



Yeshiva University

FERKAUF GRADUATE
SCHOOL OF PSYCHOLOGY

Clinical Psychology Program (PsyD)

STUDENT HANDBOOK

2026-2027



**FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY,
YESHIVA UNIVERSITY**

**Clinical Psychology Program
(PsyD)
Student Handbook
2026-2027**

Revised 08/23/26

**FOR THE MOST UP-TO-DATE VERSION OF THIS HANDBOOK,
PLEASE REFER TO THE VERSION POSTED ON OUR WEBSITE.**

**FOR INFORMATION ABOUT ADDITIONAL FERKAUF AND YESHIVA UNIVERSITY POLICIES, PLUS CONSULT THE FERKAUF
CATALOG, AVAILABLE HERE: <https://www.yu.edu/ferkauf/student-resources> .**

**As of 2026, we will also be relying on the YU online catalog information available [HERE](#).
If this handbook diverges from catalog information, the catalog typically supersedes – consult with your academic advisor
and/or program director if you have questions.**

*The Clinical Program reserves the right to modify the content and procedures listed in the handbook at any time. Students are
expected to read the handbook and abide by its guidelines. Students are expected to submit a signed statement of understanding to
their program director within the first two weeks following receipt of the handbook.
The statement of understanding can be located on the last page of the handbook.*

Director, Clinical Program
Kenneth Critchfield, PhD

Director of Clinical Training
Jamie Schumpf, PsyD

Dean, Ferkauf Graduate School of Psychology
Leslie Halpern, PhD

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Program Standards

Accreditation

The Clinical Program (PsyD) at Ferkauf Graduate School of Psychology of Yeshiva University began in 1979 and has been accredited by the American Psychological Association (APA) continuously since 1985. The APA Commission on Accreditation most recently conducted a review of the clinical program in 2025 and granted continued accreditation to the program for another full 10-year period, with the next accreditation cycle planned for 2035.

For questions related to the program's accreditation status, the name and contact information for APA's Commission on Accreditation is as follows:

**Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington DC 20002-4242
Telephone: (202) 336-5979
www.apa.org/ed/accreditation
apaaccred@apa.org**

Additionally, Yeshiva University is accredited by the Middle States Association and New York State Board of Regents. The PsyD program curriculum is monitored and approved by the Department of Education of New York State. The clinical program was last reviewed by the New York State Department of Education for licensure-qualifying status and was re-registered as a licensure-qualifying doctoral program in 2025. This registration will be extended annually until the program is reviewed in the future. The program is a member of the Council of University Directors of Clinical Psychology Programs (CUDCP) and the National Councils for Professional Schools of Psychology (NCSP).

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

The Clinical Program values diversity in all forms, including culture, race, religion, sexual orientation, gender, theoretical orientation, geography, socioeconomic status, disability, and age. We have a commitment to a policy of equal opportunity and nondiscrimination in admission and other facets of our educational programs and activities. The University encourages applications from qualified students of diverse backgrounds without regard to

sex, religion, age, race, sexual orientation, handicap, color, or national origin, within the meaning of applicable law.

All University-wide decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence. Non-Discrimination & Anti-Harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. This policy is designed to ensure that recruitment, hiring, training, promotion, and all other personnel actions take place and all programs involving students, both academic and non-academic, are administered regardless of race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, marital status, sexual orientation, or citizenship status as those terms are used in the law. In addition, this policy is designed to maintain a work and academic environment free of sexual harassment and intimidation.

According to the guidelines of the Equal Employment Opportunity Commission (EEOC), unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The responsibility for the University's affirmative action/equal opportunity and sexual harassment policy lies with all associate and assistant deans, chairpersons, department heads, directors, administrators, managers, and supervisors in their areas of responsibility and requires the commitment of the entire University community.

Additional information about this policy, including appropriate contacts for consultation and reporting are available here, as well as in the Ferkauf Catalog:

<https://www.yu.edu/hr/Equity-Compliance-TitleIX>

<https://www.yu.edu/titleIX>

The University will take appropriate corrective action to remedy all violations of this policy, up to and including termination. Where appropriate, the University may also report discriminatory conduct to licensing boards. As always, when investigating any allegations of discrimination, care will be taken to ensure that there will be no retaliation taken against the complainant for making such a complaint.

Pre-requisites and Other Requirements for Incoming Clinical Program Students:

1. Official transcripts showing coursework, grades, and degrees conferred must be received by the Admissions office before the first week of the fall semester.
2. Applicants are expected to have had at least 15 undergraduate credits in psychology, including courses in general/introductory, statistics, experimental, abnormal and physiological psychology. Courses in related fields such as mathematics, natural sciences, and social sciences are also highly recommended.

