Family Educational Rights and Privacy Act (FERPA)

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

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

The act also generally:

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

The complete University policy on FERPA can be found here: <https://www.yu.edu/ferpa>.

Directory Information

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

The following types of information are considered "Directory Information" by Yeshiva University:

- Student's name
- YU email address
- Photograph
- City and state of home residence
- Academic major(s) and minor(s)
- Dates of attendance at Yeshiva University
- School, department, division, or institute attended.
- Most recent educational institution attended.
- Degrees, honors and awards received and their dates (including Dean's list)
- Titles of master's and doctoral dissertations
- Participation in officially recognized activities (including positions held)
- High school and class year (for those participating in any officially recognized intercollegiate athletic team only)
- High school, class year, height, and weight classification (for those on intercollegiate basketball or volleyball teams only)

Health Insurance Portability and Accountability Act (HIPAA)

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be deidentified, unless authorized by the client. This means that any information that would allow another to identify the person must be changed or eliminated. This includes obvious information like names and birth dates but may also contain other protected health information that is so unique to that person that it would allow for identification.

This includes diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

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

- Names
- All geographic subdivisions smaller than a state
- All elements of dates (except year) for dates directly related to an individual including birth date, admission date, discharge date, date of death.
- Telephone numbers
- Fax numbers
- Electronic mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers

- Certificate/license numbers
- Vehicle identifiers and serial numbers, including license plate numbers.
- Device identifiers and serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints.
- Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic, code, or combination that allows identification of an individual.

Students Unable Because of Religious Beliefs to Register or Attend Classes on Certain Days

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.
2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or work requirements.
3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.
4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days. (Excerpted from Consolidated Laws of New York CHAPTER 16 Education §224-A Students unable because of religious beliefs to register or attend classes on certain days Education (EDN) CHAPTER 16, TITLE 1, ARTICLE 5, PART 1)

Accommodations for Students with Disabilities

The Yeshiva University Office of the Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Information on disability services can be found at <https://www.yu.edu/student-life/resources-and-services/disability-services>

A student who wishes to request accommodations for a disability that affects their academic performance should contact the Office of Disability Services at

215 Lexington Avenue Suite 505
 New York, NY 10016
 Tel: (646) 592-4132
 Fax: (917) 326-4811
rkohn1@yu.edu

Students with disabilities may require additional time for taking tests and completing work in class. Unless efficiency or speed is the essential skill that is being assessed, students may be allowed additional time for all exams, quizzes, in-class writing assignments and labs. Based on the documentation submitted to Office of Disability Services, extended time is typically approved for one and one half the allotted time. **The extended time accommodation does not apply to take home exams.** Extended time ensures that a student's performance is reflective of their mastery of the material rather than the speed at which a student performs.

If you have any questions or concerns about the implementation of your accommodations, please contact the Program Directors as soon as possible.

PROGRAM'S MODEL AND MISSION

The program follows a Practitioner-Scholar model of training (the Vail model) which was further articulated at the Mission Bay conference (1986). This pivotal conference on "Standards and Evaluation in the Education and Training of Professional Psychologists" was the first conference systematically designed to articulate a blueprint for professional psychology education and training models (Bourg, Bent, McHolland, & Stricker, 1989). Resolutions of the Mission Bay conference that influenced the model's development included the following: (a) a statement that "education and training in professional psychology should be carried out by programs that have an explicit, primary commitment to practitioner training" (Bourg et al., 1989 , p. 67); (b) a statement that "professional applications of psychology should be related to an evolving and developing knowledge base that includes disciplines other than psychology" (Bourg et al., 1989 , p. 67); (c) a strong commitment to diversity; (d) an articulation of particular knowledge, skills, and attitudes for the education of professional psychologists; (e) the identification and definition of the six professional core competency areas; and (f) a declaration of continuing commitment to evaluation, including clinical competency examinations for all graduates.

Our Program has six major training goals with related specified competencies. These competencies relate to the delivery of comprehensive clinical and psycho-educational services for children, adolescents, their families and teachers and adults in diverse environments, the development of a life-long learning attitude and professional identity. The competencies are grounded in a conceptual understanding of typical and atypical child development, as well as a thorough knowledge of the other core areas of psychology – biological, cognitive, affective and social bases of behavior, human diversity, history of psychology and methods of scientific inquiry.

The Program's mission is to provide doctoral-level training through an interdisciplinary model that concentrates on both school and clinical psychology (see below for description of the Combined-Integrated orientation). While the training emphasis is primarily focused on children, adolescents and families, students also work with adults and caretakers/parents. Alumni are prepared to deliver psychological and psycho-educational services to children, adolescents, adults and families in urban and suburban schools, medical centers, mental health settings, early childhood centers, and other schooling environments.

The Program requires students to understand and utilize the knowledge generated in such disciplines as life-span developmental psychology, child and adolescent psychology, psychotherapy, education, neuro-developmental disorders, family and systems theory, psychopathology, psychopharmacology, measurement and school psychology. Hence the program includes educational, psychodynamic, cognitive-behavioral and family systems approaches for working in diverse settings across the lifespan. The training program was developed to prepare students to meet future challenges by emphasizing the combined-integrated nature of school and clinical psychology.

Therefore, one goal of training is to provide the student with the competencies which will help him/her to identify cognitive and emotional strengths, in order to answer the following question: "Given a unique set of strengths and weaknesses, what are the best practices for working with a given child, adolescent, adult, family or caregiver?" This

philosophy is the focus of assessment, intervention and consultation courses and constitutes the primary content for the varied externship and internship experiences.

The program has evolved from a traditional base in school psychology to a program that can more accurately be described as combined school-clinical child psychology. Students gain approximately 3,500 hours of supervised field experiences in schooling environments, hospitals, and mental health facilities, in urban and suburban centers, with largely multi-cultural populations, between early childhood and adulthood. These extensive practica, externship, and internship experiences are graded for complexity and integrated with the didactic training components.

The objectives are achieved through a prescribed five-year sequence of courses, research, supervised practica, externship and internship experiences that are sequenced for complexity and demand greater skills and expertise with each ensuing year. The process is enhanced by the student's professional socialization with a faculty who act as appropriate role models and mentors through their own professional experiences as educators, researchers, service providers, and consultants. It is continued by the faculty's professional involvement in associations and organizations and via close faculty student relationship and advisement.

The Combined-Integrated (C-I) Model

APA accredits three specific specialty areas: Clinical, Counseling and School Psychology. In 1975 APA stated that, “combined professional scientific psychology is a new area of accreditation for programs that do not clearly fit the model for separate programs in clinical, counseling, and school psychology. This area of accreditation is defined as a combination of clinical, counseling and/or school psychology” (p.1093).

Prior to 2003 there was a paucity of literature concerning the C-I model of training. In 2003, Givner and Furlong wrote the first substantive article on the relevance of C-I training for school psychology. They wrote,

The Consensus Conference on Combined and Integrated Doctoral Training in Psychology held on May 2-4, 2003 at James Madison University, was an historic step towards defining the C-I model. The training directors of all 10 APA-accredited programs attended the conference along with representatives from two of the other training councils, APA’s Education Directorate, the Committee on Accreditation, Association of Psychology Postdoctoral and Internship Centers, (APPIC), The National Register of Health Service Providers in Psychology, past-presidents of Divisions 2, 12, and 29, National Council of Schools of Professional Psychology (NCSPP), American Psychological Association of Graduate Students (APAGS), International Association of Applied Psychology, Association of Directors of School Psychology Training Clinics, and Association of State and Provincial Psychology Boards (ASPBP). (p. 1)

The Consensus Conference succeeded in articulating a common set of characteristics and principles that distinguishes the combined-integrated training model.

Prominent among these principles are:

combined-integrated programs intentionally combine at least two specialties;
combined-integrated programs provide intentional exposure to multiple theoretical orientations;
combined-integrated programs provide intentional exposure to multiple practice settings; and
combined-integrated programs provide intentional exposure to the parameters of practice, including a variety of populations served, problems addressed, procedures and settings, across the life span. p. 1

One of the most important outcomes of the Consensus Conference was the elementary, but important observation that there is a fundamental difference between “combined” training that provides training in traditional specialties in the same program (students receive some common experiences and more intimate exposure to other specialties) and “integrated” training (students have substantially overlapping training experiences involving both theory and fieldwork). Programs can have different degrees of integration while still being “combined.” The Yeshiva University

model is a combined, fully integrated program.

Givner and Furlong go on to state,

Advocates of combined-integrated programs see advantages in de-compartmentalizing the training of students when both child-oriented specialties have more that unite them than divide them. To define the purview of a school psychologist or a child clinical psychologist by the building in which they work, or to compartmentalize their areas of expertise into separate disciplines by viewing psychopathology as the domain of the clinical psychologist but not the school psychologist is creating tenuous boundaries that need not exist. It leaves the impression that multiple experts best serve children and that the disciplines do not inform each other about training. It may be controversial to state that an examination of academic training programs would probably demonstrate more convergence of content, knowledge, skills, and experience between school psychology and clinical child psychology than is promulgated" ("Relevance of Combined-Integrated Model of Training to School Psychology: The Yeshiva Program" *The School Psychologist*, 2004, 145-153).

Shortly afterwards, Beutler and Givner (2004) were significant contributors to a special two-volume edition of the *Journal of Clinical Psychology* that was devoted to C-I training. (Beutler, L., Givner, A., Mowder, B., Fisher, D. and Reeve, R. "A history of Combined-Integrated doctoral training in psychology" *Journal of Clinical Psychology*. Volume 60, Issue 9, Date: September 2004, Pages: 911-927). Givner's 2004 presentation at the annual meeting of the Council of Directors of School Psychology Programs was part of a panel discussion introducing the model to school psychology directors. This was followed by Givner and Blom-Hoffman's presentation (2005) at NASP ("The Relevance of Combined-Integrated Training for School Psychologists") that provided a first look at the empirical data that supported the model. Additional validation for the excellence of the model was provided by Givner, Blass and Shrage, at APA's 2005 conference ("Interns' and Internship Directors' Perceptions of Combined and Integrated Programs"). In 2006 and 2007, Givner presented the empirically based model at the annual meeting of the Trainers of School Psychologists.

Program's Philosophy

As mentioned above, the program adheres to a **Practitioner-Scholar training model** within a combined-integrative orientation. The disciplines of school psychology and clinical psychology are integrated throughout the course work. At the same time the program provides students with a pedagogical orientation that is eclectic in both theory and practice. The Program's faculty is trained in psychodynamic, cognitive-behavioral and systems approaches for working with children, adolescents, and young adults. All students are exposed to these theoretical orientations. Students are taught to respect the value of each approach and to integrate theory and practice across varied orientations. Each student develops a model that combines and integrates the varied approaches. We recognize that a value of this type of program is the high regard for each orientation in its own right, that permits students to integrate an approach that is truly their own; but one that is also respectful of evidence-based treatments from all orientations.

Program's Structure

The Practitioner-Scholar model provides intensive practicum training in both school psychology and clinical psychology. It focuses on the development and refinement of knowledge and skills so that students will be able to function as a school-clinical psychologist. It is built upon core theoretical foundations in normal and atypical child and adult development, biological, cognitive, affective and social bases of behavior, cultural and individual differences and research. The training integrates theory, research and practice and is sequential and graded for complexity. The integration of science and practice is accomplished through a lockstep, sequentially graded, 110-credit curriculum that includes approximately 3500 hours of supervised field experiences in addition to assessment and treatment practica in our in-house clinic.

The first year includes coursework in core areas of psychology: ethical and professional practice, multiculturalism, and development, as well as skills development courses in cognitive and social-emotional assessment. (See

curriculum sequence on the [Allocation Chart](#)).

Didactic courses in the second, third and fourth years focus on theory, evidence-based practice from different orientations in schools and clinical settings, and research. Emphasis is placed on ethnic, cultural, gender and individual differences throughout the curriculum. Skills training and didactic course work in the second, third and fourth years are complemented by approximately 1500-1800 hours of externships and additional clinic-based practica. These experiences occur with a predominantly multicultural population.

The second-year field experience (externship) entails approximately 500-600 hours in a school; the third-year field experience (externship) occurs in community-based mental health facilities, hospitals, medical centers, special education facilities, or early childhood centers (approximately 600 hours). The fourth-year field experience (externship) may occur in any of the above-mentioned placements or in a school, if the student's trajectory is to apply for a school psychology internship in the fifth year (approximately 600 hours). All field experiences (externships) are supervised by appropriately credentialed psychologists.

The culminating experience is the predoctoral internship (1500-1750 hours), which occurs in the final year of study and may occur in any of the settings mentioned above.

In summary, this model bridges the professional disciplines of School Psychology and Clinical Psychology and adheres to the integration of science and practice. The curriculum initially focuses on foundations of psychology and is followed by intensive training in advanced assessment, evidence-based interventions, family and school consultation, research, cultural diversity, and professional development. The third- and fourth-years' curricula permit students to advance their knowledge and skills in elective areas of study.

The Curriculum

Discipline-Specific Knowledge, Profession-Wide Competencies, and Learning/Curriculum Elements Required by the Profession as stated in APA's Standards of Accreditation

"All students in accredited programs should acquire a general knowledge base in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology" (SOA, p. 8).

The Program's curriculum provides students with the **Discipline Specific Knowledge (DSK)** that "serves as a cornerstone for the establishment of identity in and orientation to health services psychology." (SOA p. 8) All students are required to take the following sequence of courses to acquire this knowledge.

- **Biological foundations** are acquired primarily in the course: PSS 6399 Biological Bases of Behavior (or PSA 6930 Physiological Psychology)
- **Social Psychology foundations** are acquired primarily in the course: PSA 6405 Social Psychology
- **History and Systems foundations** are acquired primarily in the course: PSA 6601 History and Systems of Psychology
- **Cognitive and Affective foundations** are acquired primarily in the course: PSA 6472 Cognitive & Affective Bases of Behavior
- **Developmental Psychology** are acquired primarily in the course: PSA 6515 Lifespan Development

The Program evaluates these foundational knowledge-based competencies through examinations, written papers, participation in class (each course uses a rubric detailed in the syllabus for evaluating students), and rating scales completed by faculty.

In instances when a student wishes to transfer credit for a particular course from prior graduate training program, the student's faculty advisor in consultation with the instructor for the specific course will review the student's prior syllabus and ascertain if the potential transfer course meets the same objectives as the Program's course and uses similar processes. If it is agreed that the course can be transferred, the student will receive credit for the course.

Students in the School Clinical Child Psychology Program attain Profession-wide competencies in:

- i. Research
- ii. Ethical and legal standards
- iii. Individual and cultural diversity
- iv. Professional values, attitudes, and behaviors
- v. Communication and interpersonal skills
- vi. Assessment
- vii. Intervention
- viii. Supervision
- ix. Consultation and interprofessional/interdisciplinary skills

These competencies are developed through coursework, supervised practica in our school's Parnes Center for Psychological and Psychoeducational Services, externship (field placements), and internship experiences.

Specific coursework, practica, and externships related to each Profession-Wide Competency are described below.

- i. **Research:** Students take courses in *Statistics* and *Research Methods in Professional Psychology* in the program. In the first-year, all students complete a Research Seminar with their cohort and at the end of the semester are matched with faculty research advisors. Thereafter, students are required to participate in the research lab of their faculty research advisor (PSS 6915 Research Seminar – 3 semesters), complete a Doctoral Research Project on their selected research topic and present their findings (PSS 6916 Doctoral Research Project- 3 semesters). **Psychometrics** are taught through several courses, including Research Methods and the five required assessment courses. This knowledge is applied during the development of the student's research project. The Program evaluates these competencies in form of examinations and participation in class, semi-annual rating scales completed by faculty, practicum supervisors, and externship/internship supervisors, and successfully completion of the student's Doctoral Research Project and oral presentation.
- ii. **Ethical and legal standards:** Students take *Ethical and Professional Issues in Professional Psychology* during their first year. These issues are also covered in all assessment and treatment courses and on externship and internship. The Program evaluates these competencies in form of examinations, papers, and participation in class, and semi-annual rating scales completed by faculty, practicum supervisors, and externship/internship supervisors.
- iii. **Individual and cultural diversity:** Issues of individual and cultural diversity are embedded throughout the program's course work, practica, externship, and internship. Training begins in the first semester's class on *Integrating Race and Gender in Multiculturalism* and continues in all aspects of the program. The Program evaluates these competencies by using examinations and observation of participation in class, written papers, and semi-annual rating scales completed by faculty, practicum supervisors, and externship/internship supervisors.
- iv. **Professional values, attitudes, and behaviors:** The development of professional values, attitudes and behaviors is a primary focus of all aspects of our training program. Faculty mentorship and comportment are critical elements for modeling of appropriate values, attitudes, and behaviors. As such students have multiple sources for such mentorships. When students enter the program, they are initially assigned to faculty advisors

and peer mentors. By the end of the first-year students are matched with a faculty research advisor who will become their primary professional model and resource. Students will work with their faculty research advisor for approximately three years, during which they will be mentored by the faculty member, as well as more advanced students in the research lab. Many students will co-author papers and presentations with faculty and fellow students. Students will receive additional opportunities to develop these competencies in the third and fourth year clinical practica when they are supervised by adjunct faculty who are professional licensed psychologists. Additionally, students will be mentored in their second, third, fourth and fifth years by externship/internship supervisors. The Program evaluates these competencies by using live supervision and monitoring of student behavior which are ultimately assessed with semi-annual rating scales and qualitative methods by faculty and clinical supervisors (i.e., in practicum and on externship/internship).

- v. **Communication and interpersonal skills:** These competencies are critical elements in all aspects of training; be it, **assessment** (i.e., being able to communicate assessment results to parents, teachers, and other professionals, in both written and oral formats; being able to do so in a respectful and empathic manner); **treatment** (i.e., being able to establish rapport, active listening, empathy, conduct treatment, have social-emotional awareness, stay regulated, be respectful of others, understand the cultural and diversity issues related to treatment process and assessment, etc.); **consultation** (i.e., working with parents, teachers in a collaborative manner); **professional presentations** (i.e., being able to deliver - orally and in written format - scholarly material to multi-disciplinary audiences); **student participation** in all coursework. The Program evaluates these competencies by using live supervision and monitoring of the student behavior which are ultimately assessed with semi-annual rating scales and qualitative methods by faculty and clinical, externship and internship supervisors.
- vi. **Assessment:** Assessment competencies are developed through a five-course sequence in the first and second years (*Cognitive Assessment, Psychoeducational Assessment, Appraisal of Personality, and Practicum in Child Assessment I-II*) that involve didactic and practical components that are graded for complexity. The first-year courses provide foundational knowledge and assessment skill sets that are applied during the second year when students conduct child/adolescent evaluations in the Parnes Clinic. In addition, students in the second, third, and fourth years participate in externships in school and clinical settings that are supervised by licensed psychologists on-site and that use live observation. Finally, students complete a 1500–1750-hour predoctoral internship that includes extensive supervision of treatment and assessment activities. Practicum in child assessment courses use live supervision and video recording. Evaluations are based on rubrics developed for each class.
- vii. **Intervention:** Competencies are developed through an eight-course sequence that is graded for complexity through all years in the program. Students develop beginning theoretical and practical competencies during the following courses: *Beginning Work with Children, Parents and Families; Cognitive Behavioral Psychotherapy for Youth I, II; and Psychodynamic Theory and Technique for Youth*. In the third and fourth years, students complete two, year-long clinical practica: *Practicum in Child Therapy I-IV*. In addition, students in the third and fourth year complete approximately 500-600 hour externships in clinical settings that are supervised by licensed psychologists on-site and that use live observation. Finally, students complete a 1500-1750 hour predoctoral internship that includes extensive supervision of treatment and assessment activities. All practicum courses use live supervision and video recording. Evaluations are based on rubrics developed for each class. In addition, practicum and externship/internship supervisors complete detailed rating scales that address all competencies.
- viii. **Supervision:** Foundational competencies are developed during the first-year class: *Consultation and Supervision*. This class reviews models of supervision. Also, second year students are selected as TAs to supervise and mentor first year students in the first-year assessment classes. Similarly, third year students

supervise second year students in assessment. In the fourth year, students provide peer consultation and supervision of therapy cases in the child therapy practicum courses. In addition, students have two additional opportunities to supervise others. The first is during participation in the various research labs, where more experienced students supervise less experienced students. The second opportunity is while on internship, when most interns are part of the supervisory process of less experienced externs. In addition to examinations in the courses, externship/internship supervisors complete detailed rating scales that address all competencies.

- ix. **Consultation and interprofessional/interdisciplinary skills:** Students take two courses in consultation: *Consultation and Supervision* (first year) followed by *Consultation-Based Interventions* (second year). The second course is taken concurrently with the conclusion of a year-long externship in the schools. During this externship, students further develop their consultation skills by working with teachers, administrators, and parents. During the third- and fourth-year externships and predoctoral internship students continue to develop their consultation competencies in clinical and school settings. In addition to examinations in the courses, externship and internship supervisors complete detailed rating scales that address all competencies.

PROGRAM GOALS, OBJECTIVES AND COMPETENCIES

Our primary goal is to train students for careers in Health Service Psychology. The program's emphasis is on the application of skills and knowledge in the delivery of psychological and psycho-educational services to children, adolescents, and families in diverse environments. Students are able to work from different theoretical perspectives in multidisciplinary settings and are able to provide assessment, psychological and psycho-educational intervention, consultation, and prevention services. Further, the program emphasizes a strong commitment to diversity throughout its course work and field experiences. The program prepares students to be consumers of research and be able to integrate science and practice

The Program has six goals:

- Goal #1: Produce graduates who have the requisite knowledge in the core areas of Health Service Psychology for the doctoral level practice of school-clinical psychology with an emphasis on children and families
- Goal #2: Develop students' professional identity as a doctoral level psychologist with specialized and integrated training in the disciplines of school-clinical psychology and upon graduation to continue to be an active participant in the profession.
- Goal #3: Develop students' skills and related knowledge base for conducting psychological and psychoeducational assessments across the lifespan – with an emphasis on childhood and adolescence.
- Goal #4: Develop advanced skills and knowledge in the treatment of children, adolescents, their families, and adults; be prepared to work effectively in schools, mental health facilities and medical centers; to integrate science and practice.
- Goal #5: Enhance students' sensitivity to individual and cultural diversity and ability to work with children, families, and adults from diverse backgrounds.
- Goal #6: Foster the relation between science and practice. Be knowledgeable of the linkage between research and its application to practice.