If you are not a psychology major, you must take 6 prerequisites in an accredited institution before the fall semester begins. Courses can be taken at any accredited institution (state, city, or private college). Exclusively Online institution credits are not accepted. These are:

- Introduction to Psychology / Fundamentals of Psychology
 - Statistics for Behavioral Sciences
 - Abnormal Psychology or Psychopathology
 - Research Methods or an advanced research course
 - Theories of Personality, Social Psychology, Developmental Psychology
 - Physiological or Experimental Psychology (can include any of these topics: Brain and Behavior, Cognition and Learning, Cognitive Science, Sensation, Perception, and Motivation, Cognitive Psychology, Human Memory).
3. 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. Proof of COVID-19 vaccination is also required. Documented proof must be submitted to the Admissions office prior to the start of the first week of the fall semester.
 4. A completed Emergency Contact Form must be submitted to the Admissions Office before Fall semester courses start.

SECTION 1: Clinical Program Faculty and Administrators

Clinical Program Core Faculty

VERA BÉKÉS, PH.D., Associate Professor of Clinical Psychology, Director of Psychodynamic Training Program. PhD, University of Pécs, 2009. Psychodynamic theory, psychotherapy process research, PTSD, and Holocaust trauma.

SARAH BLOCH-ELKOUBY, PH.D., Assistant Professor of Clinical Psychology, LL.B, Hebrew University of Jerusalem, B.S.W., Bar-Ilan University, Ph.D., Derner School of Psychology at Adelphi University. Suicide prevention, and psychotherapy process research.

KEN CRITCHFIELD, PH.D., Professor of Clinical Psychology, Program Director. PhD, University of Utah, 2002. Psychotherapy process, training & research, personality disorder, interpersonal and attachment-based mechanisms of personality, psychopathology, and change.

PETE FRANZ, PH.D., Assistant Professor of Clinical Psychology, B.S., Cornell University, M.A. and Ph.D, Harvard University. Suicide prevention in adolescents and young adults.

GABI KHAZANOV, PH.D., Assistant Professor of Clinical Psychology. PhD, University of Pennsylvania, 2018. Evidence-based interventions for problematic substance use and to prevent suicide, including lethal means counseling, secure storage of firearms, and contingency management approaches.

LATA MCGINN, PH.D., Professor of Clinical Psychology, Director of CBT Program for Anxiety and Depression. PhD, Fordham University, 1993. Phenomenology, vulnerability, cognitive behavioral prevention and treatment of anxiety, depressive, obsessive-compulsive and traumatic stress related disorders.

LEANNE QUIGLEY, PH.D., Associate Professor of Clinical Psychology, Director of Research Intensive Track. PhD, University of Calgary, 2017. Executive functioning, attention, cognitive biases in depression and anxiety disorders, cognitive mediators and moderators of CBT outcome, emotion regulation, and psychometrics.

KAILEY ROBERTS, PH.D., Associate Professor of Clinical Psychology. PhD, The New School for Social Research, 2017. Bereavement, psycho-oncology, geropsychology, Meaning-

Centered Psychotherapy, development and implementation of psychosocial assessments and intervention.

MARGARET SALA, PH.D., Associate Professor of Clinical Psychology. PhD, Southern Methodist University, 2020. Role of mindfulness in eating and weight disorders, mindfulness-based interventions, digital interventions, ecological momentary assessment, network analyses, meta-analyses

JAMIE SCHUMPF, PSY.D., Clinical Associate Professor and Director of Clinical Training; Director of Internship and Externship Training; Assistant Director of CBT Program for Anxiety and Depression. PsyD, Yeshiva University, Ferkauf Graduate School of Psychology 2008. Post-doctoral training from NY Presbyterian, Weill Cornell Medical College.

RICHARD ZWEIG, PH.D., ABPP, Professor of Clinical Psychology and Director, Ferkauf Older Adult Program. Assistant Clinical Professor of Psychiatry, Albert Einstein College of Medicine. PhD, Northwestern University, 1989. Clinical Geropsychology, relationships between depression, suicidal behavior, personality pathology, and functional impairment in older adults.

Clinical Program Affiliated and Adjunct Faculty

[Carl Auerbach, PhD](#)

Tara Agneshwar, PsyD

Ron Aviram, PhD

Lauren Becker, PsyD

Briana Calcagno-Davi, PsyD

Bevin Campbell, PhD

Natalie Fruchter, Ph.D.

Mary Gallagher, Ph.D.

Cate Goldman, Psy.D.

[Leslie Halpern, PhD](#) (Dean)

[Roe Holtzer, PhD](#)

Sukhpreet Kaur, PsyD

Stephanie La Gamma, PsyD

Flo Lau, PsyD

David Lynch, PhD (Parnes Clinic Asst. Director)

Jim Mandala, Ph.D.

Jacob Merrin, Ph.D.

Miranda Rosenberg, PsyD

[William Salton, PhD](#) (Parnes Clinic Director)

Erica Silberstein, Ph.D.

Kate Termini, PhD

Erica Weiss, PhD

Clinical Program Clinical Practicum (Lab) Instructors

Psychotherapy Practicum Instructors (CBT):

Mary Gallagher, PsyD

Lata McGinn, PhD

Erica Silberstein, PsyD

Psychotherapy Practicum Instructors (Psychodynamic):

Ronald Aviram, PhD

Ken Critchfield, PhD

Cate Goldman, PsyD

James Mandala, PhD

William Salton, PhD

Assessment Practicum Supervisors/Instructors:

Tara Agenshwar, PsyD
Brianna Calcagno, PsyD
Stephanie LaGamma, PsyD
Florence Lau, PsyD
Miranda Rosenberg, PsyD
Kate Termini, PsyD

Geropsychology Practicum Supervisors/Instructors:

Erica Weiss, PhD
Rick Zweig, PhD

Clinical Program Professors Emeriti

[William Arsenio, PhD](#)
[Carl Auerbach, PhD](#)
[Shelly Goldklank, PhD](#)
Irma Hilton, PhD
[Martin Rock, PhD](#)

Important Contact Information

<u>Department</u>	<u>Email</u>	<u>Name</u>	<u>Title</u>
<i>Clinical Program (PsyD)</i>			
(646) 592-4517	kenneth.critchfield@yu.edu	Critchfield, Ken	Program Director
(646) 592-4384	jamie.schumpf@yu.edu	Schumpf, Jamie	Director of Clinical Training
<i>Dean's Office</i>			
(646) 592-4372	Leslie.Halpern@yu.edu	Halpern, Leslie	Ferkauf Dean
(646) 592-4373	Randall.richardson@yu.edu	Richardson-Vejlgaard, Randall	Ferkauf Associate Dean
(646) 592-4201	drnissel@yu.edu	Chaim Nissel	YU Vice Provost & Graduate Dean of Students
<i>Psychology Office</i>			
(646) 592-4520	Basnight@yu.edu	Basnight, Dawn	Office Administrator
<i>Registrar</i>			
(646) 592-4515	Lorenzo.harris@yu.edu	Harris, Lorenzo "Dwayne"	Assoc. Registrar
(646) 592-4515	Resnickregistrar@yu.edu		Staff
<i>Admissions</i>			
(646) 592-4380	Augusta@yu.edu	Augusta, Edna	Director

<i>Parnes Clinic</i>			
(646) 592-4397	William.Salton@yu.edu	Salton, William	Director
(646) 592-4367	david.lynch@yu.edu	Lynch, David	Asst. Director
(646) 592-4399	erimeck.basora@yu.edu	Basora, Erimeck	Administrator

Ferkauf Clinical Program Faculty Contact Sheet

Faculty	Email	Phone
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Sala, Margaret	Margarita.Sala@yu.edu	(646)-592-4542

Schumpf, Jamie	Jamie.Schumpf@yu.edu	(646) 592 - 4384
Zweig, Richard	Richard.Zweig@yu.edu	(646) 592 - 4349

SECTION 2: ACADEMIC OUTLINE & REQUIREMENTS

The Academic Program

I. Program Philosophy and Overview

The Ferkauf Graduate School of Psychology is part of Yeshiva University, which is a premier Orthodox Jewish institution. As part of Yeshiva University, we honor the Jewish tradition of commitment to compassion and to recognizing the value in each human life. While the motivation for offering training in Clinical Psychology is rooted in Jewish values and YU's overall mission, Ferkauf operates as a professional, academic institution, admitting students of all backgrounds and religions. Our program is secular/academic in curriculum and outlook, focusing on APA-accredited, evidence-based psychological training rather than religious instruction.

The Clinical PsyD Program, which was established in 1979, has been continuously accredited by the American Psychological Association (APA) since 1985. The mission of the program is to train highly effective, professional, and knowledgeable scholar-practitioners, committed to life-long learning in clinical psychology.

Our graduates are Health Service Psychologists (HSPs) who thoughtfully integrate scientific foundations, inquiry, theory, and research into their clinical practice and are prepared to deliver psychological services across the lifespan, with an emphasis on the assessment and treatment of adults in a wide variety of settings. Our training maintains a balance of focus on practice and research elements, believing that these must be inherently integrated in HSP. In keeping with the PsyD degree received by our graduates, this balance is taught in a context that is "practitioner forward," consistent with the normative career paths and professional identities of our graduates.

Our program is designed to educate students in the conceptual and empirical foundations of clinical psychology, train them to become knowledgeable and thoughtful scientific scholars, and train them intensively in a variety of assessment, research, and therapeutic approaches. This training is accomplished through an integrated and sequential program that is graded for complexity and includes didactic, practicum, and supervised experiences in diverse settings. The program emphasizes scholarly and conceptual thinking, empirical research, and diversity of thought in clinical psychology, through the following:

- Students are offered training in evidence-based approaches. The program is balanced and offers broad-based, yet intensive training in psychodynamic, cognitive-behavioral and family system therapies.