Graduates of the program are competent to:

Provide direct psychological and psychoeducational services to children, adolescents, parents, families, adults, and teachers. They are able to:

- **Conduct, interpret, and report on psychological and psychoeducational evaluations;** Assessment information is derived from many sources including, classroom observation, school and clinic records, intake interviews, objective, empirically validated instruments, and child, adult, and teacher interviews. The school-clinical psychologist is trained to collect, coordinate, and finally communicate relevant information in writing and orally.
- **Work with varied intervention and assessment models.** Graduates are able to apply evidence-based interventions, psychodynamic intervention, and use standard and objective assessment.
- **Consult and advocate** for children/adolescents and adults within an interdisciplinary environment; Collaborate with the teacher, parent, other mental health professionals and physicians to provide the best understanding of and interventions for the child.
- **Integrate and interpret empirical data;** The school-clinical psychologist is an effective consumer of research and integrates research findings in practice.
- **Work with multi-cultural populations;** Knowledge, experience and sensitivity to multi-cultural and multi-ethnic and other diversity issues are critical for the delivery of school and clinical services.
- **Work with a systemic orientation** in both schools and mental health facilities; By obtaining knowledge of the individual child, of psychoeducational techniques, and of the culture of the social system, the school-clinical psychologist can develop an effective view of the functioning of the system.

FACILITIES AND RESOURCES

The Ferkauf Graduate School of Psychology is housed in the Rouso Building (1165 Morris Park Avenue; Bronx, NY 10461) on Yeshiva University's Jack and Pearl Resnick Campus. The school's Main Office, the Admissions Office, the Registrar's Office, the Dean's Office, the Testing Library, the Student Lounge, and faculty offices are located on the first and second floors of the Rouso building. Most classrooms and a full computer lab are also located in the building.

Additional classrooms and the Parnes Center for Psychological and Psychoeducational Services are located in the Van Etten Building – approximately two blocks from Rouso. The space in Van Etten was renovated in summer of 2019 and includes updated classrooms, the Parnes Clinic, and a student lounge.

The Parnes Clinic

The Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic is the in-house training facility for all doctoral programs at Ferkauf. It is directed by Dr. William Salton and is also located in the Van Etten building on the Albert Einstein College of Medicine campus. The Clinic and the Testing Library operate on a 12-month basis, five days a week. In addition to Dr. Salton, the clinic is staffed by an Assistant Director, Dr. David Lynch, a full-time administrative assistant, and several paid student assistants. Students from all doctoral programs conduct assessment and treatment within the center.

The Center has 23 therapy/assessment rooms - all of which have state of the art audio-visual capacity for observation and interaction with supervisors. Two large play therapy rooms are devoted to working with young children, as are designated rooms for family therapy.

The program has developed the clinic into a research facility where students can develop their doctoral research projects. Many archival studies have investigated assessment practices and long and short- term effectiveness of the Center's interventions.

The Testing Library

The Testing Library contains all testing materials required for assessment courses in all programs. Dr. Esther Stavrou

is responsible for the management of the Testing Library. Graduate students from the three doctoral programs serve as "librarians" and coordinate the distribution and return of all test materials. We consider the Testing Library to have one of the most extensive holdings of assessment instruments in the metropolitan area. There are currently more than 200 different instruments housed in the Testing Library.

The Testing Library uses a computer-based distribution program. All students at Ferkauf are required to register with the Testing Library using their Ferkauf ID cards. Registration for first year students is usually conducted during Orientation and other students may register at any time during the first few weeks of the semester. Once you have registered with the Library you are permitted to borrow any material that has been assigned by your class instructor. Students may not borrow material for use on externship or internship or for use by individuals outside the program. The Testing Library will provide you with a copy of the Library's borrowing regulations, daily schedules, and calendars.

The D. Samuel Gottesman Library

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

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

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

The Interlibrary Loan Department processes requests for books and journal articles not owned or licensed by the library. Requests may be submitted in person or by using an electronic form on the library's web site. The library staff provides a high level of service in helping all patrons satisfy their information needs.

Information Technology Resources

The Jack and Pearl Resnick Campus has several computer rooms for student and faculty use. Students also have access to multiple on-line databases including PsycINFO, MEDLINE, and ERIC as well as over 1,000 full-text online journals. The computers are connected to a printer at YU using the Papercut system, which allows dedicated printing access at any printer on YU campuses by using your YU ID to access the printer. Printing services are offered at no charge to students.

See [Instructional Technology Resources | Yeshiva University \(yu.edu\)](#) for more information.

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, print enrollment verifications, order

transcripts. The web address for Insidetrack 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.

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.

YU Email Address

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

There are 2 ways to log into your YU Gmail account.

1. Visit www.gmail.com. Your username is the entire email address,
2. Visit a YU Gmail portal. Your username will be your First.Last name.

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

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

<http://www.yu.edu/ITS/Academic-Computing/student-computing/yu-gmail/>

Canvas

Canvas is Yeshiva University's web-based Learning Management System. It is used by YU instructors to supplement classroom learning and field work. Canvas can be used to post course files and syllabi, to host discussion forums and live chats, to share resources, to facilitate course announcements and communication, and to collect and assess student work.

To access Canvas, you can visit <https://yu.instructure.com>.

Students log in to Canvas using their YUAD usernames and passwords (this may be different from GMAIL username and password). To find your YUAD information, please visit <http://yu.edu/findid/> For more information, including links to tutorials and dedicated 24 x7 Canvas support, visit

<https://yu.instructure.com/courses/4135/pages/student-canvas-faq>

Instats Partnership

Ferkauf is pleased to partner with Instats (www.instats.org), a platform designed to provide high quality research training, that is globally accessible and affordable. From free introductory tutorials to in-depth courses, Instats offers access to PhD-level research training and career advancement through their global network of experts and esteemed institutions. This partnership offers faculty members and graduate students a 30% discount on all Instats content, including live and on-demand seminars and structured courses.

STUDENTS

The student body remains diverse. The student body is a reflection of the demographics of the tri-state New York metropolitan region. It is largely to this community that the graduates return as practicing school and clinical child psychologists.

Admission Procedures and Requirements

The University is committed to a policy of equal opportunity and nondiscrimination in admission and other facets of its educational programs and activities. The University encourages applications from qualified students without regard to sex, religion, age, race, handicap, color, or national origin, within the meaning of applicable law.

Admissions are conducted through the YU online application module. To fulfill all Admissions requirements, two official transcripts showing degrees conferred must be received by the Admissions office prior to the start of the first week of the Fall Semester. As mandated by the New York State Education Department, you must comply with the Measles, Mumps and Rubella (MMR) regulations. Proof must be shown either by immunization or by showing serological evidence (titers) that you are immune to Measles, Mumps and Rubella. Documented proof must be submitted to the Admissions office prior to the start of the first week of the Fall Semester.

Policies regarding Applicants to Program

Students are admitted into the program for the fall semester. Applications and supporting documents must be received through the online application system by December 15th to be considered for matriculation in September. Completed applications include undergraduate and graduate transcripts, personal statement, and letters of recommendation. The Graduate Record Examination (taken no more than five years prior to the date of application) is optional.

GRE results are to be sent to the Admissions Office at Ferkauf Graduate School - the proper Institutional Code is 2995. Students who have degrees from institutions where the language of instruction is other than English are required to submit the Test of English as a Foreign Language (TOEFL).

Applications for admission are initially reviewed by members of the core faculty. Individual and group interviews are arranged for each applicant who passes this initial screening. The initial interview is conducted by two full-time faculty members. Applicants are also interviewed in a group format by the Program Director followed by a group discussion, that is evaluative, with current students. The students' evaluations are considered in the final consideration for admission. Each applicant's credentials are then reviewed by the faculty and decisions are then finalized.

Upon admission into the program each member of the entering cohort is assigned to a faculty advisor. By the end of the first-year students are matched with a faculty research advisor who will become their primary faculty advisor and mentor.

Student Selection

The Program attempts to enroll students with a minimum of a 3.40 GPA and grades of at least B (3.0) on required prerequisite courses.

Undergraduate preparation

Undergraduates are expected to have at least 15 undergraduate credits in psychology. To encourage diversity of thought and orientation, applications from outstanding students with backgrounds that differ from the above are also considered. **If you are not a psychology major, you must take 5 prerequisites in an accredited institution before the fall semester begins.** We will need to see official transcripts showing that these courses were taken. Courses can be taken at any accredited institution (state, city, or private college). Exclusively Online institution credits are not accepted.

- Introduction to Psychology/ Fundamentals of Psychology
- Statistics
- Abnormal Psychology
- Developmental Psychology
- Theories of Personality or Physiological Psychology

Orientation

An initial orientation meeting for entering students is held in May or June. Aside from becoming acquainted with faculty and fellow matriculating students, the main purpose of this meeting is to complete all registration materials for the fall semester. A second orientation for all students admitted into the school is held just prior to the beginning of classes. Issues that deal with housing, insurance, identification cards, security, student organizations, financial aid, and student life are reviewed during these meetings.

REGISTRATION

The Academic Catalog provides school-wide policies and procedures regarding registration, status, transfer of credits and other significant policies and procedures. The current academic catalog can be found here:

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

Students enroll in courses via the YU Inside Track portal <https://www.yu.edu/registrar/registration> during April for Summer session, May for the Fall semester, and December for the Spring semester. Students are expected to register for each semester during the specific registration period. Students must meet with their assigned academic advisor beforehand to review course requirements.

Please refer to the Catalog for information on:

- Records and Transcripts
- Cross-registration
- Course Auditing
- Transfer of Credit
- Independent Study
- Waiver or Substitution of Required Courses
- Withdrawal from Courses
- Grading Policy
- Eligibility for Graduation
- Commencement Exercises

EVALUATION OF PERFORMANCE

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

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

In addition to the factors above, students are required to gain and demonstrate a sense of multicultural sensitivity throughout their academic tenure. Students are expected to become aware of their own cultural identity and examine their own biases and prejudices. They should acquire (1) An awareness of their own cultural worldview, (2) An

accepting attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews, and (4) The skills to understand, communicate and effectively interact with people from different cultures in their own clinical work. Most importantly, students must develop multicultural humility, recognizing that developing multicultural sensitivity and competence is a lifelong process that is challenging and anxiety provoking.

The faculty reviews the students' progress regularly (i.e., at least semi-annually). Strengths and weaknesses are considered to ensure maximal development and to avoid potential problems. Students who are seen as unqualified to continue may be dismissed from the doctoral program. Students receive written evaluations of their performance at the end of each semester. The evaluations are a synthesis of faculty, field supervisor, and clinical supervisor evaluations. Students whose evaluations indicate that they are unqualified to continue may be dismissed from the doctoral program.

Academic Performance and Standards

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

Students are required to maintain a satisfactory level of academic performance in each academic semester as defined by, but not limited to, the following criteria:

1. Minimum semester and cumulative GPA of 3.25;
2. Timely completion of ALL course work and in meeting deadlines and academic progress standards for academic, clinical, interpersonal skills, and professional and ethical requirements;
3. Passing the competency exams (any student who fails an exam is given one (1) more opportunity to retake the exam after receiving remediation. If the student does not pass the re-take they will not be permitted to continue in the program);
4. Satisfactory evaluations from clinical settings and satisfactory evaluations from clinical supervisors;
5. Satisfactory evaluations from research supervisors,
6. Maintenance of competent interpersonal skills as evaluated by program faculty; and
7. Maintenance of professional and ethical behavior as evaluated by program faculty.

Failure to meet or progress in any academic, clinical, research, interpersonal skills or professional and ethical requirements may prevent the student from moving ahead in the program and may be grounds for academic warning, probation or dismissal. Please refer to sections "**7.1 Unsatisfactory Academic Performance**," "**7.5 Formal Warning**," "**7.6 Academic Probation**," and "**7.8 Dismissal from the Graduate School**" of the [Ferkauf Catalog](#) for more information. A student does not first have to receive a formal warning to be placed on academic probation and does not need to be placed on warning or probation before they can be dismissed from the program.

Procedure for Faculty/Students. If a student is placed on formal warning or academic probation, the student must meet with their academic advisor prior to the following semester to develop a Student Support Plan (i.e., remediation plan) and/or schedule for the completion of remaining degree requirements. Elements of a 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,

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

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

The student must sign and return the Student Support Plan (i.e., remediation plan) acknowledging that it will be the student's responsibility to communicate their 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 their willingness to engage in remediation will also be considered in the evaluation process.

Interpersonal competencies

In addition to the competency exams described above, the doctoral program admits its students each year with the expectation that they will complete their studies and graduate. The doctoral program has adopted the [Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs \(1\)](#) model policy developed by the Student Competence Task Force of the [Council of Chairs of Training Councils](#), as stated below:

Students in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than and, in addition, a student-trainee's knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than and, in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways that student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impeding professional development or functioning); and (d) resolution of issues or problems interfering with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; and by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts where evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, an appropriate representative of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students that evaluation will occur in these areas, it should also be emphasized the program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement, to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which students will be evaluated are clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, a review of a program's evaluation processes and decisions).

Personal and professional growth is critical for functioning effectively as a psychologist. Interpersonal and professional skills include the following:

Ethical Concerns

1. Demonstrate knowledge and application of APA's [Ethical Principles of Psychologists and Code of Conduct](#) and NASP's [Principles for Professional Ethics](#);
2. Demonstrate a knowledge and application of statutes regulating professional practice;
3. Demonstrate a concern for client welfare; and
4. Demonstrate an appropriate client-psychologist relationship

Professional Department Issues

1. Appropriate manifestation of professional identity (e.g., attire, behavior);
2. Appropriate involvement in professional development activities (e.g., professional associations);
3. Appropriate interaction with peers, colleagues, staff, students; and
4. Awareness of impact on colleagues (faculty, trainees)

Sensitivity to Client and Diversity Issues

1. Acknowledgment of and effective dealing with children, parents, teachers, school administrators, and other school and clinical staff, (e.g., social workers, guidance counselors, speech therapists, psychiatrists) of diverse ethnic and racial groups, and lifestyles is imperative for students to function as psychologists.

Use of Supervision Issues

1. Appropriate preparation;
2. Accept responsibility for learning;
3. Open to feedback and suggestions;
4. Apply learning to practice;
5. Willing to self-disclose and explore personal issues affecting professional process functioning;

6. Appropriately self-reliant; and
7. Appropriately self-critical

Other Trainee Issues

1. Effective management of personal stress;
2. Lack of professional interference because of own adjustment problems and/or emotional responses;
3. Develop realistic professional goals for self; and
4. Appropriate self-initiated professional development (e.g., self-initiated study)

Faculty members are responsible for evaluating the progress of each doctoral trainee. The primary purpose of this assessment is to facilitate students' personal and professional growth. It is important to maintain close working relationships between students and faculty so that doctoral program policies and procedures can be implemented to maximize trainee development and growth.

The doctoral program recognizes that developmental stressors are inherent in the transition to graduate school and during the course of the training program. Students make significant developmental transitions during their graduate training and may need extra support. When clinical work begins, there is additional stress inherent in being a member of a helping profession. Therefore, supervision is frequent and intensive during graduate training. All these factors may increase a trainee's sense of personal and professional vulnerability. It is the responsibility of the doctoral program to make available procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, identifying clear and realistic expectations, timely evaluations with suggestions for positive change, and contact with support individuals (e.g., supervisors) and groups (e.g., other students or former students).

1 This statement was developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC) (<http://www.apa.org/ed/graduate/cctc.html>) and approved by the CCTC on March 25, 2004. Impetus for this document arose from the need, identified by a number of CCTC members, that programs in professional psychology needed to clarify for themselves and their student-trainees that the comprehensive academic evaluation of student-trainee competence includes the evaluation of intrapersonal, interpersonal, and professional development and functioning. Because this crucial aspect of academic competency had not heretofore been well addressed by the profession of psychology, CCTC approved the establishment of a "Student Competence Task Force" to examine these issues and develop proposed language. This document was developed during 2003 and 2004 by a 17-member task force comprised of representatives from the various CCTC training councils. Individuals with particular knowledge of scholarship related to the evaluation of competency as well as relevant ethical and legal expertise were represented on this task force. The initial draft of this document was developed by the task force and distributed to all of the training councils represented on CCTC. Feedback was subsequently received from multiple perspectives and constituencies (e.g., student, doctoral, internship), and incorporated into this document, which was edited a final time by the task force and distributed to the CCTC for discussion. This document was approved by consensus at the 3/25/04 meeting of the CCTC with the following clarifications: (a) training councils or programs that adopt this "model policy" do so on a voluntary basis (i.e., it is not a "mandated" policy from CCTC); (b) should a training council or program choose to adopt this "model policy" in whole or in part, an opportunity should be provided to student-trainees to consent to this policy prior to entering a training program; (c) student trainees should know that information relevant to the evaluation of competence as specified in this document may not be privileged information between the student-trainee and the program and/or appropriate representatives of the program.

MENTORING

The faculty are strong exemplars for modeling professional conduct, values, and attitudes. Faculty members serve as professional role models for clinical expertise, scholarship, research, and professional involvement. Students are encouraged to use academic advisors as a resource for academic advisement and guidance. Mentorship takes many forms: (a) at orientation, new students are assigned to a faculty advisor; (b) a research mentor who will take on a primary mentorship role is assigned to students at the end of their first year; (c) in the third and fourth years students are assigned to adjunct faculty who serve as clinical supervisors in the child therapy practica who will again mentor students; and (d) each student will have experiences with a minimum of four outside field supervisors who will also be available for mentorship. Alumni are also available as mentors and have often assisted student in the transition to

the workforce after graduation. We are especially delighted that the professional values related to scholarship and professional development can be witnessed by an impressive number of our students having published and presented with faculty during their time in the program and beyond.

THERAPY FOR STUDENTS

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

STUDENT STATUS

Students are expected to maintain full-time status, defined as a minimum of nine (9) credits per semester during the Fall and Spring semesters, for the duration of their academic tenure until the pre-doctoral internship. Any exceptions to full-time status must be approved by the Program Director. The minimum expected courseload may vary depending on the requirements of the program, and the year of enrollment. Any student who neither registers nor secures an official leave of absence for any Fall or Spring semester will be considered withdrawn from the Graduate School.

Doctoral students must register for research requirements (as specified by individual programs) each semester until the completion of all aspects of the doctoral research project are complete. This includes registration for the appropriate, program specific course sequences for research.

Please refer to sections “**6.9 Voluntary Leave of Absence**,” “**6.10 Involuntary Leave of Absence**,” “**6.11 Safety Emergency**,” “**6.12 Official Withdrawal**,” “**6.13 Unofficial Withdrawal**,” and “**6.14 Re-Admission for Returning Students**” of the [Ferkau Catalog](#) for more information about changes of status, leaves, and withdrawal.

Code of Ethics

Maintenance of good standing while a student is at the school is partially dependent on developing and maintaining standards of ethical and professional conduct. Students should be aware of the [Ethical Principles of Psychologists and Code of Conduct \(2002\) and amendments \(2010, 2016\)](#). All entering students are given a copy of the Ethical Principles and the University's Non-Discrimination Statement upon enrollment are asked to sign a statement that they read the material. See [Appendix B](#).

THREE PROGRAM GUIDELINES CONCERNING PROFESSIONAL DEPARTMENT

Professional Attire

As graduate students preparing for professional practice in psychology, students are expected to conduct themselves professionally in their interactions with peers, faculty, clients, families, supervisors, and other professionals. Professionalism includes appropriate communication, behavior, and attire across academic, clinical, and professional settings.

Expectations for attire may vary depending on the setting and the nature of a student's responsibilities. Students should be attentive to the requirements of specific environments, including classrooms, clinics, externship and internship sites, interviews, professional meetings, and other settings in which they represent the program or the profession. When a site has its own dress code, students are expected to follow that policy.

Students must dress in professional or professionally casual attire when working with clients and families or participating in other clinical and professional activities. Clothing should be appropriate to the setting, allow students to perform their responsibilities safely and effectively, and support a professional environment. Students should consider whether their attire reflects the professional image they intend to present to clients, families, peers, faculty, supervisors, other professionals, and prospective employers.

Because expectations regarding professional attire may differ across settings, students are encouraged to seek clarification from faculty members, supervisors, or site administrators when uncertain. Expectations should be applied with appropriate consideration for religious observance, disability-related needs, gender identity or expression, and other individual circumstances.

If a faculty member or supervisor determines that a student's attire is not appropriate for a particular academic, clinical, or professional setting, the student may receive feedback and be asked to change before participating in the relevant activity. When immediate correction is not possible, the student may be asked to leave the setting. Such feedback should be communicated privately, respectfully, and with a clear explanation of the relevant professional expectation.

Adherence to this policy is an important component of students' ongoing development as psychologists and their preparation for professional practice.

Computer/Technology Use During Class

Generally speaking, it is the expectation of the program that students will use technology respectfully during classes for appropriate purposes only. Please refer to your course syllabi as individual faculty members may have their own policies regarding the use of technology in their classes. For example, a faculty member may determine that student use of computers in the classroom is prohibited unless needed as an accommodation for a documented disability. However, it is the program policy, that if a faculty member finds that a student is using their computer during class for purposes other than those connected to the class material, the student will lose half a grade. If it occurs a second time the student will lose an additional half grade. Should it happen a third time, the student will fail the class.

Email Etiquette

Email is a popular and quick way to communicate with others you will encounter throughout your training and professional career. The advantages are obvious: email is immediate and easy. However, these advantages make it easy to end up leaving a bad impression or causing a miscommunication with a contact, employer, or faculty member. Because emails are ubiquitous and often written quickly, they can also lead to unprofessional communications. Every email interaction provides information about you and gives the reader an opportunity to form an opinion. You should take care to use the following guidelines to help you craft emails that you send in the context of your graduate training.

Email guidelines

- All messages should have a concise and descriptive subject line. The purpose of the subject line is to alert the reader as to the content of the message.
- Begin with a salutation. For example, if you are emailing a professor, it would be appropriate to begin your email with "Dear Dr. Smith" or "Professor Smith." If you typically call Dr. Smith "Pat," then go ahead and begin the email with "Pat." If you are unsure of how to address a professor, "Professor Smith" or Dr. Smith" is the best default choice.
- Be thoughtful about tone. Without the contextual cues provided by in-person tone of voice and facial expressions, it is easy to be misunderstood, so you need to be especially mindful of how requests or feedback

are communicated. It is important to communicate a respectful request rather than an expected demand (“would you be willing” vs. “I need you to” or “Send me”).

- Use traditional rules of grammar, spelling and punctuation in your message. Use spell check but also remember to proofread the message yourself, as spell check won’t catch everything. Misspellings and grammatical mistakes make you appear careless and unprofessional.
- If you are making a request or asking a question, make sure you communicate the steps you have already taken on your own to resolve a problem or answer a question. Because emails are quick and easy, students sometimes ask questions of professors or other contacts before taking initiative. Take that initiative first (e.g., check the reading, ask a peer, reread the take home exam question, etc.). Consider what the question is revealing about you—does it suggest that you have not investigated the matter on your own, or cannot tolerate uncertainty?
- Close your message with a signature. Be certain that you have included your full name if it is someone you are less familiar with (full name for a professor of a big class, first name for research advisee or supervisor) and, if appropriate, some context as to the nature of your relationship with that individual.
- Before you send, double check to make sure you are replying only to whom it is necessary (Do not “reply to all” if all parties need not be included). Also check it over to make sure you are not including any confidential or sensitive information that you would not want read aloud or shared with others.
- **Reply to emails in a timely fashion. Most people expect that you will reply within one business day.** This means you need to make it a habit to check your email account(s) on a daily basis. If the person emails you back and provides help or information, you should respond to say thank you.
- **Avoid sending an email when emotional.** You can draft an email, but do not send it when you are not calm. Feeling emotional or experiencing conflict can make emailing a message tempting, but your emotions may cloud your judgment and create larger problems. Draft your message and return to it when you feel better regulated. It can be a good idea to run your email by someone else outside the situation before sending if it is related to an emotionally laden issue. Face to face communication is preferable in these situations if possible.
- **Only a guide.** Use these tips as a guide. Avoid being formulaic in how you write emails so that you seem robotic or odd. Be genuine and aware of your communication. Use email as a chance to practice your clinical skills. Use the examples for inspiration, but there are many ways to abide by these tips without treating email like a form letter communication.