- The clinical program offers intensive training from adulthood to old age and offers students the opportunity to enroll in coursework throughout the developmental spectrum from childhood to old age.
- There is a strong emphasis on the integration of clinical practice and research. Research training is intended to provide students with a broad understanding of the scientific foundations of psychology and enable them to understand, critically evaluate, and conduct research, particularly as it relates to their area/s of applied focus.
- The clinical program offers systematic multi-level, multi-modal supervision that is sequentially organized. Students systematically receive increasingly advanced supervision in both individual and group supervision settings, by advanced students and faculty, in the areas of clinical assessment, clinical interventions, and research, beginning in their first year and continuing until the end of training.
- The clinical program places a significant emphasis on creating and maintaining diversity throughout students' coursework, assessment opportunities, research, and clinical opportunities. There are courses focusing on multiculturalism and diversity, and elective courses to strengthen students' knowledge. Student Affinity groups meet regularly (typically monthly) to promote diversity awareness, celebrate inclusivity, and offer an open & safe space to discuss and reflect on issues around identity, diversity & intercultural interactions.

II. Program Aims and Associated Competencies

Our aims are conceptualized as addressing the (1) "What," (2) "How," and (3) "Who" of professional psychology. This language corresponds to (1) foundational content knowledge in the field, (2) methods and practices that characterize HSP, and (3) the values, ethics, and professional stances of Health Service Psychology. We use these aims to organize and articulate together the 10 specific competency objectives we have for students in our program, listed below. Each area has associated competencies that demonstrate effective learning and skill acquisition, and that the faculty assess as having been met before graduation can occur. By developing competency in all of these areas, students become equipped with the broad base of knowledge, skills, and professional values and ethics required for lifelong learning and excellence in the research and practice of clinical psychology.

Aim 1: Rigorous training in the "What" of HSP: To produce graduates who have the requisite depth and breadth of knowledge and understanding in the core areas of scientific general and clinical psychology for the doctoral-level practice of psychology.

Objective 1: Acquire Foundational Knowledge in Scientific Psychology

Acquire knowledge of developmental, cognitive, affective, social, and biological bases of behavior, history and systems of psychology, and research methods of scientific inquiry. In doing so, master a strong theoretical foundation in the scientific foundations of psychology, acquire the needed ability for data collection, data analysis, research methodology, and critical thinking; and acquire the ability to think and be disciplined as scientists when investigating clinical phenomena.

Associated Competencies: Students must demonstrate graduate-level knowledge of biological, social, cognitive and affective bases of behavior, human development, history and systems of psychology, and research methods and principles. This competency is primarily assessed through a combination of metrics, including satisfactory grades in relevant courses, preparation and defense of relevant research projects, and evaluations from faculty and clinical supervisors.

Objective 2: Acquire Foundational Knowledge for Evidence-Based Clinical Practice

Acquire a solid and comprehensive understanding of the relevant body of knowledge of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in application of clinical psychology as well as the current research and theoretical foundations of clinical psychology.

Associated Competencies: Students must demonstrate a graduate-level knowledge of the foundations of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in clinical psychology as well as the current research and theoretical foundations of clinical psychology. This competency is assessed through grades in relevant courses and evaluations from faculty and clinical supervisors.

Aim 2: Rigorous training in the “how” of HSP: To produce graduates who have the requisite competence in assessment, intervention, research, and other professional roles relevant to the doctoral-level practice of psychology.

Objective 3: Competence in Assessment

The program seeks to educate psychologists who are competent in assessment, diagnosis, and case conceptualization of problems and issues in practice and research. Toward this end, students develop knowledge and proficiency in normal and abnormal behavior, case conceptualization, and integration of the biopsychosociocultural environment in the assessment of abnormal behavior. Students also develop knowledge and proficiency in clinical interviewing, diagnosis of mental illnesses, and conducting mental status

examinations; the selection, administration, scoring, psychometric concepts, and interpretation of a wide variety of assessment tools and measures; the integration and communication of assessment results and recommendations in written and oral form; and the ability to link assessment data to intervention, and to use assessment findings to inform clinical practice and research.

Associated Competencies: Students must demonstrate graduate-level knowledge of, and proficiency in clinical interviewing, mental status examinations, diagnostic, intellectual and personality assessment, integration of a variety of assessment measures, and report writing obtained through coursework, direct clinical experience at in-house practica and external externships and internships; clinical supervision by peers, faculty, and supervisors. This competency is assessed through a combination of metrics, including satisfactory grades in relevant coursework, summative assessment of competencies administered at the end of the second-year assessment sequence, and evaluations from faculty and clinical supervisors.