Here are some sample emails with mistakes, followed by a re-worded email as an example of improved email etiquette.

1. Instead of this. . .

Dr. Smith,

I need the notes from class I missed. I want to come by your office today to get them. Please let me know.

Celeste

Try This. . .

Dear Dr. Smith,

Thanks so much for your offer to provide notes from the class that I missed. I will be on campus tomorrow and could pick them up then if that is convenient for you; if not, let me know another time that will work well with your schedule.

Thank you again,
Celeste

2. Instead of this . . .

Hi,

Thursday October 1st is not a good date for me to present in class. I would much prefer the following week. However, I will work with any date to which I am assigned.

Thanks,
Celeste

Try this. . .

Dear Dr. Smith,

Thanks so much for putting in the time to schedule our presentations. I wondered if it would be at all possible to reschedule my presentation from October 1st to the following week? I don't think I will have adequate case material at that time to present based on just completing my intake. I apologize if this is an inconvenience in any way, and if it is not possible, I will work with whatever date I am assigned.

All best,
Celeste

3. Instead of this. . .

Hey Dr. Smith—

I've been trying to do a lit search all day, but something is wrong with my library password, and it's not letting me log in. So, I am wondering if you could do a search for me on the terms "theory of mind" and "autism," then email me abstracts that look appropriate so I could keep making progress?

Thanks—
Celeste

Try this . . .

Do not start any email with "Hey"

Don't send your professor an email asking him or her to do your work for you. Problem-solve other ways that you could handle this situation, perhaps seeking assistance from a friend.

4. Instead of this. . .

Hey Dr. S!

I loved ur talk today! I am working on my research project and am interested in doing it on something similar—the effect of pressure to be thin on eating habits. Do you know some good measures of pressure to be thin, and would you share them with me? Thanks for helping me out with my project! Cel

Try this. . .

Dear Dr. Smith,

I very much enjoyed your talk today and am actually doing my research project on a similar topic. I have begun a literature search on measures of pressure to be thin, which I know you also looked at in your research. I noted that you used the scale by X, instead of the scale by Y. Would you have time to discuss this in a meeting? I know you have a very busy schedule, so please let me know any time that is convenient for you, or let me know if there is someone else I should reach out to.

Thank you for considering my request,
Celeste

ACADEMIC INTEGRITY

Academic integrity is the guiding principle for all that students do during their academic tenure; from taking exams, making oral presentations, to writing papers. It requires that students recognize and acknowledge information derived from others and take credit only for ideas and work that are their own. It is a violation of the principle of academic integrity to:

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

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

Fabrication is making up data or results (including through use of generative AI) and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

A student's affirmation of any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary may result in failure in the course, dismissal, or such other penalties as deemed proper (see also section "**6. Academic Standards and Expectations**" in the Ferkauf Catalog).

USE OF ARTIFICIAL INTELLIGENCE (AI)

The fundamental principle guiding Yeshiva University's Academic Integrity Policy is that all work submitted by students should be their own. The risks of utilizing AI assistants in scholarly, research and clinical work are primarily to 1) the originality, accuracy and integrity of academic work, 2) the assumption of confidentiality and security of protected health information in research and clinical data, and 3) the potential for replicating societal biases and prejudice due to the training or algorithms used in developing AI models.

AI-generated content can be inaccurate, misleading, or entirely fabricated and may contain copyrighted material.

Students are responsible for any content they include in written assignments, including AI-generated material. It is critical for students to understand that generative large language models and AI assistants (such as ChatGPT, OtterPilot and other AI platforms) often save data provided to them, including the chat history, to train and improve their models. This creates the risk of unintentionally disclosing sensitive or personally identifiable information when such information is included in prompts or is submitted to AI models for editing. Students should be aware that using AI enabled software to record, transcribe, or analyze, patient data may compromise the security or confidentiality of patient data, which may violate HIPAA rules. The output from Large Language Models (LLMs) may also contain biases based on the type of data that is used to train the models or their processing algorithms that may perpetuate existing social stereotypes and prejudices.

When using AI, students should :

- Check the AI system's data usage policies to understand how the data is collected, stored and used.
- Check if the system being used has sufficient security in place to protect against data breaches.
- Check for options to turn off chat history.
- Avoid using identifying information.

Unless an instructor permits otherwise, Ferkauf students are expected abide by the following guidelines, adapted from the American Psychological Association (2024) publishing policies:

<https://www.apa.org/pubs/journals/resources/publishing-policies>)

- Authors who use AI tools in the writing of a manuscript, production of images or graphical elements of the paper, or in the collection and analysis of data, must be transparent in disclosing in the Materials and Methods (or similar section) of the paper how the AI tool was used and which tool was used.
- When a generative AI model is used in the drafting of a manuscript, the use of AI must be disclosed in the methods section and cited.
- When AI is cited, the author must employ the software citation template, which includes specifying in the methods section how, when, and to what extent AI was used. Authors are required to upload the full output of the AI as supplemental material.
- Authors are fully responsible for the content of their manuscript, even those parts produced by an AI tool, and are thus liable for any breach of publication ethics.
- No submitted content may be entered into generative AI tools as this violates the confidentiality of the process.

ETHICAL VIOLATIONS

As future psychologists, students in the Program are expected to be familiar with and follow both the [APA](#) and [NASP](#) Ethical Codes. Violations of APA and/or NASP ethical principles, legal statutes, or University or Ferkauf Graduate School codes and policies in regard to strict standards of conduct may take many forms including, but not limited to, the following:

- Plagiarism;
- Cheating;
- Legal infractions including, but not limited to, theft and possession of illegal drugs or weapons;
- Deliberate actions causing harm to others, including but not limited to unlawful harassment, failure to respect others' rights and dignity, and failure to fulfill professional responsibilities;
- Misuse of University property (see also section "**6. Academic Standards and Expectations**" in the Ferkauf Catalog);
- Inappropriate use of technology resources: Any student who posts content (on a personal or University website, or social media platform) that is deemed inappropriate and/or a violation of Ferkauf Academic

Standards and Expectations will be subject to disciplinary action.

- Inappropriate use of artificial intelligence (see also section “6.3.20 Policy on Uses of Artificial Intelligence” in the Ferkauf Catalog)
- False representation, including false or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information;
- Utilization of work submitted to fulfill one’s course requirements in a second course, unless expressly permitted by the second course’s instructor;
- Coercion, any form of abuse of others, misuse of influence, or engagement in exploitative relationships;
- Other proscribed professional activities, including but not limited to: practicing outside the boundaries of one’s competence; offering of any psychological services by an individual not licensed as a psychologist unless these services are delivered in the context of a supervised clinical training setting; engaging in sexual intimacies with current or former clients or their significant others, engaging in dual role relationships, etc.

Procedure for Ethical Violations.

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

1. Once a complaint has been presented in writing or otherwise, the academic advisor and/or Program Director meets with the complainant and the student to discuss the issues.
2. When the initial discussion is completed, the Program Director may inform the program’s faculty and then form a subcommittee of the program faculty – usually two (2) members – to meet with the student and access all relevant information about the charges and clarify all issues. The student will have the opportunity to present their own views on all points. The subcommittee will report to the program’s faculty and a recommendation will be forthcoming.
3. The program director will meet with the student to discuss the recommendation. This procedure is not a litigious one.
4. The recommendation may be forwarded to the Associate Dean who has the option to review the issues or to form a faculty committee to advise them about the problem.

Further Review of Cheating and Plagiarism:

Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Program Director.

From the University of Missouri, Office of Academic Integrity, [Standard of Conduct for Academic Integrity](#)

“The term cheating includes but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; or (iv) knowingly providing any unauthorized assistance to another student on quizzes, tests, or examinations.

“The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; or (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.”

From The Writing Center at University of North Carolina at Chapel Hill, [Plagiarism handout](#)

“Why are my instructors so concerned about plagiarism?”

In order to understand plagiarism, it helps to understand the process of sharing and creating ideas in the university. All knowledge is built from previous knowledge. As we read, study, perform experiments, and gather perspectives, we are drawing on other people’s ideas. Building on their ideas and experiences, we create our own. When you put your ideas on paper, your instructors want to distinguish between the building block ideas borrowed from other people and your own newly reasoned perspectives or conclusions. You make these distinctions in a written paper by citing the sources for your building block ideas. Providing appropriate citations will also help readers who are interested in your topic find additional, related material to read—in this way, they will be able to build on the work you have done to find sources.

Think of it this way: in the vast majority of assignments you’ll get in college, your instructors will ask you to read something (think of this material as the building blocks) and then write a paper in which you analyze one or more aspects of what you have read (think of this as the new structure you build). **Essentially, your instructors are asking you to do three things:**

- Show that you have a clear understanding of the material you’ve read.
- Refer to your sources to support the ideas you have developed.
- Distinguish your analysis of what you’ve read from the authors’ analyses.

When you cite a source, you are using an expert’s ideas as proof or evidence of a new idea that you are trying to communicate to the reader.

“What about “common knowledge”?”

In every professional field, experts consider some ideas “common knowledge,” but remember that you’re not a professional (yet). In fact, you’re just learning about those concepts in the course you’re taking, so the material you are reading may not yet be “common knowledge” to you. In order to decide if the material you want to use in your paper constitutes “common knowledge,” **you may find it helpful to ask yourself the following questions:**

- Did I know this information before I took this course?
- Did this information/idea come from my own brain?

If you answer “no” to either or both of these questions, then the information is not “common knowledge” to you. In these cases, you need to cite your source(s) and indicate where you first learned this bit of what may be “common knowledge” in the field.

“What about paraphrasing?”

Paraphrasing means taking another person’s ideas and putting those ideas in your own words. Paraphrasing does NOT mean changing a word or two in someone else’s sentence, changing the sentence structure while maintaining the original words, or changing a few words to synonyms. If you are tempted to rearrange a sentence in any of these ways, you are writing too close to the original. That’s plagiarizing, not paraphrasing.

Paraphrasing is a fine way to use another person’s ideas to support your argument as long as you attribute the material to the author and cite the source in the text at the end of the sentence. In order to make sure you are paraphrasing in the first place, take notes from your reading with the book closed. Doing so will make it easier to put the ideas in your own words. When you are unsure if you are writing too close to the original, check with your instructor BEFORE you turn in the paper for a grade. So, just to be clear—do you need to cite when you paraphrase? Yes, you do!

“How can I avoid plagiarizing?”

Now that you understand what plagiarism is, you’re ready to employ the following steps to avoid plagiarizing in your written work.

Step 1: Accentuate the positive. Understand the value of citations.

Do you feel that you use too many citations? Too few? Many students worry that if they use too many citations their instructors will think that they’re relying too heavily on the source material and therefore not thinking for themselves. In fact, however, using citations allows you to demonstrate clearly how well you understand the course material while also making clear distinctions between what the authors have to say and your analysis of their ideas.

Thus, rather than making your paper look less intellectually sophisticated, using citations allows you to show off your understanding of the material and the assignment. And instead of showing what you don’t know, citing your sources provides evidence of what you do know and of the authority behind your knowledge. Just make sure that your paper has a point, main idea, or thesis that is your own and that you organize the source material around that point.

Are you worried that you have too few citations? Double-check your assignment to see if you have been given any indication of the number or kind of source materials expected. Then share your writing with another reader. Do you have enough evidence or proof to support the ideas you put forward? Why should the reader believe the points you have made? Would adding another, expert voice strengthen your argument? Who else agrees or disagrees with the ideas you have written? Have you paraphrased ideas that you have read or heard? If so, you need to cite them. Have you referred to or relied on course material to develop your ideas? If so, you need to cite it as well.

Step 2: How can I keep track of all this information? Improve your note-taking skills.

Once you’ve reconsidered your position on using citations, you need to rethink your note-taking practices. Taking careful notes is simply the best way to avoid plagiarism. And improving your note-taking skills will also allow you to refine your critical thinking skills. Here’s how the process works:

- 1) Start by carefully noting all the bibliographic information you’ll need for your works cited page. If you’re photocopying an article or section out of a book or journal, why not photocopy the front pages

of the source as well? That way you'll have the bibliographic information if you need it later. If you forget to gather the information for a book, you can usually get it from the library's online card catalogue. Simply pull up the entry for the book you used to see the bibliographic information on that source. If you're working on an article from a journal, you can return to the database from which you got the original citation to find the bibliographic information.

- 2) Next, try thinking about your notes as a kind of transitional space between what you've read and what you're preparing to write. Imagine yourself having a conversation with the author of the story/novel/play/poem/article/book you're reading, **in which you repeatedly ask yourself the following questions:**

- What is the author trying to explain?
- Why does s/he think these points are important?
- How has s/he decided to construct the argument?
- How does the structure of the argument affect the reader's response to the author's ideas?
- How effective is the author's argument?

Adopting this "conversational" approach to note-taking will improve your analysis of the material by leading you to notice not just what the author says, but also how and why the author communicates his or her ideas. This strategy will also help you avoid the very common temptation of thinking that the author's way of explaining something is much better than anything you could write. If you are tempted to borrow the author's language, write your notes with the book closed to ensure that you are putting the ideas into your own words. If you've already taken a step away from the author's words in your notes, you'll find it easier to use your own words in the paper you write.

(3) Finally, be careful to use quotation marks to distinguish the exact words used by the author from your own words so that when you return to your notes later in the writing process, you won't have to guess which ideas are yours and which ones came directly from the text. You'll have to experiment with different note-taking techniques until you find the one that works best for you

Step 4: Seek instruction.

Tell your professors that you'd like to make sure you're not plagiarizing. Ask them if they'd be willing to meet with you to review your draft *before you turn it in for a grade*. Ask if they'd be willing to help you identify any passages that need better citation. Bring your draft, your notes, and your sources so your professor can see the original. Be proactive in this process! Point out areas you're not sure about. Don't wait silently, thinking that a passage must be okay if the professor doesn't point it out. Have this conversation well before the draft is due and explain to your professor that you are trying not to be reckless.

Also remember that you can make an appointment with a Writing Center coach. Bring your draft and source materials and show your coach the passages you're concerned about. Your coach can teach you strategies for paraphrasing, summarizing, and quoting effectively, and for attributing properly.

"How can I tell whether I've plagiarized?"

If you've followed the above guidelines but still aren't sure whether you've plagiarized, you can double-check your work using the checklist below.

You need to cite your source, even if:

- you put all direct quotes in quotation marks.
- you changed the words used by the author into synonyms.
- you completely paraphrased the ideas to which you referred.
- your sentence is mostly made up of your own thoughts, but contains a reference to the author's ideas.
- you mention the author's name in the sentence.

STUDENT GRIEVANCES

Policy

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, they are assured of all due process, respect, and confidentiality.

See section “**7.9. Student Grievances**” in the Ferkauf Catalog for further details.

Grievance Procedure

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

Step 1: Informal Level

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

Step 2: Meet with Program Director

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

Step 3: Departmental Committee

If the Program Director cannot resolve the student's issue, or the student files (within thirty (30) days) a written appeal of a decision made by the Program Director, then the Program Director asks the Dean to

appoint a committee of faculty to address the student's concern. The faculty on the committee cannot be faculty members from the student's program. The student will have the opportunity to present the nature of the appeal to the committee orally, or in writing. The committee will review all documentation and testimony and will make a recommendation to the Dean of their determination of the student's grievance.

Step 4: Review by Dean

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

GRADUATION REQUIREMENTS AND STATISTICS

The graduation requirements for students in the School-Clinical Child Psychology Program are:

- Completion of a prescribed 110-credit course of study;
- Maintenance of a 3.25 GPA;
- Completion of a doctoral research project and an oral presentation;
- Completion of approximately 3500 hours of supervised field experiences – including three part-time placements during the second, third and fourth years in schools and mental health facilities, and a full-time internship in the fifth year;
- Passing the two assessment competency examinations during the first and second years in the program, the therapy practica evaluations, and all research requirements of the Standard or Research Intensive Track.
- Demonstration of professional and personal competence;
- Adherence to the ethical code of conduct.

Time to Completion of Program

Graduation Year:	# of Graduates	Mean # of yrs. to Graduate	Median # of yrs. to Graduate	% of students to complete program in 5 years
2026	21	5.14	5	85.7% (n=18)
2025	22	5.09	5	90.9% (n=20)
2024	18	5.11	5	94.4% (n=17)
2023	20	5.35	5	90.0% (n=18)
2022	19	5.32	5	89.5% (n=17)
2021	20	5.45	5	80.0% (n=16)
2020	21	5.05	5	85.7% (n=18)
2019	17	5.18	5	82.4% (n=14)
2018	17	5.18	5	82.4% (n=14)
2017	16	5.19	5	81.3% (n=13)

CULTURAL AND INDIVIDUAL DIVERSITY

The faculty of the combined PsyD in School-Clinical Child Program at the Ferkauf Graduate School of Psychology is committed to the practice of cultural humility, and we integrate this practice into our training. Cultural humility goes

beyond the concept of cultural competence to include: 1. A personal lifelong commitment to self-evaluation and self-critique (intrapersonal), 2. Recognition of power dynamics and imbalances, a desire to fix those power imbalances and to develop partnerships with people and groups who advocate for others (interpersonal), and 3. Institutional accountability (Tervalon & Murray-Garcia, 1998)¹. Across all levels of theoretical and applied training in the program, the Program faculty aims to prepare students to work clinically with people of diverse, intersecting identities to provide culturally affirming and strength-based mental health supports. We strive to do this both through specific courses and pedagogical practices as well as by reflecting on our own biases. We are committed to becoming a Program that trains psychologists in the framework of anti-racism and social justice to disrupt structural inequities and amplify the voices of those historically marginalized in our field.

The program's focus on individual differences, diversity and multiculturalism is embedded through all course work and practica. Several required courses specifically focus on these issues and other electives may be taken to strengthen students' knowledge and skills. The program also offers a 15-credit New York State approved Bilingual Extension to the Advanced Certificate in School Psychological Services.

Students in the Program work and study in a largely urban center with a diverse multi-cultural population. Many of the children and adults who are referred to our clinic are from low socioeconomic and/or minoritized populations. The demands of working in such an environment are complex and require that students possess the knowledge and sensitivity required of this challenge. The program's training philosophy and commitment to culturally competent training is demonstrated through course work, faculty advisement, the distributed practicum and Internship preparation, and the careful monitoring of clinical casework under supervision. Students are trained to meet the needs of youth in urban settings, with a focus on socially just practice, by understanding issues of poverty in particular and how they can influence the lives of children in any setting.

From its inception in the 1960's the School Psychology program participated in programs such as "Project Beacon" in Bedford-Stuyvesant and Head Start programs in Brooklyn and Manhattan. The development of new courses and the expanded curriculum reflect the program's continued commitment to providing access to historically underserved populations. Efforts are made to attract culturally and linguistically diverse individuals to the program by representation at professional organizational meetings, and outreach to undergraduate programs and through advertisement. The program has made significant efforts to create an environment that is supportive of multicultural and diversity issues and that offer opportunities for scholarship. The program continues to look for ways to partner with students and our communities to expand our efforts in these areas

In 2001, the Program received a \$1,000,000 grant to develop a demonstration program for the delivery of school-clinical child psychology services to day schools in the metropolitan area. This program initially focused on Hebrew Day Schools that serve low socio-economic families that have recently emigrated from regions of the old Soviet Union, and children with multi-racial and ethnic backgrounds. The program expanded to non-Jewish, parochial schools in 2005-06 and continued until 2013. During that time, the grant provided financial support to 29 students. In addition, six of these students have been hired by the schools in which they worked as part of the project.

In 2015, the Program received a significant donation to develop "affiliated" internship programs at mental health/education settings that focus on treating and evaluating children/adolescents with neurodevelopmental, social-emotional and medical conditions in urban and rural areas. The Program used those funds to assist three sites in developing internships.

¹ Tervalon, M., and Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9, 117-125.

The Program, the Office of Admissions and the Dean's Office correspond and visit with undergraduate programs and multicultural/minority group organizations at local metropolitan colleges. The Dean's Office also corresponds with all undergraduate programs listed in the APA's Office of Ethnic Minority Affairs' publication *Minority Undergraduate Student of Excellence*.

The program received New York State approval in 1996 to offer the "Bilingual School Psychology Extension" to our Advanced Certificate in School Psychological Services. Future employment in the New York City and other urban public schools may be contingent upon having a "Bilingual School Psychology Certificate" in addition to the regular certificate that is also acquired while in the program. Students are encouraged to pursue this course of study if they have a fluency in another language and if their career aspirations are to work in schools, and should notify the Program Director at the beginning of the 2nd year in the Program of their intention to pursue this certificate.

The requirements for a Bilingual School Psychology Extension include the following:

- Completion of all requirements for the regular School Psychology Certificate;
- 15 credits that focus on social, multicultural and bilingual issues in school psychology. (The first two courses listed below are embedded within the doctoral program and are required of all students.)
- The courses designated to meet this requirement are:
 - School Consultation and Supervision (3 credits)
 - Integrating Gender and Race/Ethnicity in Multiculturalism (3 credits)
 - Contemporary issues in School Psychology (3 credits)
 - Assessment of Linguistically and Culturally Diverse Populations (3 credits)
 - Practice of School Psychology with Bilingual and Multicultural Populations: Seminar with Internship (3 credits)
- Demonstrated competency in a foreign language as measured by a standardized examination administered by ETS.

COURSE OF STUDY

The Program requires full time attendance. It is a 110-credit course of study with options for additional courses. The sequence of courses, labeled "Allocation Chart," can be found below. The Program requires four years of course work, complementary practicum experiences graded for complexity, three year-long externships and a full-time internship in the fifth year.

Allocation Chart (August 2026)

ALLOCATION CHART	
SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM: 110 CREDITS	
YEAR I FALL	YEAR I SPRING
PSS 6131: Cognitive Assessment	PSS 6132: Psychoeducational Assessment
PSS 6286: Role and Function of the School Psychologist	PSS 6153: Appraisal of Personality
PSA 6515: Lifespan Development	PSS 6221: Consultation and Supervision
PSS 6400: Neurodevelopmental Disorders	PSS 6250: Lifespan Psychopathology
PSS 6199: Integrating Race and Gender in Multiculturalism	PSS 6801: Professional & Ethical Issues in Health Service Psychology
	PSS 6915: Research Seminar
YEAR II FALL	YEAR II SPRING
PSS 6191: Child Assessment with Practicum I	PSS 6192: Child Assessment with Practicum II

PSS 6213: Cognitive Behavioral Psychotherapy for Youth I	PSS 6222: Consultation-Based Interventions
PSS 6610: Beginning Work with Children, Parents and Families	PSS 6449: Cognitive Behavioral Psychotherapy for Youth II
PSA 6280: Statistics	PSS 6118: Psychodynamic Theory and Technique for Youth
PSS 6915: Research Seminar	PSS 6915: Research Seminar
PSS 8943: Externship I	PSS 8944: Externship II
YEAR III FALL	YEAR III SPRING
PSS 6611 Practicum Child Therapy I (Psychodynamic/CBT)	PSS 6612: Practicum Child Therapy II (Psychodynamic/CBT)
PSS 6399: Biological Bases of Behavior <i>or</i> PSA 6930 Physiological Psych.	PSS 6472: Cognitive and Affective Bases of Behavior
Elective* (*Optional - 3 Required)	Elective (Required)
PSS 6915: Research Seminar	PSS 6916: Doctoral Research Project
PSS 8945: Externship III	PSS 8946: Externship IV
PSS 6286: Research Methods in Professional Practice* (*Research Intensive Track)	
YEAR IV FALL	YEAR IV SPRING
PSS 6625: Practicum Child Therapy III (Psychodynamic/CBT)	PSS 6626: Practicum Child Therapy IV (Psychodynamic/CBT)
PSA 6405: Social Psychology	PSA 6071: Psychopharmacology
PSS 6286: Research Methods in Professional Practice* (*Standard Track)	PSA 6601: History & Systems of Psychology
PSS 6916: Doctoral Research Project	PSS 6916: Doctoral Research Project
PSS 8947: Externship V	PSS 8948: Externship VI
Elective* (*Optional - 3 Required)	Elective* (Optional - 3 Required)
	PSC 8537 Data Analysis* or PSA 6289 Introduction to Qualitative Research* (*Research Intensive Track)
YEAR V	YEAR V
PSS 8941: School-Clinical Child Predoctoral Internship I	PSS 8942: School-Clinical Child Predoctoral Internship II
PSS 8999B Research Project II EXT (until completed)	PSS 8999B Research Project II EXT (until completed)

*A minimum of 9 credits earned through elective courses are required to meet graduation requirements and may be taken any semester in Years II-IV.

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

Cognitive Behavior Therapy Concentration: All students are required to complete two (2) didactic CBT courses and a year-long practicum in CBT with children/adolescents. The required courses (twelve [12] credits) are: *Cognitive Behavioral Psychotherapy for Youth I & II and Practicum in Child Therapy: I & II/III & IV*. This year long sequence is conducted through the Parnes Clinic and provides group supervision provided by faculty who are licensed psychologists with expertise in CBT with children, adolescents, and families.

Psychodynamic Psychotherapy Concentration: All students are required to complete two (2) didactic psychodynamic courses and a year-long practicum in psychodynamic treatment with children/adolescents. The required twelve (12) credits are: *Beginning Work with Children, Parents and Families; Psychodynamic Theory and Technique with Youth; and Practicum in Child Therapy: I & II/III & IV*. This year long sequence is conducted through the Parnes Clinic and provides group supervision provided by faculty who are licensed psychologists with

expertise in psychodynamic therapy with children, adolescents, and families.

Curriculum by Domain: (italics=electives)

Foundation Courses (30 credits)	Assessment sequence (19 +credits)	Research Sequence (13 credits)
• History and Systems • Social Psychology • Lifespan Psychopathology • Ethical and Professional Issues in School-Clinical Psychology • Integrating Race and Gender in Multiculturalism • Biological Bases of Behavior • Psychopharmacology • Life Span Development • Cognitive and Affective Bases of Behavior • Neurodevelopmental Disorders	• Cognitive Assessment I-II • Appraisal of Personality • Child Assessment with Practicum I-II • <i>Neuropsychological Assessment of Children</i> • <i>Assessment of Linguistically and Culturally Diverse Populations</i>	• Statistics • Research Methods • Research Seminar (4) • Doctoral Research Project (3)
Conceptual Foundations for Practice (24 credits)	Application to Practice (17 credits)	Bilingual Specialization (15 credits)
• Beginning Work with Children, Parents and Families • Psychodynamic Theory and Technique with Youth • Cognitive Behavioral Psychotherapy with Youth I-II • Consultation and Supervision • Consultation-based Interventions	• Practicum in Child Therapy I-IV (CBT/Psychodynamic) • Contemporary Issues in School Psychology (elective) • School-Clinical Psychology Externship Seminars I-VI (6 Credits) • Doctoral Internship Seminar I-II (2 Credits)	• Integrating Race and Gender in Multiculturalism • Contemporary Issues in School Psychology • Consultation and Supervision • Assessment of Linguistically and Culturally Diverse Populations • Bilingual School Psychology Internship I-II

Other requirements:

The Doctoral Research Project is required for graduation. Students begin to work on their research in the second year. Research projects are completed under the supervision of full-time faculty. It usually takes two to three years to complete the research requirements. See the Research Manual (available on the program's website) for all requirements and procedures.

COMPETENCY EXAMINATIONS

History: In the late 1990's the field of psychology moved deliberately and authoritatively to establish mechanisms to

define and measure student learning in terms of competencies. Competencies address demonstrated examples of skills, knowledge, and attitudes across domains (i.e., assessment, treatment, research, consultation, professionalism).

Competence has been defined by Hubert and Hundert (2002) as the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served. Foundational elements of competence include knowledge and skills, as well as elements best conceptualized as professionalism (e.g., reflective thinking). Competence also presumes integration of multiple competencies.

There are *foundational competencies*, which are knowledge, skills, attitudes, and values that serve as a foundation for the functions a psychologist is to carry out (e.g., understanding ethics, awareness and understanding of individual and cultural diversity, knowledge of scientific foundations of psychology), as well as *functional competencies* (e.g., assessment, intervention, consultation, and research).

The articulated goals in any doctoral program lead to program objectives and consequently program competencies. The six goals were described above. These six goals are further defined by the program foundational and functional competencies, including professional attitudes and comportment. The objectives are met through sequential coursework that is graded for complexity and parallel practica experiences, externships, and internships that complement the coursework.

These competencies are evaluated through course grades and bi-annual evaluations of students completed by faculty, externship, internship, and practica supervisors. In addition, all students complete yearly self-evaluations that address the goals and competencies. Alumni also complete similar self-evaluations upon graduation. Each of these measures adds important information to the evaluation process that ultimately asks the questions, “What is the level of competence of students in the Combined School-Clinical Child Psychology Program and how can it be measured?”

Competence is achieved through a developmental process that recognizes levels of change as a student moves through a program. It is expected that a fifth-year student will be more competent than a first-, second-, or third-year student across all professional domains. Course grades and faculty evaluations address competencies in an indirect manner. While externship and internship supervisors evaluate competencies during fieldwork, they do not use a common metric or standardized measure across their settings in schools, medical centers, rehabilitation centers, early childhood centers and community mental health centers.

Therefore, the Program has developed a sequence of competency assessments that are graded for complexity, are developmentally appropriate to each level of training, and that provide students with the opportunity to demonstrate their level of competence in the designated domains. These activities are competency-based and administered in a uniform manner, at pre-selected time periods that correlate with program expectations of competency attainment. Each activity has a metric that permits a more objective basis for evaluation of the competencies.

Competency Examination Sequence

Competency	Description of Assessment Process	When is it taken?	Grading and minimal acceptable standard
1. To be able to administer a standardized cognitive assessment instrument and reliably score responses given by children or adults on standardized cognitive assessment instruments.	Students will administer core subtests from the WISC-V in a “simulation” setting. The administration will be live or video-taped and reviewed by faculty; two randomly selected subtests will be scored. Students will be given the protocol used in the simulation containing actual responses on the WISC-V. The student will score the responses using their scoring manuals.	At the end of first year after completion of the Cognitive Assessment and Psychoeducational Assessment courses.	Rubric for scoring the WISC-V was developed by faculty based on Sattler’s text. The following criteria are used to grade the Assessment Scoring Competency Examination. 1. The passing grade for a subtest is a score that is within the standard error. 2. If scores on more than one subtest exceeds the standard error, the student needs to re-take the exam. 3. If score on one subtest exceeds the standard error, the student passes the exam (i.e., minimal pass) but will be required to attend a one session scoring tutorial and discussion in September. 4. If scores on all the subtests are within the standard error; the student passes the exam and is not required to take the tutorial.
2. To write a psychoeducational evaluation with recommendations based upon information gathered from a direct assessment of a child.	Students will generate a coherent, comprehensive, integrated report based on direct assessment of a child referral from the Parnes Clinic.	During PSS 6191: Child Assessment with Practicum I	The document will be read by one faculty member using a rubric developed by faculty (see Appendix C). Should the student receive a grade higher than 80%, then the student will have passed the exam. Should the student receive a grade of 80% or lower, then the student will receive additional support and they will be assessed again using the same rubric during PSS 6192: Child Assessment with Practicum II.
3. To demonstrate clinical abilities in treatment	A video of 1-2 selected therapy sessions will be reviewed by faculty clinical supervisors.	During the third and fourth years	See Appendix D: Practicum in Child Therapy Video Rating Forms. Minimal Criteria for Passing: Minimal Competency scores of “3” (competent) on each of the six factors

4. To develop a clinical case conceptualization or school consultation project	Performance on a series of requirements in treatment-related courses that require students to provide case conceptualizations.	During the second, third and fourth years	1. The following courses require students to write case conceptualizations: a) PSS 6213, Cognitive Behavioral Psychotherapy for Youth I b) PSS 6449, Cognitive Behavioral Psychotherapy for Youth II c) In all four semesters of Practicum in Child Therapy, students write midyear and end year reports for their therapy cases, both which include a Case Conceptualization section. Also, each student presents their case(s) in supervision, and part of that presentation is a case conceptualization.
5. To be a competent consumer of research	Student will complete a doctoral research project (RP) (Requirement 1). The approved RP must be formally presented in the advisor's lab to allow rating of competency in presenting research (Requirement 2). In addition to completion of the RP, students must satisfactorily complete coursework in PSS 6286 Research Methods (typically in their 4th year), which will be used to evaluate student competency in research methodology and design.	During third year or fourth year	To demonstrate competency, the written document, a research proposal, and oral presentation described below must be of sufficient quality to show competency at the doctoral level. On the Standard Track, formal evaluation of the RP written document (Requirement 1) is conducted by the student's advisor and Reader 1. They independently read and evaluate the written document using Form Psy.D.-01 (See Appendix E). The presentation will be evaluated by the research advisor using Form Psy.D.-02. The Research Proposal is evaluated by the course instructor using a rubric (see Appendix E). <u>In the</u> first round of reviews, the instructor provides a grade and feedback on the first draft of the proposal. Students have 2-3 weeks to address the feedback and submit a revised proposal for grading

There are five competencies, and every student must demonstrate competency in each domain prior to graduation and in the stipulated order, except where otherwise noted below. **Note: Minimal Criteria for passing each examination are indicated in chart above.**

Procedures for students who do not pass the competency exams:

1. *Assessment: Administration and Scoring Exam (Competency Exam I):* If a student fails the exam, they meet with a full-time faculty person to review their performance. They are given a second opportunity to take the exam. If the student fails the re-take exam, they are placed on Academic Probation, further remediation is provided, and the student will be required to video-tape an administration of a full WISC-V to a child/adolescent and submit the video tape for review. If significant problems are still noted in the video the student's course of study may be modified and the student may be withdrawn from the program. Students will be informed in a timely manner after submitting the exam if they passed or failed the exam.
2. *Assessment: Written Report (PSS 6191: Child Assessment with Practicum I):* Students will generate a coherent, comprehensive, integrated report based on direct assessment of a child referral from the Parnes Clinic. The document will be read by one faculty member using a rubric developed by faculty (see [Appendix C](#)). Should the student receive a grade higher than 80%, then the student will have passed the exam. Should the student receive a grade of 80% or lower, they will be given written and in-person feedback about their performance and offered a remediation plan. Students who fail are placed on Academic Probation, and the student will receive additional support and will be assessed again using the same rubric during PSS 6192: Child Assessment with Practicum II. If the student fails to receive a grade higher than 80% in PSS 6192, the student may be dismissed from the program.
3. *To demonstrate clinical abilities in treatment (Child Therapy Practica I-IV).* Program faculty and adjunct faculty appointed as clinical supervisors review selected clinical sessions that have been video recorded. The supervisor may choose to use the CBT or Psychodynamic evaluation forms (see [Appendix D](#)). Students must meet minimal competency levels in Child Therapy Practica I-IV.
4. *Case Conceptualization:* This is assessed through a series of course requirements in clinical courses (i.e., PSS 6213, Cognitive Behavioral Psychotherapy for Youth I; PSS 6449, Cognitive Behavioral Psychotherapy for Youth II; all four semesters of Practicum in Child Therapy). Faculty for each course will rate student competency using the Mid-Year/Year-End Faculty Evaluation of Student (see [Appendix G](#)) and develop a remediation plan with the student should they not meet minimal achievement levels for this competency.
5. *Doctoral Research Project (Standard Track):* The student submits drafts of the RP to their advisor until it is approved (i.e., requires no further revisions). The advisor completes Form Psy.D.-01. Once approved by the student's advisor, another faculty member (i.e., Reader) will independently read and evaluate the written document using Form Psy.D.-01. The Reader will decide to Pass to RP (1) without revisions or (2) with minor revisions required. This process will continue until the Reader is satisfied with the quality of the project. The Reader completes Form Psy.D.-01 again when the RP passes without further revision required. If the written RP is evaluated as a Fail by the Reader, major revisions are required. The student will receive feedback from the Reader and revise the document with their advisor until the Reader is satisfied with the quality of the project. The Reader completes Form Psy.D.-01 again when the RP passes without further revision required. See the Research Manual (available on the program's website) for all requirements and procedures related to the Research-Intensive Track (e.g., the Dissertation).

PRACTICA, EXTERNSHIPS, AND INTERNSHIPS

Practica

Practica are distinguished from externships, which are 500-600 hours per year field experiences. Practica are experiences that are intricately connected to specified courses and occur in the Parnes Clinic. These experiences begin in the first year. The faculty responsible for the particular course supervises each practicum experience. Practica experiences occur in Practicum in Child Assessment I-II, Advanced Seminar in Assessment (elective), and two years

of Practicum in Child Therapy I-IV (CBT and Psychodynamic – one year of each). Please be aware when planning vacation that **students are required to treat clients in the Parnes Clinic from September 1 through June 30 of their 3rd and 4th years in the Program.**

Externships

The School - Clinical Child Psychology Externship-Internship Manual is available online at the program's website (click on Resources tab on the Program's web page). The manual details the procedures and requirements for both the externship and the full-time internship. It details requirements for supervision and practice. The program has a long history of placing students in highly valued sites throughout the metropolitan area. Third- and fourth-year students can find a complete listing of all clinical externships in the tristate Northeastern Regional Externship Match ([NEREM website](#)) for Externship Opportunities. Students can also obtain information about the sites by reviewing students' evaluations which are made available on a yearly basis by the DCT during the course of externship seminar.

Students are required to complete approximately 500-600 hours of supervised experience in the second, third- and fourth-year placements. The second-year placement occurs in a school facility. The third year may be in a mental health facility, medical center, early childhood center, hospital, rehabilitation center or special-needs school. The fourth-year placement can be in a school or any of the alternatives mentioned above. In addition, students are required to register, each semester, for an externship Seminar (one-credit each semester) that is led by the Director of Clinical Training. This seminar provides a platform to discuss relevant externship and internship issues. At the end of the fourth year the student will have acquired the equivalent of one full year of experience 1500 – 1750 hours

Evaluation of Externships and Internships

Students' externship and internship experiences are evaluated by supervisors. The supervisor must be an employee or consultant to the agency in which the experience occurs. The competency-based evaluation form is completed online via Qualtrics at the end of each semester. The evaluation form and more details can be found in the Externship-Internship Manual.

Externship Hours and Activities Logged in Time2Track: Students are required to complete consistent updates of their externship experiences. Time2Track updates provide detailed information concerning assessment, intervention, consultation, and supervision. Externship activities can and should be logged in Time2Track. It is highly recommended that each Externship student updates their Time2Track weekly. The Director of Clinical Training will have access to your Time2Track accounts. These activity logs will be checked twice annually in December and June.

Attestation Forms: At the end of each academic year, field supervisors complete an Attestation Form that verifies completion of the externship/internship, the timeline, responsibilities, and supervision hours. This document resembles the NYS documentation that is required for licensure (see the Externship-Internship Manual). Students should make copies of all attestation forms for their own files. These forms may be needed in future years for varied licensing and professional documentation.

Full-time Pre-doctoral Internship

While the majority of students complete their internships at APA-approved clinical settings, it is by no means a requirement to do so. Approximately 20% of each cohort completes the doctoral internships in school placements or non-APA accredited clinical internships.

Assuming all other program requirements have been successfully completed, the full-time internship will commence in the fifth year of the program. The full-time internship can occur in a school, hospital, early childhood center, medical center, rehabilitation center, community, or mental health agency. The internship is the culminating educational experience for students and provides an opportunity to advance their skills and knowledge base and to demonstrate the high level of competence that they have achieved across all skills and knowledge domains during the

prior four years of training. In most cases the internship will have a stipend attached to it. While on internship, students must register for Doctoral Internship seminar.

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

If a student is at a non-APA accredited site or a school, an Internship Plan needs to be completed and filed with the Director of Clinical Training within a month of commencing the internship (see Externship-Internship Manual). This plan must be approved by the Program.

Internship Statistics

On our program's website, please find a table that shows the specific percentages of students seeking both APA and non-APA internships between 2017-2026. Overall, 100% of students who applied for internships received them. These placements are among the most prestigious medical and educational placements available. While most students remain in the New York Tri-State area for their internships, others have been accepted at internships in Florida, Massachusetts, Texas, Michigan, Maryland, Delaware, California, Illinois, Louisiana, Washington, D.C., Ohio, New Mexico, Utah, Montreal, Toronto, and Nova Scotia Canada.

Students have completed their internships at the following sites between 2020-2025:

APA-accredited and APPIC approved sites

Andrus
 Center for Anxiety
 Child Guidance Center of Southern Connecticut
 Columbia Irving Medical Center - New York Presbyterian
 Elmhurst Hospital Center/Mt Sinai Services
 Hofstra University College Counseling Center
 Icahn School of Medicine at Mount Sinai, Div. of Clinical Neuropsychology
 Jacobi Medical Center
 Jamaica Hospital Medical Center
 Jewish Child Care Association (JCCA)
 Kennedy Krieger, Johns Hopkins Behavioral Psychology/Neuropsychology (Baltimore, MD)
 Kings County Hospital
 Lenox Hill Hospital
 Long Island Jewish Medical Center, Zucker Hillside Hospital, Child Track
 Madison Park Psychological Services
 Maimonides Medical Center
 Mount Sinai Adolescent Health Center
 Nassau University Medical Center
 New York City Children's Center-Queens Campus
 Nova Southeastern University South Florida Consortium Internship Program (Fort Lauderdale, FL)
 NYC Health + Hospitals/Lincoln ("Lincoln Hospital")
 NYU Langone Medical Center Rusk Rehabilitation
 Primary Children's Hospital- Child and Adolescent Day Treatment and Acute Inpatient (Salt Lake City, UT)
 Trinitas Regional Medical Center (Elizabeth, NJ)
 The School at Columbia University
 Through the Looking Glass (Berkeley, CA)

UCSF Child and Adolescent Services Multicultural Training Program (San Francisco, CA)
 University of Southern California: Children's Hospital Los Angeles
 Westchester Jewish Community Services
 Yale Child Study Center (New Haven, CT)
 Youth Consultation Service (Union City, NJ)

Non-APA-accredited/APPIC approved sites:

Achieve Behavioral Health (Airmont, NY)
 Bio Behavioral Institute
 New Alternatives for Children (NAC)
 Santa Barbara Psychology Internship Consortium

Other sites (Non-APA/non-APPIC)

Behavioral Associates
 Bronxville, New York Public School System
 Brooklyn Learning Center
 Cognitive and Behavioral Consultants
 Gershon Psychology Associates
 Growing Minds
 Kafko Psychological Services
 Mount Sinai Hospital Child Unit
 Mount Sinai Division of ADHD, Learning Disabilities, and Related Disorders
 New York Psychoanalytic Society & Institute

EVALUATIONS

We use a multi-method/multi-respondent system for student evaluations.

Evaluations by faculty: Course instructors evaluate students. The evaluation may consist of examinations, papers, and classroom participation. Students are evaluated for knowledge, skills, and professional attitudes. Check course syllabi for specifics. Sample Attendance and Class Participation rubrics are found in [Appendix F](#).

In addition to regular course evaluations by instructors, the faculty evaluates the skills, knowledge, and professional attitude of each student twice a year (see [Appendix G](#)). The evaluations are conducted at the end of each semester and focus on consideration of the APA Profession-Wide Competencies (i.e., Research; Ethical and legal standards; Individual and cultural diversity; Professional values, attitudes, and behaviors; Communication and interpersonal skills; Assessment; Intervention; Supervision; and Consultation and interprofessional/interdisciplinary skills). The final evaluations may include comments from course instructors, clinical and field supervisors and program and research advisors. The evaluations are competency based and use metrics developed by the faculty. Summaries of these evaluations are sent to students and copies are held on file.

In addition to the formal evaluation process mentioned above, part of every faculty meeting is focused on discussing the students' academic and professional performance. If a faculty member notes a problem, a discussion will ensue with input from everyone familiar with the student.

The faculty advisor can then meet with the student to relay the program's concerns. A written statement may also be sent to the student and a copy will be kept on file. The advisor acts as the student's advocate and will report back to the faculty at the next scheduled meeting. Students may address the program faculty as a whole to present their views

of the issues.

Child Therapy Practica Evaluations:

Students in the third and fourth years are assigned a minimum of one individual therapy cases each year. Supervision is conducted in small groups by core and adjunct faculty who are licensed psychologists. Students are evaluated twice a year by their supervisor (see [Appendix H](#)). As noted above, a video of at least one selected therapy session will be reviewed and evaluated by faculty (see [Appendix D](#)).

Externship/Internship Supervisors' Evaluations:

The externship/internship supervisor evaluates students twice a year on issues of the profession-wide competencies (see Externship-Internship Manual available on the programs web site). The evaluation that is conducted at the end of the fall semester is considered a Progress Report and provides the student with an overall competency rating as well as verbatim comments from the field supervisor. These comments and ratings are meant to provide guidance for the students and a baseline against which to evaluate further progress.