Objective 4: Competence in Intervention

The program seeks to educate psychologists who are competent in theoretical foundations and clinical applications of a variety of treatment orientations and modalities, including empirically supported treatments, to promote psychological well-being and functioning in a variety of populations. Toward this end, students learn theoretical principles and foundations underlying clinical practice; receive training and exposure to varied theoretical orientations (esp. cognitive-behavioral, psychodynamic, interpersonal, existential/humanistic, and systemic perspectives), modalities (individuals, families, and groups), and ages across the lifespan; learn to continuously update their knowledge of the relevant literature on empirical finding; receive applied training and supervision in empirically supported treatments; acquire the ability to use theoretical constructs and research to effectively formulate a treatment plan, implement, evaluate, and revise treatment strategies; and acquire the ability to consider the effects of multicultural diversity and other forms of diversity in planning and evaluating a course of treatment.

Associated Competencies: Students must demonstrate graduate-level knowledge of, and proficiency in theories of interventions and applied intervention courses in a variety of orientations, modalities, and populations; direct clinical experience at in-house practica and external externships and internships; clinical supervision by peers, faculty, and supervisors. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, evaluations from faculty and clinical supervisors, a passing score on all clinical competency assessments, and successful completion of internship.

Objective 5: Competence in Conducting and Evaluating Research

The program seeks to educate psychologists who are competent producers and consumers of clinically relevant research scholarship. Toward this end, students will be educated to achieve competence in critically evaluating and in conducting research, which includes: becoming knowledgeable of statistical and methodological issues in the conduct of research; demonstrating an understanding of research methodology, the design and performance of psychological research and issues in the application of research in applied settings, including program evaluation and an awareness of ethical issues in research; becoming knowledgeable consumers of research, and demonstrating an ability to read and critically evaluate the significance of research findings in the literature and to understand the implications for practice; understanding the importance of considering multicultural and diversity issues in the application and development of research and demonstrating the ability to critically assess the application of research findings to diverse ethnic and cultural groups; acquiring the ability to develop, conduct, and analyze research in clinical psychology; and acquiring the ability to demonstrate scientific, professional writing skills in critically evaluating research literature and conducting clinical research.

Associated Competencies: Students must demonstrate graduate-level knowledge and proficiency in research methodology, design, and data analysis and will utilize knowledge to critically evaluate research literature in general and acquire ability to conduct and analyze research, and present and write-up research findings. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, evaluations from faculty and clinical supervisors, completion of a doctoral research project, and a passing score on the Research Competence Evaluation Rating Scale (RACER).

Objective 6: Competence in Consultation, Education, Supervision, and Management

The program seeks to educate psychologists who are competent in a variety of other roles beyond direct service, clinical service, and teaching such as consultation, education, supervision, and management. This includes: developing the ability to work with, and within, complex institutional systems such as university and medical centers, as well as in community centers, clinics, and private practice settings; developing the ability to adapt to different roles such as educator, scholar, consultant, advocate, supervisor, and practitioner; acquiring knowledge of issues related to consulting with professionals and management across mental health disciplines and other disciplines, as well as issues related to inter-agency consultation, hospital-based consultation-liaison, consultation with primary care departments, legal systems, etc.; acquiring knowledge of the roles of supervisees, supervisors, management, and administrative issues in service systems and private settings; learning to provide leadership as a doctoral-level professional psychologist;

developing flexible and adaptive strategies for service delivery; and assisting professional personnel to meet the challenges of clients in times of crisis and in everyday situations.

Associated Competencies: Students must demonstrate knowledge of, and exposure to different roles such as consultant, educator, supervisor, and manager in different settings and with different professionals in all disciplines. As students in doctoral training are only beginning to enter this territory as they emerge into the field, this competency is graded to professional developmental stage assessed through a combination of metrics, including satisfactory grades in relevant courses, and evaluations from faculty and clinical supervisors.

Aim 3. Rigorous training in the “who” of HSP: To produce graduates who exemplify the professional values, ethics, and mindsets required for responsible service and leadership in the doctoral-level practice of psychology.

Objective 7: Commitment to ethical practice

We aim to educate psychologists with a sincere commitment to bettering the human condition, including knowledge and proficiency in building empathy, rapport, and respect for others; an awareness of and appreciation for complex issues related to ethical practice with diverse individuals and populations; and a belief in the capacity for change in human attitudes and behavior. Toward this end, students will acquire knowledge and proficiency of the ethical practices of professional psychologists along with the ability to apply them in daily professional activities and will have an appreciation for the rights of others and issues of professional responsibility.

Associated Competencies: Students must demonstrate graduate-level knowledge of ethical issues in professional clinical practice and research and acquire an awareness of issues relating to issues of rights, professional responsibility, and ethical practice in a manner that infuses all areas of HSP functioning. Assessment of these competencies is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in ethics and diversity, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their ethical conduct in research.

Objective 8: Commitment to self-improvement and professionalism in relationships

We aim to educate psychologists who have the capacity to self-reflect and be self-aware, to seek out and nondefensively incorporate constructive feedback, to set and maintain healthy professional boundaries, and to interact appropriately and professionally with patients, peers, faculty, supervisors, and colleagues. This includes the capacity to develop and maintain a constructive working alliance with clients, peers, colleagues, students,

supervisors and members of other disciplines and organizations. In all stages, the program seeks to develop an understanding of multicultural diversity and other forms of diversity (age, race/ethnicity, gender, sexual orientation, disability, socioeconomic diversity) issues as they pertain to developing and maintaining relationships.