The second evaluation is conducted at the end of the academic year. This end-of the year evaluation focuses on the same profession-wide competencies mentioned above. Internship/externship coordinators are encouraged to review the evaluations in person with the student.

These evaluations will be used to send a written evaluation letter to each student. If the student is rated at 1 or 2 in any area of competency, a support plan will be developed in collaboration with the student. As part of the plan, a faculty member and the advisor will discuss with student how they can reach the minimum level of achievement for that competency (MLA). If any problems are noted, the Director of Clinical Training or another faculty member will contact the supervisor for clarification and will discuss the issues with the student. The feedback from the supervisor is critical for a complete evaluation.

The Director of Clinical Training makes every effort to stay in touch with the field supervisors during the year. The Program has made extra efforts to site visit as many placements as possible in any given academic year. We place great importance on developing personal contacts with the supervisors and forming relationships between our Program and the field placements.

Competency Examination: The fields of school and clinical child psychology have moved towards competency-based assessment. As mentioned above, students need to demonstrate that they have acquired the skills, attitudes and knowledge required of them at different phases of their professional development.

Evaluations of Faculty: Students evaluate each faculty member with whom they take classes. Course and faculty evaluations are conducted at the end of each semester. Students are asked to evaluate the instructor of each course. These evaluations are anonymous and are reviewed by the Dean and Program Director. Feedback is given to faculty members by the Program Director (see [Appendix I](#)). The Program Director provides feedback to faculty members at the end of each academic year. The Dean will provide additional feedback as needed.

Self-evaluation: At the end of each academic year students complete two surveys: the Student Activity Summary ([Appendix J](#)) and the Student Self-Evaluation (see [Appendix K](#)) in which they review their own goals and accomplishments and evaluate their competencies in all domains.

RESEARCH REQUIREMENTS

The requirements, forms and procedures to fulfill the research requirements for the Psy.D. degree are delineated in Research Manual for the Psy.D. Degree Handbook available on the program website.

Institutional Review Board

Yeshiva University uses the Western Institutional Review Board-Copernicus Group (WCG® IRB) to review and approve research studies. All 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 WCG® IRB. WCG-IRB requires investigators to verify on the Initial Review submission form and each Continuing Review Report form that each member of the research team has successfully completed training on the ethics and regulations of human subject protections. Thus, every student and faculty member conducting any research at Ferkauf must complete the CITI tutorial prior to the initiation of any aspect of the research.

Students must obtain explicit written approval from their dissertation chair to submit their research protocols to the IRB, and submit the correct PO code with the application (to avoid being billed directly for IRB review). 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.

WCG North America
212 Carnegie Center, Suite 301
Princeton, NJ 08540, USA
Phone: +1 609-945-0101

WCG Boston (East)
614 Massachusetts Ave Suite 201
Cambridge, MA 02139
Phone: +1 617-712-1514

WIRB online submission portal: <https://connexus.wcgclinical.com/> (phone number: 800.562.4789). For more information about WCG® IRB see here: <https://www.wcgclinical.com/>.

CERTIFICATION AND LICENSURE

Certification

Students are eligible to apply for New York State Provisional Certification as a School Psychologist after the third year in program and after they have completed a prescribed 62-credit course of study and externship experiences that were approved by the School-Clinical Child Psychology faculty. Provisional Certification is a requirement for **employment** in the NYS public schools and is a significant asset when applying for school psychology internships. It is not required, but it may be helpful for working in private schools, and school-based mental health programs.

We recommend that you delay applying for Provisional certification **unless you plan on doing a fourth-year externship or a fifth-year internship in a school setting**. The reason for delaying is that NYS requires that you complete two years of paid school psychology experience within a five-year period - after applying - to get FULL (lifetime) Certification. If you are not planning on working in the New York State public schools then you should delay applying for certification until you are sure you want employment in the schools. If you delay applying for provisional certification then the 5-year rule, mentioned above, begins upon application. It is advisable to discuss the options with your faculty advisor and the program director. Application is made online to the [State Education Department, Division of Teacher Certification](#). Our Program codes are 11056 for Master's degree and 80361 for the Psy.D. degree. Apply online using the "Program's recommendation" option.

Other requirements. If you ever plan on working in a school, you will need to complete these three workshops. If you ever plan on working with children, you will need to complete the Child Abuse Identification and Reporting Training and have background check/fingerprinting.

1. If you are in the first or second year, you should complete an online course to fulfill the ***Child Abuse Identification and Reporting Training, NYS***

- All applicants for certification must complete two clock hours of coursework or training in the identification and reporting of suspected child abuse and maltreatment, as required by Sections 3003(4) and 3004 of the Education Law. This training is available only from a provider approved by the New York State Education Department. A list of service providers is available on the [Child Abuse Identification and Reporting Providers](http://www.op.nysed.gov/training/caproviders.htm). Web page maintained by the Office of Professions at: <http://www.op.nysed.gov/training/caproviders.htm>.
 - Contact the individual provider for workshop registration dates and times. Please note that some providers offer training that exceeds the two-hour minimum. Also, fees vary from provider to provider. Upon completion of the workshop, the provider will give you a Certification of Completion.
- Please make a copy of the Certificate of Completion and submit it to Dr. Hoffman. Hold onto the original; make copies for your files. You will need it when applying for certification and employment.
- If you already completed the course, please be sure we have a copy of the certificate.

2. ***School Violence Intervention and Prevention Training***

- All applicants for a certificate on or after February 2, 2001, must complete two clock hours of coursework or training in school violence prevention and intervention, as required by section 3004 of the Education Law. Training in school violence prevention and intervention is available through registered teacher education programs at New York State colleges and universities, eight Coordinated School Health Network Centers (via certain BOCES), and other service providers approved by the State Education Department.
- A list of service providers is available on the [Approved Providers of Training](http://www.p12.nysed.gov/ssss/sae/schoolsafety/save/SVPIWP_Provider.html) Web page maintained by the Office of Elementary, Middle, Secondary, and Continuing Education at http://www.p12.nysed.gov/ssss/sae/schoolsafety/save/SVPIWP_Provider.html. Contact the provider for workshop registration dates and times. Please note that some providers offer training that exceeds the two-hour minimum. Fees vary by provider. Upon completion of the workshop, the provider will give you a Certification of Completion.
- We provide this training free of charge for students. We recommend that you take this training as soon as it is offered and not delay. The training schedule cannot be guaranteed.
- Please make a copy of the Certificate of Completion and submit it to Dr. Hoffman. Hold onto the original; make copies for your files. You will need it when applying for certification and employment.
- If you already completed the course, please be sure we have a copy of the certificate.

3. ***The Dignity for All Students Act***

- New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.
- The Dignity Act was signed into law on September 13, 2010 and took effect on July 1, 2012. Amendments to the act are effective as of July 1, 2013
- Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.
- Information about DASA can be found at <http://www.highered.nysed.gov/tcert/certificate/dasa-applicant.html>
- All applicants for a certificate on or after December 31, 2013 are required to complete six clock hours of coursework or training in Harassment, Bullying and Discrimination Prevention and Intervention in

accordance with Article 2 Sections 10-18 of the Education Law.

- Training in Harassment, Bullying and Discrimination Prevention and Intervention is available only from a provider approved by the New York State Education Department. A list of providers is available on the [DASA providers](#) Web page. Contact the provider for workshop registration dates and times. Please note that some providers offer training that exceeds the six-hour minimum. Fees vary by provider.
- The provider will electronically upload your workshop completion to TEACH within 21 days. No paper workshop completion form will be required if your provider electronically uploads your completion information.
- Applicants who complete a registered teacher education program with a graduation date of December 31, 2013 or later will be provided the required training as part of their teacher education program. These applicants, if recommended for a teaching certificate by the institution, do not need to submit a Certification of Completion.
- DASA training has two parts:
 - Program faculty will offer the first two-hour didactic segment on campus. Once completed, your name will be submitted to Yeshiva University which will offer the second part of the training ONLINE. You must complete the first part before taking the second part.
 - You can also take the DASA training elsewhere for a fee. If you Google "DASA" training, you will see that sites such as TC or St Johns and others offer this training for a fee.
- Regardless of how you acquire the certification, please make a copy of the Certificate of Completion and submit it to Dr. Hoffman. Hold onto the original; make copies for your files. You will need it when applying for certification and employment.
- If you already completed the course, please be sure we have a copy of the certificate.

4. Fingerprinting

- Candidates applying on or after July 1, 2001, must be cleared by the New York State Education Department through a fingerprint-supported criminal history background check. This includes all applicants for certification, as well as all prospective employees of school districts, charter schools and boards of cooperative educational services (BOCES). Candidates fingerprinted and cleared by the New York City Board of Education after July 1, 1990, may submit that clearance to the Department to satisfy this requirement.

Detailed information and forms (including the form to submit New York City clearance information to New York State) can be found at the Office of School Personnel Review and Accountability (OSPRA) Web site <http://www.nysed.gov/educator-integrity/fingerprinting>

Students who wish to be certified in other states need to request information from the individual State's Department of Education. Information about National Certification is also available from the program director. National Certification in School Psychology has benefits if you plan on re-locating at any time in your professional career. You can access information about National Certification at: <http://www.nasponline.org/certification/index.aspx> The process to receive national certification is somewhat simplified because we are a NASP approved program.

Any student may apply for the Bilingual School Psychology Extension. This option adds six credits to the course of study. You can review this information in a prior section of this Handbook.

New York State Law Regarding Licensure and Limited Permit

Licensure requirements in New York State are processed through a different department in the New York

State Department of Education. Licensure in New York State is generic. Requirements for licensure are detailed at: <http://www.op.nysed.gov/prof/psych/psychlic.htm>

After all PsyD degree requirements have been fulfilled; students are eligible for graduation. To be licensed as a Psychologist in New York State, a graduate must accumulate 3500 hours of experiences that were supervised by a licensed psychologist. The traditional way to accumulate the 3500 hours is to gain 1500-1750 hours from your pre-doctoral Internship experience and the remainder from postdoctoral experience. NYS regulations permit students to take the Licensing Examination after they graduate from the Program **and** have accumulated 1750 hours of supervised experience. The regulations in other states may differ and need to be discussed with your advisor. When you pass the licensing examination you are permitted to use the title, "PSYCHOLOGIST." Until you pass the examination you cannot use that title, although you can be called, "Doctor."

The New York State Legislature passed the Scope of Practice amendments to the Psychology Licensing Act in 2003. The key element in this legislation is the change in our licensing law from "title protection" to "practice protection."

Previously, it was illegal to offer your services to the public for a fee as a **Psychologist** unless you were licensed. However, anyone could offer psychological services to the public under an unprotected title such as clinician, counselor, therapist, etc. As of 2003, **it is illegal to offer the public any of the services deemed psychological, under any title, unless you are a licensed psychologist.**

If you are in a recognized psychology training program you are exempt from this provision while doing required externships and internships under supervision. To repeat, if you are on externship or internship you can continue to deliver psychological services. Once you complete degree requirements you will be able to apply for a 2-year limited permit while working under supervision to complete postdoctoral hours required for licensing.

However, if you complete your required internship and have not yet completed doctoral degree requirements (your research requirements), a strict interpretation of the law is that you may not continue doing psychological work as a therapist or a clinician or some other non-psychological title. Until now it has been common practice, post-internship, to continue at that agency, to begin a post-doc, or to find similar work elsewhere while completing the doctorate. If you are working as a certified school psychologist in a school, you are probably exempt from this law. It is incumbent upon you to speak with the agency where you are working to determine if they are an exempt agency and what your future status will be.

FACULTY: TEACHING AND RESEARCH

Core Faculty

There are nine core members of the School-Clinical Child Psychology Program. Their responsibilities include teaching, research supervision, grade advisement and in some cases, clinical supervision. Advisement includes issues related to course schedules, transfer credits, career planning, professional involvement, student-faculty relations, grievances and professional socialization.

Julianna Casella, Ph.D. (University at Buffalo) Assistant Professor. Dr. Casella joined the core School-Clinical Child Psychology faculty in 2025 and teaches the following courses: Role and Function of the School Psychologist; Consultation and Supervision; Social Psychology; and Research Seminar.

Research: The Creating Inclusive Safety in Schools (CRISIS) lab focuses on creating safe and supportive

schools and promoting well-being for all students and preventing and responding to school crises. To create safe schools, our work is focused on analyzing the school environment, using system-level interventions to promote positive culture and climate, as well as improving students' social and emotional outcomes. Ongoing research projects include examining school psychologists' roles in crisis prevention efforts, understanding how school practices relate to perceptions of safety, exploring the bidirectional role of social norms and empathy and bullying bystander behaviors overtime, and cultivating emergency preparedness for educators working with students with disabilities.

Andrew Davis, Ph.D. (University of Northern Colorado) Professor, Licensed Psychologist (Indiana), Licensed School Psychologist (Indiana). Dr. Davis joined the core School-Clinical Child Psychology faculty in 2026 and teaches Cognitive Assessment. Dr. Davis is the Co-Director of the program.

Research: His research interests are primarily focused on applied aspects of clinical neuropsychology. This includes the neuropsychological functioning of neurologically and psychiatrically impaired individuals and psychometric issues in neuropsychological assessment. He has also investigated the relationship between cortical and subcortical sensory-motor skills and cognitive functioning, executive functioning, perinatal complications, performance validity testing, estimation of premorbid functioning, and neuropsychological functioning in patients with ADHD, Alzheimer's disease, Fetal-Alcohol Spectrum Disorders, and Multiple Sclerosis. Additionally, Dr. Davis is interested in other topics, including traumatic brain injury, psychopathology, and professional topics in school psychology, including the synthesis of neuropsychology and school psychology.

Katie Davis, Psy.D. (Yeshiva University) Assistant Professor; Licensed Psychologist. Dr. Davis joined the core School-Clinical Child Psychology faculty in 2024 and teaches the following courses: Lifespan Psychopathology; Child Assessment with Practicum I-II; Research Seminar; and Doctoral Research Project.

Research: The Mental Health Interventions for Neurodevelopmental Disorders (MIND) lab investigates the emotional and cognitive challenges faced by individuals with neurodevelopmental disorders, with a focus on developing and refining evidence-based psychotherapeutic interventions. The lab takes a dimensional, transdiagnostic approach to understanding how emotional difficulties are core features of neurodevelopmental conditions rather than secondary effects. A key area of research involves creating accessible data collection and analysis tools that enable practitioners—including teachers, therapists, and physicians—to conduct rigorous small-scale studies in clinical and educational settings, making personalized interventions more feasible. The lab is particularly interested in applying these methods within school settings to help educators implement and evaluate social-emotional and behavioral interventions for students with neurodevelopmental disorders.

Greta Doctoroff, Ph.D. (University of Massachusetts, Amherst), Associate Professor; Licensed Psychologist. Dr. Doctoroff joined the School-Clinical Child Psychology faculty in 2007 and teaches the following courses: Cognitive Behavioral Psychotherapy for Youth I, Practicum in Child Therapy: CBT I-II; Parent-Child Interaction Therapy; Research Seminar; and Doctoral Research Project.

Research: The Early Childhood Research Lab (ECRL) focuses on key mechanisms to support young children's emotion regulation and prevent emotional and behavioral disorders. Our work contributes to the evidence-base for cost-effective, feasible, sustainable prevention and intervention programs targeting social-emotional competence, behavioral regulation and early academic skills. We work with Head Start settings and NICU settings to improve care. Our lab studies parenting, caregiver-child relations, and the development and maintenance of emotional and behavioral problems. As part of this work, we investigate challenges

implementing evidence-based practices, such as behavioral parenting programs, in real-world settings.

Karen Hazel, Psy.D. (Yeshiva University) Director of Clinical Training; Clinical Associate Professor; Licensed Psychologist. Dr. Hazel joined the core School-Clinical Child Psychology faculty in 2024 and teaches the following courses: Neurodevelopmental Disorders; Child Assessment with Practicum I-II; and Externship Seminars I-VI.

Esther Stavrou, Ph.D., NCSP (The Pennsylvania State University) Clinical Professor; Licensed Psychologist; Nationally Certified School Psychologist. Dr. Stavrou joined the School-Clinical Child Psychology faculty in 1994 and teaches the following courses: Cognitive Assessment; Psychoeducational Assessment; Professional and Ethical issues in School-Clinical Psychology.

Ana Ortin Peralta, Ph.D. (Universitat Autònoma de Barcelona); Associate Professor. Dr. Ortin Peralta joined the School-Clinical Child Psychology faculty in 2020 and teaches the following courses: Lifespan Development; Research Methods; Statistics; Cognitive Behavioral Psychotherapy for Youth II; Research Seminar; and Doctoral Research Project.

Research: Using mixed methodologies and multi-informant approaches, I aim to uncover how individual family members and their interactions contribute to the development and persistence of a child's suicidal thoughts and behaviors. By emphasizing family dynamics and bidirectional influences, we hope to identify new intervention targets that address the needs of both the child and the family as a whole.

Michael Tate, Ph.D. (City College of New York); Assistant Professor; Licensed Psychologist. Dr. Tate joined the School-Clinical Child Psychology faculty in 2022 and teaches the following courses: Appraisal of Personality; Beginning Work with Children, Parents, & Families; Psychodynamic Theory & Technique for Youth; Research Seminar; and Doctoral Research Project I.

Research. The Child Adolescent Neurodevelopment and Environmental Enrichment lab (CANDEE lab) explores the interconnectedness of child neurodevelopment, emotions, identity formation, and the environment. Our aim is to provide research and tangible initiatives that ultimately encourage the holistic growth of children and adolescents in attempts to offset the deleterious impact of social and economic disparity. Currently, we are continuing the exploration of the impact of music training on child/adolescent emotion and neurodevelopment. Lastly, in addition to his clinical and research interests, Michael is the founder of CrescendoNY – a music education resource group that aims to make learning a musical instrument more accessible for all students.

Melanie Wadkins, Ph.D. (Fordham University) Program Director; Associate Professor; Licensed Psychologist. Dr. Wadkins joined the School-Clinical Child Psychology faculty in 2010 and teaches the following courses: Integrating Race and Gender in Multiculturalism; Lifespan Psychopathology; Research Seminar; and Doctoral Research Project.

Research. The Ferkauf Anxiety Research lab (FARlab) aims to conduct research that contributes to a better understanding of anxiety and related disorders. Projects are focused on improving the quality of life of children and families affected by anxiety disorders through identifying relevant aspects of living with anxiety that, if targeted, may help to improve evidence-based treatment. Current projects include those focused on the basic emotion of disgust and its relationship to the maintenance and development of psychopathology, including anxiety disorders, depression, and eating disorders. Disgust is an understudied emotion which is often times neglected in treatment, despite emerging evidence of its relevance in the development and maintenance of anxiety disorders.

Adjunct Faculty (2026-2027)

Michael Ansonoff, Ph.D.	Biological Bases of Behavior
Margo Bernstein, Psy.D.	Practicum in Child Therapy (Psychodynamic)
Jill Brickman, Psy.D.	Advanced Seminar in Assessment
Douglas Brodman, Ph.D.	Practicum in Child Therapy (CBT)
Rafia Chaudhry, Psy.D.	Practicum in Child Therapy (Psychodynamic)
Samuel Fasulo, Ph.D.	Practicum in Child Therapy (CBT)
Scott Greisberg, Ph.D.	Practicum in Child Therapy (CBT)
Marc Gurtman, Psy.D.	Consultation-Based Interventions
Allyson Hentel-Koplin, Ph.D.	Child Assessment with Practicum I-II
Keren Isufi-Moldoff, Psy.D.	Child Assessment with Practicum I-II
Samantha Ladell, Psy.D.	Practicum in Child Therapy (CBT)
Marian Margulies, Ph.D.	Practicum in Child Therapy (Psychodynamic)
Alyssa Neary, Psy.D.	Cognitive Assessment; Psychoeducational Assessment
Sade Porter, Ph.D.	Practicum in Child Therapy (Psychodynamic)
Kathy Pruzan, Ph.D.	Practicum in Child Therapy (CBT)
Suzanne Rein, Psy.D.	Child Assessment with Practicum I-II
Isabella Sierra, Psy.D.	Practicum in Child Therapy (Psychodynamic)

SELF-DISCLOSURE

Section 7.04 of APA's Code of Ethics states:

Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

This program supports the following policy statement that is provided to all students: **Self-observation, self-reflection, and mindfulness are core aspects in the training of all professional psychologists. The doctoral programs in clinical psychology, clinical-health psychology, developmental psychology, school psychology and school-clinical psychology support this view. Applicants to these programs need to be aware that some classes may require disclosure of personal information in courses or program-related activities either in writing or during class discussions. Course descriptions will indicate which classes include this requirement.**

FINANCIAL AID

Information concerning financial aid can be obtained from the Ferkauf Graduate School catalog. In addition to student loans (Yeshiva University, GSL, HEAL, and TAP) stipends, fellowships, assistantships and scholarships are available to students each year. The NYC Department of Education has special financial incentive plans for those wishing to work for them after graduation.

A representative of the [Office of Student Finance](#) is usually at the orientation meetings and available to discuss funding issues.

Student Assistantships

Student assistantships are available each year to students who have demonstrated excellence in specified academic areas. Faculty members make recommendations to the Program Director for assistantships for the subsequent academic year. Teaching assistantships are attached to courses in Cognitive Assessment, Psychoeducational Assessment, Appraisal of Personality, Child Assessment with Practicum I-II, Practicum in Child Therapy I-IV and others. Assistantships are also available for working in the Testing Library, in the Admissions Office, and with the Program Director.

HEALTH INSURANCE FOR STUDENTS

Yeshiva University requires that all students enrolled for 6 credits or more have health insurance. If you are a US Citizen, you may be enrolled in a family or employer plan. If your plan has a network of providers in New York City, you can apply for a waiver. **You will get an email sent to your student email account with instructions on how to access the waiver/enrollment form.**

For domestic students who are not currently insured through family or employer plans and for international students, Yeshiva University has partnered with Gallagher Student Health to provide health insurance through Aetna that meets ACA and Visa Requirements. Note all plans must be Affordable Care Act (ACA) compliant.

Please note, all students will be automatically enrolled in the student health insurance plan, and premium charges will be billed automatically to their Yeshiva University account.

Instructions for submitting a waiver as well as detailed coverage information will be located on the Yeshiva University Gallagher Student Health website:

<https://www.gallagherstudent.com/yeshiva>.

STUDENT GROUPS

Organization of Psychology Students (OPS)

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

The purpose of the organization is to provide Ferkauf students with information relevant to their academic and professional careers. Members serve to facilitate communication between students, administration/faculty, student organizations and alumni by acting as a liaison between the groups. In addition, OPS offers seminars, workshops, and provides funding for student research and conferences. To foster a sense of community within the Ferkauf community, OPS sponsors student socials, and refreshments during midterms and finals.

OPS and its members do not discriminate against any individuals for reasons of race, national origin, color, religion, gender, age, veteran status, sexual orientation, or disability. The Executive

Board of OPS consists of no less than seven members representing each of the Ferkauf Graduate Psychology Programs who are elected to a two year term by the general OPS membership from each program except for the Master's program representative who is elected to a one year term. Officers are chair and co-chair, secretary, treasurer, coordinator of social events, purchasing, and maintenance of student lounge and computer lab. The structure of OPS encourages maximum participation by all students.

The OPS representatives from the Combined School-Clinical Child Program, for 2025-2026, are **Mia Leibowitz, Jamie Musoff, and Olivia Domansky**. Their email addresses are available from the Program Director.

School-Clinical Child Program Cohort Representatives

Two representatives from each cohort, elected by fellow students, meet with the Program Director and Director of Clinical Training on a regular basis to review and discuss student issues and concerns to enhance student feedback to the program faculty.

Within the program, feedback from students concerning courses, faculty instruction, professional issues and advisement are solicited and welcomed. Such feedback may be presented at the meetings mentioned above, or by other students to any faculty member, faculty advisor, or the Program Director. Program changes have resulted from direct student feedback which is a respected and important component for the continued success and development of the program.

Ferkauf Students of Diverse Identities (SDI) Club

The Students of Diverse Identities (SDI) club embraces cultural heritage, unity, and the appreciation of diversity. It strives to create a community for people of all ethnic identities and from various socio-cultural backgrounds where we can share our experiences and create a support system for each other. Their goal is to promote diversity awareness and celebrate inclusivity in school through discussions and various events. It will provide an opportunity for students to express their views concerning current events, academics, cultural arts, and school life.

Goals & Objectives:

1. To provide a place of support and open dialogue for people of diverse identities in Ferkauf
2. Promote inclusivity and multicultural awareness in Ferkauf
3. Foster proactive leadership, community outreach, and student empowerment

Psychologists for Social Responsibility – Student Chapter

Psychologists for Social Responsibility is an engaged community of members and supporters who work to advance peace and social justice through the ethical use of psychological knowledge, research, and practice. Representing a variety of cultural and disciplinary perspectives, we recognize diversity as a valuable resource in our efforts to address economic, racial, and gender-based injustices and other forms of oppression. We believe that peace with justice in an environmentally sustainable world depends upon a commitment to global well-being, universal human rights, mutual understanding, and collaborative partnerships in the pursuit of change.

Ferkauf's chapter of PsySR typically meets once a month to discuss various social justice issues. Topics include systemic racism, gun control, LGBTQIA+ issues, immigration, and much more. Aside from meetings, PsySR creates events throughout the year to target these issues -- whether it be a lecture from an expert on a specific topic, a discussion panel, or a dinner. Additionally, members of PsySR like to get together and organize.

Ferkauf's Association for Neuropsychology Students in Training (ANST) Interest Group

Yeshiva University's Ferkauf Graduate School of Psychology is one of many Association of Neuropsychology Students in Training (ANST) interest groups around the country. ANST is the student section of the American Psychological Association's Division 40 (Society for Clinical Neuropsychology) and is growing at a rapid rate.

This interest group aims to supplement the training offered by the neuropsychology minor offered at Ferkauf, and the clinical experiences from externships. This will be accomplished by discussions related to the clinical and research aspects of neuropsychology, journal clubs, social meetings of the interest group members, and the dissemination of relevant information to the field and our training. The chapter will also strive to network regionally and nationally with other ANST Interest Groups. This group is open to all doctoral students at Ferkauf from the Clinical Health PhD, the Clinical PsyD, and the School-Clinical PsyD programs.

COLLOQUIA & WORKSHOPS

Attending Professional Conferences and Workshops

The Program expects students to avail themselves of varied opportunities to augment their school and clinical psychology training. We encourage students to take advantage of the myriad of learning and training opportunities that are available to them outside of Ferkauf. We want to especially encourage students to attend workshops that focus on issues of human diversity.

We encourage students to attend at least one professional workshop, lecture or conference, each year, that is sponsored by a local, state or national psychology organization or training facility.

Attending Ferkauf Colloquia and Workshops

Each doctoral program at Ferkauf Graduate School schedules colloquia and/or workshops for students on Wednesdays from 11:30-1:00pm throughout the academic year. The School-Clinical Child Psychology Program requires its students to attend all colloquia.

EMPLOYMENT AND LICENSING

Notices of employment opportunities are posted on the Program's listserv and on bulletin boards outside the offices of the Program Director.

The graduates of the school-clinical child psychology programs have found employment in schools, hospitals, academia, nurseries, and mental health facilities. Lists of graduates and their current job placements may be requested from the Program Director.

IMPORTANT ACTIVITIES AND TIMELINE

Year 1	
August	Orientation First day of classes
September	Review School-Clinical Child Psychology Program Student Handbook online Review Ferkauf Graduate School Academic Catalog <i>Submit signed statement that you have read the APA Code of Ethics <u>and</u> the Student Handbook</i>
October	Join a professional organization (e.g., APA, Div 16 (School Psychology), Div 12 (Clinical Psychology), Div. 53 (Society of Clinical Child and Adolescent Psychology), Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual and Transgender Issues) Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race), NASP) Update your CV
November	Receive 2 nd year School Externship list from Director of Clinical Training Review School Externship options with Director of Clinical Training
December	Contact School Externship sites to apply for 2 nd Year Externship Notification of Externship acceptances will occur between December and March Submit updated Allocation Chart Register for Spring semester
April	Contact externship supervisor about 2 nd year externship to arrange a visit for May
May	Research advisor match Register for Fall semester Competency Exam (WISC-V Administration/Scoring) Complete Annual Student Activity Survey online Complete Self-evaluation online
Year 2	
August	First day of classes
September	Complete Externship Plan. Submit to Director of Clinical Training by Sept. 30. Begin recording externship activities using Time2Track Meet with your research advisor to discuss research opportunities for Research Projects
November	Update CV
December	Online review of Externship opportunities (See NEREM site). Develop list of externships to apply to with Director of Clinical Training. Prepare externship application materials (e.g., request letters of recommendation). Submit updated Allocation Chart. Register for Spring semester.

	Submit Externship Supervision Log and Time2Track for September-December. Externship supervisor will receive link to online Semi-Yearly Evaluation Form.
Jan-Feb	Submit externship applications Externship Interviews Developed ranked list of externship sites with Director of Clinical Training
March	Externship Match
April	Submit updated Allocation Chart Register for Fall semester Discuss Bilingual Extension requirements with your advisor
May	Externship supervisor will receive link to online Semi-Yearly Evaluation Form and Hours Attestation Form
June	Attestation Form to be returned to Director of Clinical Training Submit Externship Supervision Log and Time2Track for January-May Complete your Evaluation of Externship Experience online Complete Annual Student Activity Survey online Complete Self-Evaluation online
Year 3	
August	First day of classes
September	Complete Externship Plan. Submit to Director of Clinical Training by Sept. 30. Continue recording externship activities using Time2Track.
October	After completing all course requirements, apply for the Master of Science in School Psychology. Applications are due November 1.
November	Update CV Discuss choice of school or clinical externship with Director of Clinical Training If clinical, online review of clinical externship opportunities (See NEREM site) If school, contact school externship sites to apply for 4 th Year Externship
December	Develop list of externships to apply to with Director of Clinical Training Prepare externship application materials (e.g., request letters of recommendation) Submit updated Allocation Chart Register for Spring semester Submit Externship Supervision Log and Time2Track for September-December Externship supervisor will receive link to online Semi-Yearly Evaluation Form.
January - March	Submit externship applications Externship Interviews Developed ranked list of externship sites with Director of Clinical Training Externship match
April	Submit updated Allocation Chart Register for Fall semester Discuss Bilingual Extension requirements with your advisor
May	Meeting with advanced students to discuss the internship process. Externship supervisor will receive link to online Semi-Yearly Evaluation Form and Hours Attestation Form

June-August	Attestation Form to be returned to Director of Clinical Training Submit Externship Supervision Log and Time2Track for January-May Complete your Evaluation of Externship Experience online Complete Annual Student Activity Survey online Complete Self-Evaluation online Preparation for APPIC Internship Applications* Update CV Register with APPIC and begin application (Available around July 15) Arrange for 3-4 recommendations Submit drafts of APPIC essays to your research advisor for review Essays due throughout June to advisor for feedback. All 4 essays due to DCT August 1. Preparation for School/Non-APPIC Internship Applications: Update your CV Review list of sites (Note: there is no uniform application) Arrange for 3 recommendations
Year 4	
August	First day of classes
September	Complete Externship Plan. Submit to Director of Clinical Training by Sept. 30. Continue recording externship activities using Time2Track
September 15	Submit list of Internship Sites to which you will apply to the DCT. Begin writing cover letters.
October 1	Date by which Research Project (Standard Track) or Dissertation Proposal (Research Intensive) must be completed or approved, so that you may apply for an APPIC internship
October 15	Deadline to submit APPIC application to DCT for verification.
November	Submit APPIC applications.
December	Interviews begin for APPIC Internships and continue through January. Interviews begin for School Internships and may continue until April Submit updated Allocation Chart Register for Spring semester Submit Externship Supervision Log and Time2Track for July-December Externship supervisor will receive link to online Semi-Yearly Evaluation Form.
January	Interviews continue Develop ranked list of internships with Director of Clinical Training
February	Submit APPIC rankings APPIC Internship Notification date is usually the third Friday of the month
April	Submit updated Allocation Chart Register for Fall semester
May	Externship supervisor will receive link to online Semi-Yearly Evaluation Form and Hours Attestation Form
June-July	Attestation Form to be returned to Director of Clinical Training Submit Externship Supervision Log and Time2Track for January-June Complete your Evaluation of Externship Experience online

	Complete Annual Student Activity Survey online Complete Self-Evaluation online
Year 5	
September	If completing a School/Non-APA Internship: Complete Internship Plan and submit to DCT by Sept. 30. Record internship activities using Time2Track. Plan to complete Dissertation before second week of May (Research Intensive).
October	Internship Seminar Meeting
December	Submit updated Allocation Chart Register for Spring semester Submit Internship Supervision Log and Time2Track for July-December* (*School/non-APA Internships only). Internship supervisor will receive link to online Semi-Yearly Evaluation Form.
March	Internship Seminar Meeting
May	GRADUATION !!!
June - August	Attestation Form to be returned to Director of Clinical Training Submit Internship Supervision Log and Time2Track for January-June/August* (*School/non-APA Internships only). Complete your Evaluation of Internship Experience online Complete Annual Student Activity Survey online Complete Self-Evaluation online Congratulations! You are now a School-Clinical Child Psychologist

IMPORTANT CONTACT INFORMATION

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APPENDICES

Appendix A: M.S. School Psychology Requirements

SCHOOL-CLINICAL CHILD PSYCHOLOGY

Program Checklist

Required Courses (62 credits)

- | | | |
|-------|----------|---|
| o | PSS 6801 | Professional and Ethical Issues in Health Service Psychology |
| o | PSA 6515 | Lifespan Development |
| o | PSS 6131 | Cognitive Assessment |
| o | PSS 6400 | Neurodevelopmental Disorders |
| o | PSS 6199 | Integrating Race and Gender in Multiculturalism |
| <hr/> | | |
| o | PSS 6250 | Lifespan Psychopathology |
| o | PSS 6221 | Consultation and Supervision |
| o | PSS 6132 | Psychoeducational Assessment |
| o | PSS 6153 | Appraisal of Personality |
| o | PSS 6286 | Role and Function of School Psychologist |
| o | PSS 6191 | Child Assessment with Practicum I |
| o | PSS 6213 | Cognitive Behavioral Psychotherapy with Youth I |
| o | PSS 6222 | Consultation-Based Interventions |
| o | PSS 6610 | Beginning Work with Children, Parents, and Families |
| o | PSS 8943 | Externship I |
| <hr/> | | |
| o | PSS 6192 | Child Assessment with Practicum II |
| o | PSS 6449 | Cognitive Behavioral Psychotherapy with Youth II |
| o | PSS 6118 | Psychodynamic Theory and Technique for Youth |
| o | PSS 8944 | Externship II* |
| <hr/> | | |
| o | PSS 6399 | Biological Bases of Behavior (or PSA 6930 Physiological Psychology) |
| o | PSS 6611 | Practicum Child Therapy I |
| o | PSS 6915 | Research Seminar (3 credits) |

*Students must complete Externship I-II of approximately 500 hours. Please note a minimum of 600 hours is needed for School Psychology Provisional Certification.

Appendix B: APA's Ethical Principles of Psychologists and Code of Conduct

INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a Plan is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably*, *appropriate*, *potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social

interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating with Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience. Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or

suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04(a).

3.05 Multiple Relationships

A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation with Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding. Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by Plan, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings. Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

If confidential information concerning recipients of psychological services is entered into databases or systems of records available to

persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

Psychologists' fee practices are consistent with law.

Psychologists do not misrepresent their fees.

If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter with Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation with Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)

When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)

Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships with Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants

When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing with Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter with Clients/Patients.)

8.07 Deception in Research

Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

9. Assessment

9.01 Bases for Assessments

Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques. Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons)

9.04 Release of Test Data

The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational

consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and Planual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies with Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients

10.06 Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy with Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies with Former Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental

status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or Planual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or Planual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote

The American Psychological Association's Council of Representatives adopted this version of the APA Ethics Code during its meeting on Aug. 21, 2002. The Code became effective on June 1, 2003. The Council of Representatives amended this version of the Ethics Code on Feb. 20, 2010, effective June 1, 2010, and on Aug. 3, 2016, effective Jan. 1, 2017. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14, 279-282.

American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395.

American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611.

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

American Psychological Association. (2010). 2010 amendments to the 2002 "Ethical Principles of Psychologists and Code of Conduct." *American Psychologist*, 65, 493.

American Psychological Association. (2016). Revision of ethical standard 3.04 of the "Ethical Principles of Psychologists and Code of Conduct" (2002, as amended 2010). *American Psychologist*, 71, 900.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First St. NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Appendix C: Program Competency #2 Rubric

**PSS 6191 Child Assessment with Practicum
Program Competency #2 Rubric**

WRITTEN REPORT RUBRIC

Trainee: _____ Evaluator: _____ Date: _____

Please use the following rating guide to determine the maximum number of points to be allocated for each item listed below. Each item is worth a maximum of 10 points. Students must receive a grade higher than 80 to pass.

Score	Descriptor	Description
0	Not Demonstrated	Competency was not demonstrated or could not be evaluated
1–2	Unsatisfactory	Significant deficiencies in accuracy, interpretation, organization, clinical reasoning, or writing. Extensive revision and supervisor intervention required.
3–4	Below Expectations	Demonstrates emerging skills but performance falls below expectations for training level. Frequent errors, omissions, or weaknesses require substantial revision and support.
5–6	Approaching Competency	Demonstrates partial competency but inconsistently meets expectations. Multiple areas require revision or supervisor guidance.
7–8	Competent for Training Level	Meets expectations for current training level. Information is accurate, interpretations are appropriate, and writing is professional. Minor errors or omissions may be present but do not substantially affect report quality.
9	Advanced for Training Level	Consistently exceeds expectations. Demonstrates strong clinical reasoning, integration of data, nuanced interpretation, and high-quality professional writing. Requires minimal revision.
10	Exceptional	Demonstrates sophisticated clinical thinking, exceptional synthesis and conceptualization, outstanding accuracy, and highly professional writing. Performance is comparable to that of an advanced trainee or entry-level professional and requires little to no revision.

Item	Points (0-10) or N/A	Notes/Comments
<i>Background Info:</i>		
1	Background section includes a clear reason for referral as well as a comprehensive review of the factors relevant to the client's history and presenting concerns. Clinical judgment is exercised regarding discrete/sensitive information.	
<i>Cognitive Results:</i>		
2	Report accurately identifies and classifies the FSIQ, GAI and CPI, or NVI where appropriate and notes significant and unusual differences between and across the Indices.	
3	All cognitive classifications are accurate as is the identification of relative and normative strengths. Subtest descriptions reflect an awareness of task demands and underlying skills being assessed and hypotheses about discrepant data are logical and inclusive.	
<i>Academic Results: Data Analysis & Interpretation</i>		
4	Standardized scores from academic tests are appropriately reported and classified including strengths and weaknesses and cautionary guidance is provided when there is significant variability.	
5	Discussion of reading, math and writing skills is accurate and reflects an understanding of the elements in each skill area.	
<i>Social Emotional/Behavior: Data Analysis & Interpretation</i>		
6	Discussion clarifies the nature of the data and, when describing behavior rating scales, the write up reflects an understanding of the degree of consistency between the raters, notes elevated and non-elevated findings, and lists areas of strength.	
<i>Summary and Recommendations</i>		
7	Summary leads to a well-supported,	

	evidence-based case conceptualization, that provides the essential information regarding the client's strengths and weaknesses and relevant contributing factors.		
8	Recommendations must flow logically from the findings highlighted in the summary and must also note areas of strength.		
<i>Organization and Writing</i>			
9	Writing is clear and professional and the report integrates data to provide a thoughtful description of the child.		
10	Appendix scores and descriptive classifications are all accurately reported		
TOTAL POINTS: <u> </u> / 100			

COMMENTS:

Appendix D: Practicum in Child Therapy Video Rating Forms

CBT PRACTICUM VIDEO RATING FORM
Cognitive Therapy Rating Scale for Children and Adolescents
(Friedberg & Thordarson, 2013)

Please watch a full video of a session the trainee has conducted and use the following scale to rate that video. These ratings are a required part of doctoral training, per the American Psychological Association. You will have the opportunity to provide qualitative feedback at the end of the form. We encourage you to do this and to go over your feedback with the student.

Cognitive Therapy Scale-Revised (CTS-R) – Response Form

Therapist: _____ CBT Client #: _____ Rater: _____

Session Date: _____ Rating Date: _____

Directions: Based on your observation of the video, assess the therapist on a scale from 0 to 6, and record the rating for each item in the line provided after “SCORE” is listed. Descriptions are provided below as examples (SCORE ACCORDING TO FEATURES PRESENT VERSUS EXAMPLES LISTED). If the description for a given item does not seem to apply to the session you are rating, feel free to use the more general scale below:

0	1	2	3	4	5	6
Absence of feature or highly inappropriate performance	Inappropriate performance, with major problems evident	Evidence of competence, but numerous problems and lack of consistency	Competent but some problems and/or inconsistencies	Good features, but minor problems and/or inconsistencies	Very good features, minimal problems and/or inconsistencies	Excellent performance, even in the face of patient difficulties

ITEM 1 – AGENDA SETTING AND ADHERENCE: SCORE _____

0 No agenda set, highly inappropriate agenda set, or agenda not adhered to.

1 Inappropriate agenda set (e.g., Lack of focus, unrealistic, patient’s presentation was not accounted for, homework not reviewed).

2 An attempt at an agenda made, but major difficulties evident (e.g., Unilaterally set). Poor adherence.

3 Appropriate agenda, which was set well, but some difficulties evident (e.g., Poor collaboration). Some adherence.

4 Appropriate agenda, minor difficulties evident (e.g., no prioritization), but appropriate features covered (e.g., review of homework). Moderate adherence.

5 Appropriate agenda set with discrete and prioritized targets – review at the end. Agenda adhered to. Minimal problems.

- 6 Excellent agenda set, or highly effective agenda set in the face of difficulties.**

ITEM 2 – FEEDBACK: SCORE _____

- 0 Absence of feedback or highly inappropriate feedback.**
- 1 Minimal appropriate feedback**
- 2 Appropriate feedback, but not given frequently enough by therapist, with insufficient attempts to elicit and give feedback (e.g., feedback too vague to provide opportunities for understanding and change).**
- 3 Appropriate feedback given and elicited frequently, although some difficulties evident in terms of content or method of delivery.**
- 4 Appropriate feedback given and elicited frequently, facilitating moderate therapeutic gains. Minor problems evident (e.g., inconsistent).**
- 5 Highly appropriate feedback given and elicited regularly, facilitating shared understanding and enabling significant therapeutic gains. Minimal problems.**
- 6 Excellent use of feedback, or highly effective feedback given and elicited regularly in the face of difficulties.**

ITEM 3 – COLLABORATION: SCORE _____

- 0 Patient is actively prevented or discouraged from being collaborative.**
- 1 The therapist is too controlling, dominating, or passive.**
- 2 Some occasional attempt at collaboration, but didactic style or passivity of therapist encourages passivity or other problems in the therapeutic relationship.**
- 3 Teamwork evident, but some problems with collaborative set (e.g., not enough time allowed for the patient to reflect and participate actively).**
- 4 Effective teamwork is evident, but not consistent. Minor problems evident.**
- 5 Effective teamwork evident throughout most of the session, both in terms of verbal content and use of written summaries. Minimal problems.**
- 6 Excellent teamwork, or highly effective teamwork in the face of difficulties.**

ITEM 4 – PACING AND EFFICIENT USE OF TIME: SCORE _____

- 0 Poor time management leads either to an aimless or overly rigid session.**
- 1 The session is too slow or too fast for the current needs and capacity of the patient.**

- 2 Reasonable pacing, but digression or repetitions from therapist and/or patient lead to inefficient use of time; unbalanced allocation of time, over time.
- 3 Good pacing evident some of the time, but diffuse at times. Some problems evident.
- 4 Balanced allocation of time with discrete start, middle and concluding phases evident. Minor problems evident.
- 5 Good time management skills evident, session running smoothly. Therapist working effectively in controlling the flow within the session. Minimal problems.
- 6 Excellent time management, or highly effective management evident in the face of difficulties.

ITEM 5 – INTERPERSONAL EFFECTIVENESS: SCORE _____

- 0 Therapist's manner and interventions make the patient disengage and become distrustful and/or hostile (absence of/or excessive empathy, genuineness and warmth).
- 1 Difficulty in showing empathy, genuineness and warmth.
- 2 Therapist's style (e.g., intellectualization) at times impedes his/her empathic understanding of the patient's communications.
- 3 The therapist is able to understand explicit meanings of patient's communications, resulting in some trust developing. Some evidence of inconsistencies in sustaining a relationship.
- 4 The therapist is able to understand the implicit, as well as the explicit meanings of the patient's communications and demonstrates it in his/her manner. Minor problems evident (e.g., inconsistent).
- 5 The therapist demonstrates very good interpersonal effectiveness. Patient appears confident that he/she is being understood, which facilitates self-disclosure. Minimal problems.
- 6 Highly interpersonally effective, even in the face of difficulties.

ITEM 6 – ELICITING OF APPROPRIATE EMOTIONAL EXPRESSION: SCORE _____

- 0 Patient is under- or over-stimulated (e.g., his/her feelings are ignored or dismissed or allowed to reach an unmanaged pitch). Or the therapist's own mood or strategies (e.g., intellectualization) adversely influences the session.
- 1 Failure to facilitate access to, and expression of, appropriate emotional expression.
- 2 Facilitation of appropriate emotional expression evident, but many relevant opportunities missed.
- 3 Some effective facilitation of appropriate emotional expression, created and/or maintained. Patient enabled to become slightly more aware.
- 4 Effective facilitation of appropriate emotional expression leading to the patient becoming more aware of

relevant emotions. Minor problems evident.