Associated Competencies: Students must demonstrate self-awareness, emotional maturity, and appropriate sensitivity to the needs of themselves and others in professional interactions with clients, peers, colleagues, students, supervisors, and members of other disciplines and organizations. These competences are assessed through a combination of metrics, including satisfactory grades in relevant courses as well as evaluations from faculty and clinical supervisors.

Objective 9: Awareness of and respect for individual and cultural diversity and its implications for HSP

We train students toward competence in, knowledge of, and sensitivity to individual differences and complex issues related to multicultural diversity along with other forms of diversity (including but not limited to age, race/ethnicity, gender identity, socioeconomic status, sexual orientation, disability, national origin) and the appreciation of their significance to the functioning of professional psychologists in all areas of study and training at the school.

Associated Competencies: Students must demonstrate a graduate-level understanding of individual differences, differences in multicultural and other diverse populations (including but not limited to age, race/ethnicity, gender identity, socioeconomic status, sexual orientation, disability, national origin) and their significance to all areas of clinical psychology, including assessment, research, treatment, and systemic contexts. Assessment of this competency is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in multicultural competency, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their competence with multicultural issues in their clinical comprehensive competency evaluation.

Objective 10: Integration of clinical research, theory, and practice

We aim to educate scholar-practitioners who think in a scientific, systematic, creative, and disciplined manner about clinical practice; are actively curious about alternative viewpoints, orientations, modalities, and populations; and can think in meaningful and creative ways about the mutually enriching relationship between theory, research, and practice and to integrate clinical practice, theory, and research. This includes the ability to engage in systematic, critical thinking and problem solving, to evaluate various theories and intervention strategies as they pertain to clinical research and practice, and to develop

a mindset of life-long learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge.

Associated Competencies: Students demonstrate an ability and commitment to critically evaluate theory and research, be both process- and outcome-oriented, discriminating, consider data and weigh evidence from multiple sources, demonstrate an attitude indicating openness to life-long learning and alternative viewpoints. Students will consolidate mastery of theory, scientific inquiry, and empirical findings with applied training in clinical psychology and demonstrate the ability to integrate theory, research, and clinical practice. Assessment of student competency is achieved by evaluating grades in relevant courses, faculty, and clinical supervisor evaluations of students in terms of academics, clinical work, and comprehensive competency exams.

III. Overview of Academic Program Structure

In order to train and assess these competencies, the clinical program curriculum consists of a four-year academic sequence followed by a year-long, full-time, university-approved internship. The academic coursework consists of foundation courses in psychology and clinical psychology, a research sequence culminating in a Doctoral Research Project or Doctoral Dissertation, an assessment sequence, and a psychotherapy sequence. Students receive didactic training in assessment and psychotherapy and are required to see patients through the Parnes Clinic as part of the practicum components of the assessment sequence (first and second year) and psychotherapy sequence (third year and fourth year). In the second, third years of the program (and optionally, but often, a fourth year), students complete externships in approved training facilities. This work is concomitant with full-time attendance at school.

Research training is also an integral part of the basic curriculum. Students receive training in research methodology, design, and statistics. Many members of the faculty are available via a research seminar to be research advisors. Students indicate a preference for their research advisor during their first year. Student preference is weighed against faculty availability to match all students with a research advisor. The research requirements depend on the research track chosen (Standard or Research Intensive). Research requirements can be met through a variety of project types, including a comprehensive, critical review or integration of literature/s, case studies, development of new clinical methods or procedures, or empirical work involving data collection and analysis. The Research Intensive Track offers opportunities to take on larger scale qualitative or quantitative empirical studies.

IV. Overview of Academic Curriculum

Coursework

1. Foundations Courses: This category includes courses in Physiological Psychology, Psychopharmacology, Cognitive and Affective Bases of Behavior, Lifespan Development, Social Psychology, History and Systems of Psychology, and Lifespan Psychopathology.

2. Assessment Training: This includes five courses along with five adjunctive practicums in Clinical Interviewing, Cognitive Assessment, Personality Assessment and advanced Clinical Assessment I and II. Students conduct intake reports with patients in the clinic and they conduct assessment batteries and write reports for volunteers in their first year. In their second year, they administer and integrate comprehensive assessment reports with patients in the clinic.