- 5 Very effective facilitation of emotional expression, optimally arousing the patient's motivation and awareness. Good expression of relevant emotions evident – done in an effective manner. Minimal problems.
- 6 Excellent facilitation of appropriate emotional expression, or effective facilitation in the face of difficulties.

ITEM 7 – ELICITING KEY COGNITIONS: SCORE _____

- 0 Therapist fails to elicit relevant cognitions.
- 1 Inappropriate cognitions and emotions selected, or key cognitions/emotions ignored.
- 2 Some cognitions/emotions (or one key cognition, e.g., core belief) elicited, but links between cognitions and emotions not made clear to patient.
- 3 Some cognitions/emotions (or one key cognition) elicited in a competent way, although some problems evident.
- 4 A number of cognitions and emotions (or one key cognition) elicited in verbal or written form, leading to a new understanding of their relationship. Minor problems evident.
- 5 Effective eliciting and selection of a number of cognitions/emotions (or one key cognition), which are generally dealt with appropriately. Minimal problems.
- 6 Excellent work done on key cognition(s) and emotions(s), even in the face of difficulties.

ITEM 8 – ELICITING AND PLANNING BEHAVIOURS: SCORE _____

- 0 Therapist fails to elicit relevant behaviors and plans.
- 1 Inappropriate behaviors focused on and/or plans generated.
- 2 Some behaviors and plans elicited, but links between behaviors, cognitions and emotions not made clear to patient.
- 3 Some behaviors and plans elicited in a competent way, although some problems evident.
- 4 A number of behaviours and plans elicited in verbal or written form, leading to a new understanding of their importance in maintaining problems. Minor difficulties evident.
- 5 Effective eliciting and selection of a number of behaviors and plans, which are generally dealt with appropriately. Minimal problems.
- 6 Excellent work done on behaviors and plans, even in the face of difficulties.

ITEM 9 – GUIDED DISCOVERY: SCORE _____

- 0** No attempt at guided discovery (e.g., domineering and lecturing).
- 1** Little opportunity for discovery by patient. Persuasion and debate used excessively.
- 2** Minimal opportunity for discovery. Some use of questioning, but unhelpful in assisting the patient to gain access to his/her thoughts or emotions or to make connections between themes.
- 3** Some reflection evident. Therapist uses primarily a questioning style which is following a productive line of discovery.
- 4** Moderate degree of discovery evident. Therapist uses a questioning style with skill, and this leads to some synthesis. Minor problems evident.
- 5** Effective reflection evident. Therapist uses skillful questioning style leading to reflection, discovery and synthesis. Minimal problems.
- 6** Excellent guided discovery leading to a deep patient understanding. Highly effective discovery produced in the face of difficulties, with evidence of a deeper understanding having been developed.

ITEM 10 – CONCEPTUAL INTEGRATION: SCORE _____

- 0** The absence of an appropriate conceptualization.
- 1** The lack, or inappropriateness or misapplication of a conceptualization leads to a neutral impact (e.g., interferes with progress or leads to aimless application of procedures).
- 2** Some rudimentary conceptualization arrived at, but not well integrated with goals of therapy. Does not lead to a clear rationale for interventions.
- 3** Cognitive conceptualization partially developed with some integration, but some difficulties evident (e.g., in synthesizing and in sharing it with the patient). Leads to coherent interventions.
- 4** Cognitive conceptualization is moderately developed and integrated within the therapy. Minor problems evident.
- 5** Cognitive conceptualization is very well developed and integrated within the therapy – there is a credible cognitive understanding leading to major therapeutic shifts. Minimal problems.
- 6** Excellent development and integration evident, or highly effective in the face of difficulties.

ITEM 11 – APPLICATION OF CHANGE METHODS: SCORE _____

- 0** Therapist fails to use or misuses appropriate cognitive and behavioral methods.
- 1** Therapist applies either insufficient or inappropriate methods, and/or with limited skill or flexibility.

- 2 Therapist applies appropriate methods, but major difficulties evident.
- 3 Therapist applies a number of methods in competent ways, although some problems evident (e.g., the interventions are incomplete).
- 4 Therapist applies a range of methods with skill and flexibility, enabling the patient to develop new perspectives. Minor problems evident.
- 5 Therapist systematically applies an appropriate range of methods in a creative, resourceful and effective manner. Minimal problems.
- 6 Excellent range and application, or successful application in the face of difficulties.

ITEM 12 – HOMEWORK SETTING: SCORE _____

- 0 Therapist fails to set homework, or sets inappropriate homework.
- 1 Therapist does not negotiate homework. Insufficient time allotted for adequate explanation, leading to ineffectual task being set.
- 2 Therapist negotiates homework unilaterally and in a routine fashion, without explaining the rationale for new homework.
- 3 Therapist has set an appropriate new homework task, but some problems evident (e.g., not explained sufficiently and/or not developed jointly).
- 4 Appropriate new homework jointly negotiated with clear goals and rationales. However, minor problems evident.
- 5 Appropriate homework negotiated jointly and explained well, including an exploration of potential obstacles. Minimal problems.
- 6 Excellent homework negotiated, or appropriate one set in the face of difficulties.

PSYCHODYNAMIC PRACTICUM VIDEO RATING FORM

Please watch a full video of a session the trainee has conducted and use the following scale to rate that video. These ratings are a required part of doctoral training, per the American Psychological Association. You will have the opportunity to provide qualitative feedback at the end of the form.. We encourage you to do this and to go over your feedback with the student.

For each item, keep in mind the following general scale:

- 0- Unacceptable performance from any student**
- 2- Minimum level expected of beginning novice students**
- 3- Minimum level expected of advanced students**

4- Good

6- An exceptional student. Comparable to a skillful graduate of our program.

1. Overall Rating: Extent to which the therapist facilitated the patient's overall psychological development.

- 0 Unacceptable
- 2 Minimum competency for novice student
- 3 Minimum level expected of advanced student
- 4 Good
- 6 Exceptional

2. Understanding and tracking the process

- 0 The therapist's failure to understand or track the process derailed the process. The therapist may have focused too much on the concrete content. The therapist may have offered statements that reflected a gross misunderstanding of the unstated and implied meaning of the patient's experience.
- 2 The therapist had difficulty understanding or tracking the process, but the therapist evinced a limited understanding of the unstated and implied meaning of the patient's experience.
- 4 The therapist was able to understand and track some aspects of the process. At some points in the session, the therapist's verbal and nonverbal communications conveyed that in addition to understanding the explicit content of the session, the therapist was also tuned in to some, but not all, of the unstated and implied meaning of the patient's experience
- 6 The therapist was able to understand and track important aspects of the process. Throughout the session, the therapist's verbal and nonverbal communications conveyed that in addition to understanding the explicit content of the session, the therapist was also tuned in to the unstated and implied meaning of the patient's experience.

3. Flexibility/Rigidity

- 0 The therapist was overly rigid or overly flexible throughout the session. *Overly rigid:* Throughout the session, the therapist rigidly persisted with his/her approach even when it was clearly not meeting the patient's needs. *Overly flexible:* Throughout the session, the therapist changed his/her approach haphazardly in a manner that was not responsive to the patient's needs.
- 2 The therapist was too rigid or too flexible at some points in the session. At times, the therapist rigidly persisted with his/her approach, OR changed his/her approach haphazardly.
- 4 For most of the session, the therapist was neither too rigid nor too flexible. Once or twice, the therapist may have been a little slow to modulate an approach that was not working, or the therapist may have been a little quick to give up on an approach that seemed promising, but in general, the therapist's approach was responsive to the patient's needs.
- 6 The therapist struck the right balance—he or she was neither too rigid nor too

flexible. When appropriate, the therapist modulated his/her approach in response to the patient's needs. When appropriate, the therapist maintained a steady, consistent approach and did not allow him or herself to be sidetracked.

4. Empathy

- 0 The therapist displayed a marked lack of empathy. The therapist may have displayed hostility toward the patient, or appeared to disregard and/or lack interest in the patient's experience.
- 2 The therapist displayed rudimentary empathic skills. The therapist showed some awareness of the patient's obvious, surface-level feelings, but the therapist seemed to have some difficulty understanding the patient's experience from the patient's point of view.
- 3 The therapist displayed minimally adequate empathic skills. The therapist was able to reflect back the patient's experience—but no more.
- 4 For most of the session, the therapist displayed good empathic skills. The therapist was able to do more than just reflect back the patient's expression of his or her experience—the therapist conveyed some understanding of an unstated or unexpressed aspect of the patient's experience.
- 6 Throughout the session, the therapist displayed excellent empathic skills. Through both verbal and nonverbal forms of communication, the therapist conveyed a sensitive understanding of the patient's experience, including aspects of the patient's experience of which the patient may not have been fully aware.

5. Facilitating patient engagement

Note that these ratings are of the therapist's efforts to facilitate engagement. The extent to which the patient actually is engaged will also reflect patient variables over which the therapist has no control. With this item, we are only rating the therapist's contributions.

- 0 Throughout the session, the therapist discouraged patient engagement in the work of therapy. Either the therapist was exceptionally passive, or the therapist dominated the session in a way that left no space for the patient.
- 2 The therapist tried to encourage and facilitate patient engagement in the work of therapy. At times, the therapist was too passive or the therapist was doing all the work.
- 4 For most of the session, the therapist encouraged and facilitated patient engagement in the work of therapy. Once or twice, the therapist may have been somewhat passive or may have been doing a little too much of the work.
- 6 Throughout the session, the therapist encouraged and facilitated maximal patient engagement in the work of therapy. The therapist struck the right balance the therapist was not too passive, nor was the therapist doing all the work.

6. Deepening/regulating emotions

- 0 Throughout the session, the therapist responded inappropriately to the patient's expression of emotions. The therapist responded to the patient in ways that either inhibited the patient's level of experiencing, or that increased the patient's emotional dysregulation.
- 2 The therapist tried to respond appropriately to the patient's expression of emotions.

At times, the therapist may have missed opportunities to deepen the patient's level of experiencing, and/or the therapy may have failed to help the patient regulate overwhelming feelings.

- 4 For most of the session, the therapist responded appropriately to the patient's expression of emotions. Once or twice, the therapist may have failed to take full advantage of an opportunity to deepen the patient's level of experiencing, or the therapist may have been too quick or too slow to help a patient regulate potentially overwhelming feelings.
- 6 Throughout the session, the therapist responded appropriately to the patient's expression of emotions. When appropriate, the therapist clarified the patient's feelings in order to deepen the patient's level of experiencing. When appropriate, the therapist helped the patient regulate feelings that threatened to overwhelm the patient.

7. Patterns in relationships

- N/A Due to the content of the session, the therapist had no opportunity to identify and explore patterns in the patient's interpersonal relationships.
- 0 The therapist did not explore patterns in the patient's interpersonal relationships in an appropriate manner. The therapist may have failed to identify and explore obvious patterns in the patient's interpersonal relationships, including, when appropriate, past and/or present relationships (extratransferential), OR the therapist may have focused excessively on interpersonal patterns in a manner that was harmful to the process and/or the patient-therapist relationship.
- 2 The therapist made a rudimentary effort to explore patterns in the patient's interpersonal relationships. The therapist's exploration may have been clumsy, partly off-base, or overly intellectualized.
- 4 The therapist identified and attempted to explore relevant patterns in the patient's interpersonal relationships, including, when appropriate, past and/or present relationships (extratransferential).
- 6 The therapist was particularly skilled at identifying and exploring patterns in the patient's interpersonal relationships, including, when appropriate, past and/or present relationships (extratransferential).

8. Transference/Countertransference, or exploring the therapeutic relationship

- N/A Due to the content of the session, the therapist had no opportunity to identify and explore themes in the therapeutic relationship (transference/countertransference). Please note that this code does not mean that transferential themes were not relevant to the process; rather, N/A means that there was no opportunity to discuss these themes in the session.
- 0 The therapist failed to explore the therapeutic relationship in an appropriate manner when it was clearly called for. The therapist may have failed to identify and explore very clear and relevant dynamics and patterns in the patient-therapist relationship, OR the therapist may have focused excessively on the patient-therapist relationship in a manner that was not responsive to the patient's needs. Any hostile, critical, and/or iatrogenic focus on the therapeutic relationship should receive this rating.
- 2 The therapist missed opportunities to explore the therapeutic relationship, but this

failure did not appear to harm the relationship or significantly impede the work of therapy. There were no moments when exploration of the therapeutic relationship was very clearly called for—the opportunities to explore the transference/countertransference were subtle enough that most novices would have missed them.

- 3 The therapist tried to explore the transference/countertransference. The therapist may have failed to identify the most relevant dynamics and patterns, or the therapist's exploration may have been clumsy or overly intellectualized.
- 4 The therapist recognized and attempted to explore the transference/countertransference. The therapist may have missed some minor opportunities to explore the most relevant dynamics and patterns, or the therapist may have focused a little too long on an aspect of the patient-therapist relationship that was not responsive to the patient's needs, but in general, the therapist's focus on the transference/countertransference was appropriate.
- 6 When appropriate, the therapist skillfully recognized and attempted to explore the transference/countertransference, i.e., the therapist recognized and explored dynamics and patterns in the patient-therapist relationship, and/or drew links between other relationships in the patient's life and the patient-therapist relationship. When appropriate, the therapist metacommunicated about his or her experience of the patient-therapist interaction.

9. Play therapy skills/playfulness

- N/A Due to the content of the sessions, the therapist had no opportunity to utilize play therapy interventions or a general attitude of playfulness.
- 0 The therapist failed to engage effectively in the play or to exhibit a general attitude of playfulness or the playfulness was inappropriate to the situation or content of the sessions. The therapist may have incorporate materials that were too overstimulating or under-stimulating, OR the therapist may have been too rigid, permissive, or disengaged with regards to the play. For sessions that rely more on talk therapy (and less on overt play therapy), the therapist may have been overly serious or unable to be playful with the patient. This lack of playfulness impeded the therapeutic process.
 - 2 The therapist missed opportunities to be playful or to engage in play with the patient but this did not appear to harm the relationship or significantly impede the work of therapy.
 - 3 The therapist tried to engage in play (e.g. games, art, dramatic play) and to explore themes through the play OR the therapist was able to be playful through a talk therapy paradigm. The therapist may have failed to utilize play/playfulness in the best way, but attempts were made.
 - 4 The therapist engaged in play and/or playfulness in a way that was clearly therapeutic. The therapist may have missed some minor opportunities to be playful or to utilize play therapeutically, but in general, the play interventions were appropriate.
 - 6 When appropriate, the therapist skillfully utilized play therapy interventions or an attitude of playfulness. The therapist was able to recognize and attempted to communicate about themes in the play. These play therapy interventions were therapeutic and contributed to a rich and meaningful therapeutic process.

10. Cultural Competence

- 0 Therapist shows a lack of awareness of or insensitivity to issues around identity, self-definition, privilege and power within the therapeutic space.
- 2 The therapist makes attempts to integrate thoughtfulness about culture, but does so in a way that is one-sided, overly simplified, or at risk of being considered insensitive.
- 4 The therapist is able to notice when issues around identity, sociocultural contexts, privilege and power arise in the therapy session, and may have difficulty openly exploring and addressing these but shows an openness to exploring these issues in treatment.
- 6 Therapist's stance reflects high degree of emotional competence with regards to culture, including self-awareness, taking a position of "knowing what we don't know," attunement to identity and intersectionality, the capacity to hold ambiguity, efforts to recognize and understand the patient's experiences and ways of using language and communicating, as well as an awareness of what they represent to their patients and what their patients represent to them.

11. Engagement with Parents/Caregivers

- N/A Due to the content of the sessions, the therapist had no opportunity to engage parents in the therapeutic work. Please note that this code does not mean that the parent was not relevant to the process; rather, N/A means that there was no opportunity to engage the parents in the sessions.
- 0 The therapist failed to consider the child within the context of their family and wider environment and did not give any thought to supporting or working with parents, caregivers, or other family members. OR the therapist considered the role of the parent or caregiver in understanding the child's presentation but did so in a way that was hostile, judgmental, or overly-involved and did not support the treatment of the child.
- 2 The therapist minimally considered the relationship with the caregivers and missed opportunities to engage caregivers and other family members in treatment of the child, however, this failure did not appear to harm the relationship or significantly impede the work of therapy. There were no moments when engagement with the parent was explicitly necessary, and the exploration of the therapeutic relationship with the parent was very clearly called for. Liaising with the parents was at a level expected for most novice therapists.
- 3 The therapist demonstrated a clear understanding of how parenting and the parent-child relationship impact children at different ages and stages of development, and actively attempted to build a therapeutic alliance with the caregivers in order to support the child's engagement and continuity in treatment.
- 4 The therapist demonstrated an understanding of not only how parenting practices impact children, but also how the parent/caregiver's own experience may affect their parenting, and the nature of intergenerational patterns and the transmission of trauma. As such, the therapist actively considered ways to include the parent/caregiver in treatment and intervene to improve their ability to understand the child's internal world and respond sensitively to support the child's development.

The therapist may miss some minor opportunities or avoid more difficult issues, but in general the therapist's engagement with the parents/caregivers and family was appropriate.

- 6 The therapist was able to draw on multiple models of working with parents, including individual, dyadic, or family therapy, and established a collaborative therapeutic alliance with parents and caregivers through which to intervene and increase their capacities for mentalization, emotion regulation, attunement, playfulness, and sensitive responsiveness. When appropriate, the therapist was able to make links between the parent/caregiver's own history and their parenting or experience of the child. Furthermore, the therapist balanced the focus on the child with providing support to the parent/caregiver, and connected the family to additional services when necessary.

12. Were there any significant, unusual factors that you feel justified the therapist's departure from the standard approach measured by this scale?

Supervisor comments and feedback:

Appendix E. Evaluation of Research Competencies

DOCTORAL RESEARCH PROJECT (RP) WRITTEN DOCUMENT
(Requirement 1; Standard Track)
School-Clinical Child Program

Student: _____ ID: _____

Research Advisor: _____

Title of RP: _____

To meet required competencies for satisfaction of Requirement 1 of the Combined School-Clinical Child Psy.D. Program Research Requirements, students must prepare a written document that:

- is integrated by theme and idea; not simply abstract stacking
- is a comprehensive, up-to-date, critical review of the literature in a selected area of research that integrates existing scholarly work
- analyzes qualitative and/or quantitative research studies with an understanding of their strengths, limitations, and implications
- generates hypotheses for further study
- communicates ideas clearly and effectively in writing using APA style

Advisor Signature: _____ Date: _____

Reader: _____

Reader's evaluation of the student's performance on the research project is as follows:

FIRST SUBMISSION

- () Passed without revisions
 () Passed with minor revisions required
 () Failed (major revisions required*)

***SECOND ATTEMPT**

- () Passed without revisions
"I certify that the RP includes all revisions which were required to be made."

Comments: _____

First submission: Reader Signature: _____ Date: _____

Second attempt: Reader Signature: _____ Date: _____

Form Psy.D. - 02
DOCTORAL RESEARCH PROJECT ORAL PRESENTATION
(Requirement 2; Standard Track)
School-Clinical Child Program

Student: _____ ID: _____

Research Advisor: _____

Title of RP: _____

Date of Presentation: _____

In order to pass competency, students must:

- Develop and present a talk that would be appropriate for a national conference
- Demonstrate an excellent grasp of the theories that are relevant to the chosen area of research
- Engage in a scholarly discussion of the field of research
- Respond knowledgeably to questions posed
- Acknowledge/articulate strengths and weaknesses of the field of research
- Articulate how the review or study fits within a research program and serves to benefit the field
- Consider multicultural and diversity issues and appropriately integrate them into evaluation of current literature and generation of research questions

ORAL PRESENTATION

() Passed

() Failed

Comments: _____

Advisor Signature: _____

Date: _____

Format of the Research Proposal (PSS 6286)

- Proposals should be written in the current APA style. They will typically include the following sections (12 pages maximum, double spaced):
 - Aims/Objectives (What is your hypothesis or research question?) (2 pages, double space)
 - Background and innovation
 - Brief Literature Review (Aim for 4-6 pages, double space; however, your advisor may require a more extensive literature review separate from the research proposal.)
 - A section highlighting the gap the proposal is aiming to address.
 - Methods (2-3 pages, double space)
 - Sample (include explanation of how you will recruit them and obtain informed consent)
 - Study procedures
 - Ethical considerations (e.g., confidentiality of data, risks/benefits to participants)
 - Measures (provide psychometrics if possible)
 - Data Analysis Plan
 - Expected limitations (threats to validity)
 - Significance (clinical implications)
 - References (not included in the page count)

Rubric for Evaluation of the Research Proposal (PSS 6286)

REQUIREMENTS	POINTS
Quality of Aims	5
Background and significance	5
Methods	
Sample	2
Procedures	2
Measures	2
Analysis Plan	2
Clinical Significance	2
Threats to validity	2
EndNote or other citations software	3
APA format	5
TOTAL	30 points

Revised proposal is assessed based on the quality of the changes (10 points)

Form Psy.D. - 03

**DISSERTATION PROPOSAL APPROVAL
(Requirement 3; Research Intensive Track)
School-Clinical Child Program**

Student: _____

Research Advisor: _____

Date of Meeting: _____

Title of Proposal: _____

In order to pass competency, students must:

- Demonstrate excellent grasp of the theories and main concepts that are relevant to the chosen area of research.
- Articulate how the study fits within the existing literature and serves to benefit the field.
- Cite key sources and authors relevant to the chosen area of research.
- Demonstrate critical thinking skills in evaluation of strengths and weaknesses of existing literature, including study methodologies and analyses.
- Choose an appropriate study design to answer research questions, while acknowledging resource and timing constraints.
- Consider multicultural and diversity factors and appropriately integrate them into evaluation of current literature, generation of research questions, design of study, and analysis/interpretation of results.

DISSERTATION PROPOSAL:

- () Passed without revisions
- () Passed with minor revisions required
- () Failed (major revisions required)

Comments:

☐ Research Advisor

☐ Reader: _____

Signature: _____

Date: _____

Form Psy.D. - 04

DISSERTATION and ORAL DEFENSE EVALUATION
(Requirement 4; Research Intensive Track)
School-Clinical Child Program

Student: _____

Title of Dissertation: _____

Date of Oral Defense: _____

In order to pass competency, students must:

- Demonstrate excellent grasp of the theories and main concepts that are relevant to the chosen area of research.
- Articulate how the study fits within the existing literature and serves to benefit the field.
- Cite key sources and authors relevant to the chosen area of research.
- Demonstrate critical thinking skills in evaluation of strengths and weaknesses of existing literature, including study methodologies and analyses.
- Choose an appropriate study design to answer research questions, while acknowledging resource and timing constraints.
- Consider multicultural and diversity factors and appropriately integrate them into evaluation of current literature, generation of research questions, design of study, and analysis/interpretation of results.
- Demonstrate skills necessary to conduct research and assist with data collection
- Demonstrate competence in human subjects' research and all relevant related issues
- Select appropriate analyses and execute analyses independently (with consultation if analyses are especially complex)
- Describe both clinical and future research implications of the study findings.
- Acknowledge/articulate strengths and weaknesses of the study conducted
- Demonstrate writing skills sufficient for doctoral level work. This includes organization (document follows a clear thesis, paragraphs and sections are integrated by theme not simply abstract stacking), formatting (APA style), and sentence structure/grammar that clearly communicates ideas.
- Develop and present a talk that would be appropriate for a national conference to be presented in an oral defense. Respond knowledgeably to questions posed in defense.