3. Psychotherapy Training: Clinical courses include those in Multicultural and Diversity Issues in Psychology, Ethics Issues in Professional Practice, and Professional Seminar in Clinical Psychology. Students also receive training in basic relationship skills, common factors, and models of psychotherapy in the following courses: Concepts of Psychotherapy, Basic Skills in Psychotherapy. Students are required to take theory of psychotherapy courses focused on *Psychodynamic Psychotherapy* (Foundations in Evidence-Based Treatment: PDT) and *Cognitive Behavior Therapy* (Foundations in Evidence-Based Treatment: CBT). They are also required to take two additional advanced courses along their chosen training path (PDT or CBT). One additional course from “*Category C: Other Modalities and Populations*” is required to broaden understanding of practice through modalities other than individual therapy (e.g., group or family intervention) or work with underserved or underemphasized populations (e.g., interventions with children, older adults, LGBTQ+ identities, BIPOC identities). Students also treat patients in the training clinic in their third and fourth year using either cognitive behavior therapy or psychodynamic therapy (or both, sequentially) and are provided with individual and group supervision.

4. Research Training: This includes training in research methods and design, statistics, and advanced electives in quantitative data analysis or qualitative research. Students must participate across all semesters in Research Seminars, which include applied projects and other lab-based work with a faculty mentor, from which they develop and complete a Doctoral Research Project. Participation is expected to include 4-6 hours/week of lab-related work outside the lab meeting time itself. Additionally, an advanced, competitive, Research Intensive Track, is available for students showing advanced skill and interest in clinical research.

5. Elective Courses: Students can select from a wide range of elective courses, minors, and concentrations.

The 'Current Students' tab on our website (<https://www.yu.edu/ferkauf/degrees-programs/clinical-psychology>) lists Curriculum Planners and Graduation Checklists for each cohort. Up-to-date listings showing day, time, and room will be available in the online registration system each semester.

The Curriculum Planner is a semester-by-semester guide that accumulates across years in the program for students to (a) plan their coursework and training over their five years in the clinical program, and (b) track what options were available, as desired, in retrospective review. The Graduation Checklist allows students to check all required and elective coursework taken to ensure that they have completed all credits required to graduate from the program.

Students can review a list of concentrations and minors offered in the program and the school on the Current [Student Resources](#) page. Pursuit of concentrations and minors should be done in consultation with your academic advisor as they are subject to change based on available faculty to mentor and instruct them, among other factors.

The pdf version of the [Ferkauf Catalog](#) linkable through the Student Resources page contains additional information about overall school policies, grading, course descriptions, and more. Beginning in 2026, [the YU online course catalog](#) will increasingly be used as a primary source of information about program requirements and policy.

Colloquia & Special Workshops

Each year, Ferkauf and its constituent programs sponsor colloquia and workshops presented by distinguished scholars, scientists, and practitioners to complement material learned in coursework. These colloquia, together with coursework, provide students with access to the evolving body of scientific and professional knowledge. Faculty strongly recommend students attend colloquia as it fosters professional role development, reinforces ethical (and licensure) responsibilities for regular continuing education, and enhances the intellectual climate of the entire school by exposing students to a rich array of diverse topics and perspectives.

Colloquia and workshops are typically scheduled on a monthly basis during non-course hours (typically Wednesday 11:30–1:00 PM) so as not to conflict with most course schedules. The school's intention is to provide announcement notices for colloquia and

workshops 2-4 weeks ahead of time to permit students ample time to reschedule other commitments.

1. **First-year** students in the Clinical Program **must attend all clinical colloquia and workshops**. All other cohorts are **strongly recommended** to attend colloquia offered by all programs at Ferkauf, as well as other workshops and training opportunities. A minimum required attendance policy may be applied during years when there is special need for our community's investment (e.g., faculty searches or special trainings), or if insufficient attendance is observed overall. At present, participation beyond the first year is based on good faith that students will attend when available based on their interest in topics and voices offered.
2. For all cohorts, attendance at colloquia and workshops will be reviewed by faculty in end-of-semester and/or end-of-year student evaluation meetings. These will be incorporated into faculty ratings of each student's competency in achieving expected role responsibilities of graduate students at their level.
3. Following each colloquium or workshop, students provide anonymous feedback as to the colloquium's effectiveness and relevance to their professional training and provide suggestions as to future educational experiences.

Clinical Training

Assessment and Intervention

The Clinical PsyD Program offers clinical training and skills in a variety of assessment techniques and offers training in at least three psychotherapy modalities (individual, group, and family), applied with adult outpatients, as well as other special populations (e.g., older adults, children, individuals with diverse sexual orientations). Students develop foundational skills as psychotherapists and receive training in common factors in psychotherapy and in diverse orientations including humanistic, psychodynamic, cognitive-behavioral, and family/couple-systems. Although students will typically concentrate in a given modality or therapeutic orientation a graduate is expected to have a basic knowledge of many modalities and orientations as well as know the strengths and limitations of a variety of approaches in HSP and understand the contributions of interventions from allied professions such as psychopharmacology.

Students gain theoretical foundations of different therapeutic orientations before and during practicum training. We believe learning basic theoretical principles before students begin seeing psychotherapy patients provides them with a solid foundation to begin

practicing therapy with. Next, learning more advanced theoretical principles and research alongside practicum training contributes to a richer educational and clinical experience.