The written Dissertation and oral defense will be evaluated by all three committee members.

Evaluation

WRITTEN DISSERTATION:

- () Meets competence/Passed without revisions
- () Meets competence /Passed with minor revisions required
- () Does not meet competence/Failed (major revisions required)

Comments/Required Revisions: _____

ORAL DEFENSE:

- () Meets competence/Passed
- () Does not meet competence/Failed

Feedback: _____

☐ Research Advisor

☐ Reader: _____

Signature: _____

Date: _____

If a failing grade is received for either the written document or oral examination, the defense must be held again. The defense can be held a maximum of two times (i.e., one additional time in the event of a Fail). If a student receives a grade of Pass with Major Revisions or a grade of Pass with Minor Revisions on the written document, the revisions need to be completed and approved before the student can graduate. Major revisions need to be approved by all three committee members.

Appendix F: Sample Attendance and Class Participation Grading Rubrics

Adapted from Chapnick, A. (2005). A Participation Rubric. *The Teaching Professor*, 19(3), 4-5.

A+

- Actively supports, engages and listens to instructor and peers.*
**Did not* use the internet/work on other assignments during lecture, discussion, and presentations.
- Arrives fully prepared at *every* session with *all* assigned readings completed.
- Plays an active role in discussions (Comments *consistently* advance the level and depth of the dialogue).
- Group dynamic and level of discussion are *consistently* better because of your presence.
- No absences during the semester, *consistently* on time to class.

A

- Actively supports, engages and listens to instructor and peers.*
**Rarely* used the internet/worked on other assignments during lecture, discussion, and presentations.
- Arrives fully prepared at *almost* every session.
- Plays an active role in discussions (Comments *occasionally* advance the level and depth of dialogue).
- Group dynamic and level of discussion are *often* better because of your presence.
- 1-2 excused absences during the semester and *consistently* on time to class.

B

- Makes a sincere effort to interact with instructor and peers.*
**Occasionally* used the internet/worked on other assignments during lecture, discussion, and presentations.
- Arrives *mostly*, if not fully, prepared at every session.
- Participates constructively in discussions (Makes relevant comments based on the assigned readings).
- Group dynamic and level of discussion are *occasionally* better (never worse) because of your presence.
- 1-2 excused absences during the semester and *occasionally* late to class.

C

- Limited interaction with instructor and peers.*
**Frequently* used the internet/worked on other assignments during lecture, discussion, and presentations.
- Preparation and therefore level of participation are both inconsistent.
- When prepared, participates constructively in discussions (Makes relevant comments based on the assigned

readings).

- Group dynamic and level of discussion are not affected by your presence.
- More than 2 absences during the semester and/or *frequently* late to class.

F

- Virtually no interaction with instructor and peers.*
*Used the internet/worked on other assignments during lecture, discussion, and presentations in *every session*.
- Rarely prepared and rarely participates.
- Comments are generally vague or drawn from outside of assigned readings.
- Demonstrates a noticeable lack of interest on occasion.
- Group dynamic and level of discussion are harmed by your presence.
- More than 2 absences during the semester and/or *typically* late to class.

A+ (100 pts)	• Attends 100% of class meetings and arrives on time • Demonstrates ongoing very active involvement • Actively engages and listens • Arrives fully prepared at every session • Comments advance the level and depth of dialogue and are related to readings and other material • Frequently offers interpretations and analysis of the readings (more than just facts) to class • Group dynamic and level of discussion are consistently better because of the student's presence
A (90-99 pts)	• Attends 100% of class meetings or misses only one class meeting • Demonstrates consistent ongoing involvement • Actively engages and listens • Arrives fully prepared at almost every session • Comments occasionally advance the level and depth of dialogue and are related to readings and other material • Often offers interpretations and analysis of the readings (more than just facts) to class. • Group dynamic and level of discussion are often better because of the student's presence
B (80-89 pts)	• Attends 100% of class meetings or misses up to two class meetings • Demonstrates sporadic ongoing involvement • Attempts to engage and listen • Arrives mostly, if not fully, prepared • Makes relevant comments based on the assigned material • Offers straightforward information without elaboration or very infrequently • Occasionally offers interpretations and analysis of the readings (more than just facts) to class.

	● Group dynamic and level of discussion are occasionally better (never worse) because of the student's presence
C (70-79 pts)	● Attends 100% of class meetings or misses up to three class meetings ● Demonstrates infrequent involvement ● Rarely attempts to engage – OR - sometimes appears to not be listening ● Preparation, and therefore level of participation, are inconsistent ● When prepared, participates constructively in discussions and makes relevant comments based on the assigned material ● Does not volunteer to participate, but contributes to a moderate degree when called on ● Group dynamic and level of discussion are not affected by the student's presence
D (60-69 pts)	● Attends 100% of class meetings or misses up to three class meetings ● Demonstrates virtually no active involvement ● Does not attempt to engage – OR - appears to not be listening or has been observed sleeping in class at times ● Rarely participates or is rarely prepared ● Comments are generally vague or drawn from outside/unrelated material ● Demonstrates notable lack of interest (on occasion) ● Group dynamic and level of discussion are not affected by student's presence
F (<60 pts)	● Attends 100% of class meetings or misses more than three class meetings ● Demonstrates no involvement ● Does not engage, appears to not be listening, or has been observed sleeping in class ● Never participates or is never prepared ● Demonstrates notable lack of interest ● Group dynamic and level of discussion are hindered by student's presence ● Present and sometimes disruptive

Points will be AUTOMATICALLY deducted for the following behaviors:

- Any cell phone usage
- Inappropriate computer use
- Sleeping in class
- Missing more than two classes
- Arriving late to class on a regular basis
- Lack of active participation in class discussion
- Interrupting the instructor or other students
- Inappropriate talking during class (for example, while instructor is lecturing or other students are speaking)

Appendix G: Faculty Evaluation of Student Form

Ferkauf Graduate School of Psychology School-Clinical Child Psychology Program Year-End Faculty Evaluation of Student

The faculty is asked to rate each student's competence at the end of each semester. Please provide evaluations for every student you supervised or taught during the semester using this survey.

These evaluations will be used to send a written evaluation letter to each student. A support plan, if needed, will be developed in collaboration with the student if a student's competence is rated at 1, and ratings of 2 require students to have a conversation with faculty and their advisor to discuss how the student will reach MLA. Please provide any helpful information to guide this process if you provide a rating of 1 or 2.

The survey will automatically redirect you to this beginning page when you have submitted each survey response. Simply close the survey when you have completed all of your ratings. Thank you!

Faculty member's name: _____

Student's name: _____

Course: _____

1. What is your overall rating of this student's competency?

- 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

2. I observed the student's performance on the following APA Profession-Wide Competencies:

- | | |
|---|--|
| ☐ Research | ☐ Assessment |
| ☐ Ethical and legal standards | ☐ Intervention |
| ☐ Individual and cultural diversity | ☐ Supervision |
| ☐ Professional values, attitudes, and behaviors | ☐ Consultation and |
| ☐ Communication and interpersonal skills | interprofessional/interdisciplinary skills |

What is your overall rating of this student's competency in **Research**:

Doctoral students:

- *Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.*
- *Conduct research or other scholarly activities.*

- *Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.*

- 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

What is your overall rating of this student's competency in **Ethical and legal standards:**

Trainees at all levels are expected to demonstrate competency in each of the following areas:

- *Be knowledgeable of and act in accordance with each of the following:*
 - *the current version of the APA Ethical Principles of Psychologists and Code of Conduct;*
 - *relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and*
 - *relevant professional standards and guidelines.*
- *Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.*
- *Conduct self in an ethical manner in all professional activities*

- 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

What is your overall rating of this student's competency in **Individual and cultural diversity:**

Trainees at all levels are expected to demonstrate:

- *an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;*
- *knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;*
- *the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.*

Doctoral students:

- *Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.*

- 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

What is your overall rating of this student's competency in **Professional values and attitudes:**

Doctoral students and Interns are expected to:

- *behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.*
- *engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.*
- *actively seek and demonstrate openness and responsiveness to feedback and supervision.*
- *respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.*

- 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

What is your overall rating of this student's competency in **Communication and interpersonal skills:**

Doctoral students and interns are expected to:

- *develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.*
- *produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.*
- *demonstrate effective interpersonal skills and the ability to manage difficult communication well.*

- 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

What is your overall rating of this student's competency in **Assessment:**

Doctoral students and interns are expected to:

- *Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.*
- *Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).*

- *Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.*
- *Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.*
- *Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.*
- *Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.*

- 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

What is your overall rating of this student's competency in **Intervention:**

Doctoral students and interns are expected to demonstrate the ability to:

- *establish and maintain effective relationships with the recipients of psychological services.*
- *develop evidence-based intervention plans specific to the service delivery goals.*
- *implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.*
- *demonstrate the ability to apply the relevant research literature to clinical decision making.*
- *modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking,*
- *evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.*

- 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

What is your overall rating of this student's competency in **Supervision:**

Doctoral students:

- *Demonstrate knowledge of supervision models and practices.*
- *Demonstrate the ability to provide peer to peer supervision.*

- 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
-

What is your overall rating of this student's competency in **Consultation and interprofessional/interdisciplinary skills:**

Doctoral students and Interns:

- *Demonstrate knowledge and respect for the roles and perspectives of other professions.*

Doctoral students:

- *Demonstrates knowledge of consultation models and practices.*

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

Please provide any additional comments regarding this student. (These comments will not be shared directly with the student, but may be revised/edited to share feedback in their letter).

Appendix H: Student Evaluation for Practicum in Child Therapy Courses

**Combined School-Clinical Child Psychology Program
Ferkau Graduate School of Psychology
Student Evaluation for PSS 6611/6612 & 6625/6626 Practicum in Child Therapy: CBT**

Student Name: _____ Supervisor Name: _____

Please check the semester for which this evaluation applies: Fall 20__ Spring 20__

1. Please rate the student on the following items using a scale from 1 to 5, where:

- 5** Greatly exceeds expectations, given level of training
- 4** Exceeds expectations, given level of training
- 3** Meets expectations, given level of training
- 2** Needs attention, given level of training
- 1** Below expectations, given level of training
- NA** Not able to assess/Not applicable

1.	Professionalism (adherence to the ethical and technical standards of helping professionals including: attitude toward supervision, professional presentation, completion of notes/reports in a timely manner, punctuality, etc.).
2.	Responsibility (i.e., willingness to be accountable for actions)
3.	Preparedness for supervision meetings and dependability (i.e., follow through on tasks, responsiveness to supervisor instructions/assignments/suggestions (e.g., completing recommended readings, implementing suggested interventions, procuring materials, etc.))
4.	Thoughtfulness about his/her own strengths and weaknesses as a therapist and awareness of one's personal role in the client's experience of therapy
5.	Responsiveness and openness to supervisor feedback related to therapeutic style, approach, or conceptualization
6.	Case conceptualization skills and ability to integrate CBT theory and models of disorders into understanding client's strengths and difficulties and treatment planning
7.	Clinical purposefulness (ability to take an active, solution-focused stance and to implement a clinical plan as appropriate, even in the face of client resistance)
8.	Ability to use clinical techniques and interventions with skill
9.	Sensitivity to client diversity, including cultural, socio-economic, racial, religious, and sexual orientation
10.	Clinical flexibility and resourcefulness related to treatment planning and treatment delivery

2. Please describe this student's key strengths and areas for growth:
 3. Please provide any additional comments. Comments clarifying any ratings of "Needs Attention" ratings or "Below Expectations" would be particularly helpful.
-

**Combined School-Clinical Child Psychology Program
Ferkau Graduate School of Psychology
Student Evaluation for PSS 6611/6612 Practicum in Child Therapy: Psychodynamic**

PSYCHODYNAMIC PRACTICUM OVERALL EVALUATION FORM

Directions: The following items reflect competencies in psychodynamic child and adolescent therapy utilizing both play and verbal interventions. Please select all individual items that apply to this student's clinical work at the current time. A perfect score (i.e. success in all categories) is aspirational but no trainee is expected to have achieved all of these clinical skills.

At the conclusion of this survey, you will also be able to see all of your responses and save them as a PDF. We encourage you to do this and to go over your feedback with the student.

Global Goals

Did the student achieve the following goals? Select all that apply.

1. Approaches child/family in a non-judgmental manner
2. Establishes an alliance with child
3. Presents a warm and collaborative attitude
4. Empathizes with child's feelings about the child's difficulties and/or child's feelings about coming to therapy
5. Demonstrates an effective balance between supportive and expressive interventions

Addressing the Child's Emotions and Activities

Does the student do the following things with their patients? Select all that apply.

1. Remains experience-near
2. Avoids unnecessary or simple reassurance
3. Avoids a moralistic stance
4. Uses a variety of supportive interventions when indicated

Specific Interventions

Has the student done the following things? Select all that apply.

1. Sets limits when necessary and addresses the child's response as part of the ongoing work
2. Interprets avoidance
3. Other defensive maneuvers are noted
4. Issues related to the end of session (or termination) are identified

Use of Clinician/Patient Relationship in the Treatment

Has the student done the following things? Select all that apply.

1. Focuses on interactions within the therapeutic relationship
2. Allows for displacement of disruptive behaviors to the clinician, without interference
3. Clinician contains countertransference responses appropriately
4. Clinician uses limit setting when appropriate (ex. safety)
5. Clinician maintains a generally positive regard throughout the session

Additional Play Therapy Items**Score only for students who conducted play therapy sessions**

1. Encourages development of new play activities without interference
2. Discusses play actions within the play
3. Provides meaningful interpretation of the symbolic meaning of play
4. Recognizes the importance of addressing interruptions in play
5. Identifies patterns of play, repetitions, and play disruptions

Key strengths and areas for growth:

Sensitivity to patient's dynamics/ability to maintain an empathic stance:

Ability to discuss and manage countertransference:

Ability to conceptualize and work with transference (through interpretation, displacement in play, etc.):

Capacity to ask for help when experiencing difficulty:

Overall Evaluation:

Appendix I: Ferkauf Graduate School of Psychology Course/Faculty Evaluation

Course # and Title: _____
 Instructor: _____
 Semester: (circle one) Fall Spring Year : 20____
 Size of class: (circle one) 1-5 6-15 15-30 30 or more

Program:

Clinical Psy.D.
 Clinical (Health Emphasis) Ph.D.
 School-Clinical Child Psy.D.
 Mental Health Counseling MA
 Marriage and Family Therapy MS
 Special Education MA

Year in Program: 1 2 3 4 5

Was course a requirement? Yes No

On average, how many hours per week did you spend working on this course (in addition to class meeting times)?

Less than 3 Hours Per Week
 3 to 6 Hours Per Week
 6 to 9 Hours Per Week
 More than 9 Hours Per Week

Please provide your honest feedback about this course. Thoughtful comments contribute to course improvements and responses remain strictly confidential.

Scale: 1- Strongly Disagree 2- Disagree 3- Agree 4- Strongly Agree NA

The content and objectives of course and lectures were clear	1	2	3	4	NA
The grading criteria for assessing student progress were clear.	1	2	3	4	NA
The course was intellectually challenging	1	2	3	4	NA
The course enhanced your professional development	1	2	3	4	NA

What were the strong points of this course?

What were the potential areas for improvement for this course?

The instructor stimulated interest in the material.	1	2	3	4	NA
The instructor created a setting of support.	1	2	3	4	NA
The instructor created a setting of trust and respect.	1	2	3	4	NA
The instructor was interested in my professional growth.	1	2	3	4	NA
The instructor demonstrated expertise of the subject matter.	1	2	3	4	NA
The instructor encouraged students to think independently.	1	2	3	4	NA
The instructor was responsive to students' questions and provided timely feedback to written assignments.	1	2	3	4	NA

The instructor demonstrated cultural competency by incorporating diverse perspectives.

1234NA

Scale: 1-Poor 2- Lacking 3- Acceptable/Fair 4- Good 5- Excellent

1. What is your overall rating of this course?

12345
2. What is your overall rating of this instructor?

12345

What were the strong points of this instructor/professor?

What were the potential areas for improvement for this instructor/professor?

Appendix J: Student Activity Summary

Please provide the answers for professional activities during the academic year
August - July

1. Your name:
2. Year entered program:
3. Member Professional/Research Society?
 - ☐ Yes
 - ☐ No
4. Scientific Publications: Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which you were an author or co-author. (Publications "in press," "under review," or "submitted" should not be counted here.)
5. Scientific Presentations: Number of workshops, oral presentations and/or poster presentations at professional meetings of which you were an author or co-author.
6. Involved in leadership roles or activities in professional organizations. For example, roles in local, state/provincial, regional, or national organizations.
 - ☐ Yes
 - ☐ No
7. Presented psychological topic to lay or community audience
 - ☐ Yes
 - ☐ No
8. Did you seek or apply for a **predoctoral internship** that begins during the next academic year*?
 - ☐ Yes, applied for internship
 - ☐ Yes, applied for second 1-year part-time internship (already completed a 1-year part-time program)
 - ☐ No, I am still enrolled in a 2-year part-time internship
 - ☐ No, I previously completed the full internship requirement (1-year full-time or equivalent)
 - ☐ No, did not apply for internship
9. Did you obtain an internship that begins next academic year:
 - ☐ Yes
 - ☐ No
10. Expected internship start date:
11. Expected internship end date:
12. Is the internship APA/CPA-accredited?
 - ☐ Yes
 - ☐ No
13. APA/CPA-Accredited Internship Program name:
14. Indicate if internship is affiliated with another membership organization (please select one):

- APPIC
 - CAPIC
 - CDSPP
 - Other
15. Indicate if internship is
- One year
 - Two years
16. Indicate if internship is:
- full-time
 - part-time
17. Indicate if internship is
- funded
 - not funded/not fully funded

Additional demographic questions for 1st year students only:

First and last names are an ARO (Annual Report Online) requirement. All information on individuals or their identities provided to the CoA (Commission on Accreditation) for accreditation purposes will be confidential and for the sole purpose of accreditation.

1. Gender (please select one):
 - Female
 - Male
 - Transgender
 - Other
2. Race/Ethnicity (please select all that apply):

Please consult the [U.S. Dept. of Education's website](#) for descriptions of each category

- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Hispanic-Latino
 - Native Hawaiian or Other Pacific Islander
 - White
 - Not Reported
3. Reported disability as defined by the Americans with Disabilities Act (ADA):
 - Yes
 - No
 4. Reported disability as defined by the Americans with Disabilities Act (ADA):
 - Yes
 - No

Appendix K: Student Self-Evaluation

I. PROFESSIONAL SKILLS

Column A: For ALL STUDENTS IN PROGRAM

Please rate your current level of knowledge, skills, and attitudes using this scale.

- na= No opportunity
- 1 = Not competent - has not shown improvement
- 2 = Showing improvement; but problems persist
- 3 = Competent for current level of training
- 4 = More than competent
- 5 = Highly competent

Column B: FOR ALL STUDENTS WHO HAVE COMPLETED > 1 YEAR IN THE PROGRAM

For each item below, compare your current level of knowledge, skills and attitude to the level you believe you were at last year at this time.

- 1=No improvement from last year
- 2=Minimal improvement from last year
- 3=Satisfactory improvement from last year
- 4=Significant improvement from last year
- 5=Highly significant improvement from last year.

	Current	Comparison to last year
Academic Performance (demonstrates knowledge of specific content areas and the relationship of science to practice)		
Administration, Scoring and interpretation of psychological and psychoeducational instruments: (highest score requires: can apply concepts of typical atypical behavior to case formulation and in the context of stages of human development and diversity)		
Data Collection (Interviews, intakes, establish rapport, record review)		
Communication skills (active listening, communicate effectively; communicates clearly using verbal, non-verbal, written skills in a professional context)		
Writing skills (report writing, provide pragmatic and related recommendations; clarity, use of APA style for academic papers)		
Intervention skills (develop treatment plans using a consistent theoretical orientation with specified goals, apply treatment strategies; prepared for sessions; evaluating progress; provides effective treatment, manage termination, establish alliance)		
Adherence to ethical and professional standards (demonstrates knowledge of APA Ethical Principles and Code of Conduct; knowledge of Federal/state laws; mandatory reporting; ethical decision making to practice; integrates own moral principles/values)		

Competence in regard to cultural, ethnic and individual differences (applies knowledge, sensitivity and understanding regarding individual and cultural diversity issues to work effectively with diverse others; applies knowledge of self as a cultural being)		
Response to supervision (openness to observations and recommendations; prepared for supervision; incorporates feedback into practice; has basic knowledge of supervision models)		
Research (demonstrates skills and habits in seeking, applying and evaluating theoretical & research knowledge relevant to the practice of psychology; knowledge of application of scientific methods to evaluating practices, interventions and programs; consumer of research)		
Completion of assignments in a timely manner (consistently punctual, reliable and fulfills assignments)		
Interpersonal & collaborative skills (participates effectively in class, team meetings & multidisciplinary assignments; forms & maintains productive & respectful relations with clients, peers, supervisors and other professional; handles conflict well)		
Self-reflective practice (displays self-awareness; self-monitors, self-assessment of competence; awareness and attitude towards need for self-care)		
Realistic sense of strengths and challenges (recognizes limits of knowledge, skill and self)		
Emotional Maturity (Social competence, openness to new ideas; non-defensiveness; manages boundaries)		
Professionalism (displays emerging professional identity, integrity, deportment, accountability, reliable, dependable, willingness to consider alternatives)		
Knowing how the system works (works effectively with other professionals; understands the culture of the system; promotes change at the individual and systems levels)		
Evidence-based Practice (knowledge of empirical bases of assessment; linkage of assessment to treatment; effective use of EBI)		
Consultation:(demonstrates knowledge of consultant's role; ability to select appropriate means of assessment to answer referral question; responds to consultation requests & provides feedback in timely manner; assesses needs of others)		
Supervising Others		

STATEMENT OF UNDERSTANDING
(Revised September 2026)²

I, _____, have **RECEIVED THE**
Print Name

SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM's STUDENT HANDBOOK and have read the APA Code of Ethics. I understand that the Handbook contains important information about my Program, including policies, procedures, requirements, timelines, courses, faculty, evaluations, student life, due processes, issues related to my professional development and more. I understand that it is my responsibility to be knowledgeable of all the information in the Handbook and Ferkauf Academic Catalog.

Your signature

Date

² Sign and upload to your electronic Student File by October 2, 2026