The clinical training is organized in a multi-step sequence with students receiving basic courses on theory of intervention before they receive therapy courses and practicum. Following basic coursework in theory of intervention, students enroll in additional courses simultaneously over the next year to get comprehensive training in one orientation. Students simultaneously receive didactic coursework, practicum experience, and individual and group supervision in one orientation over an academic year. Small group “labs” facilitate the intensive, hands-on part of the experience. Lab experience is incorporated into all assessment and psychotherapy courses so that students receive lab experience during each year of their training. In addition, students receive individual supervision from faculty in psychotherapy in their third and fourth years. Attendance at all labs is required to complement the didactic portions of the clinical curriculum.

Students can choose two years of the CBT track, two years of the Psychodynamic track, or one year of each. For each orientation track, students are required to enroll in a two-semester psychotherapy lab, in both their third and fourth years where they receive group supervision, treat patients through our Parnes training clinic, and receive individual supervision all in the same orientation. Since the coursework and clinical training in one orientation are developed jointly to complement one another, both the didactic training and clinical training are enhanced.

Students are exposed to different clinical settings and a variety of patient populations throughout their five years: (1) the Parnes Clinic (four years, beginning first year); (2) externships (two years required, second year and third year; fourth year externship is optional but almost universally taken to enhance competitiveness for internships); and (3) during internship. Courses are also offered to prepare students for the variety of roles they will embrace during graduate school and beyond: graduate and externship training (Professional Seminar in Clinical Psychology), professional training (Ethical Issues in Professional Practice), and a series of different colloquia and workshops scheduled monthly to inform students of new developments and issues in the field.

The program’s clinical training will enable graduates to function independently in a broad array of clinical settings. Instructions on the integration of multiple orientations (i.e., psychodynamic, cognitive-behavioral, etc.) is not offered as such, so students are not expected to be able to integrate different psychotherapeutic orientations by the end of their graduate training. However, their exposure and experiences will foster the growth of an individual professional identity that includes knowledge and experience in multiple approaches. Although the main population of study is adults, the program offers didactic

training across the lifespan. Clinical expertise is developed through courses involving practica with patients in the school's Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic.

Assessment Sequence

Primary assessment Courses include Clinical Interviewing (first year), Cognitive Assessment (first year), Personality Assessment (first year), Clinical Assessment I and II (second year), with their associated small group "labs." First year graduate students, in the context of their course in interviewing, are required to do at least one intake evaluation / interview with individuals seeking treatment at the Parnes Clinic. As part of the second-year assessment sequence, all students administer, score, and write up the results of two complete psychodiagnostic test batteries to clients of the Parnes Clinic. Students must pass all assessment coursework and the Assessment Competency exam (administered at the end of the second year) to matriculate from the program.

Psychotherapy Sequence

Psychotherapy Courses: As noted, students must take didactic courses on psychopathology and on psychotherapy theories that provide a foundation in multiple practice theories. These courses include but are not limited to Foundations in Evidence-Based Treatment: Psychodynamic Therapy (PDT), Foundations in Evidence-Based Treatment: Cognitive Behavior Therapy (CBT), Interpersonal Approaches to Psychodynamic Therapy, Self Psychology, Object Relations Therapy, Concepts in Couples and Family Therapy, Cognitive-Behavior Therapy of Anxiety and Depressive Disorders I and II (available only with CBT track practica), and Psychological Assessment and Treatment of Older Adults.

Third- and fourth-year students must additionally fulfill a requirement of two years of experience seeing Parnes Clinic clients in ongoing weekly individual psychotherapy (PDT or CBT). During the Individual Psychotherapy Practicum, students receive individual and group supervision from core and adjunct faculty and receive intensive training in psychodynamic and cognitive-behavior therapies. Psychotherapy labs consist of four to seven students who present their cases to core faculty or adjunct clinical supervisors.

Students must pass three Clinical Competency Exams.

- (1) Clinical Competency I involves rating by faculty of a videorecorded therapy session selected by students as a strong representation of their work, from Parnes Clinic sessions completed in the 3rd year, toward the end of Fall semester. The selection will be accompanied by a brief narrative of why it was chosen as well as

an overview of the case and session context. Video recordings are rated by students (prior to submission) as well as faculty (upon review) with the Cognitive Therapy Rating Scale (CTRS) for students in the CBT track, and the Psychodynamic Therapy Rating Scale (PTRS) for students in the psychodynamic track.

(2) Clinical Competency II is completed at the end of Spring semester of the 3rd year. For this competency, students must write up a clinical case from the Parnes clinic using guidelines: CBT and Psychodynamic Competency Report Guidelines and Instructions can be found as an Appendix to this Handbook. The write-up is rated by faculty and feedback is given to students.

(3) Clinical Competency III comprises another video rating by faculty of a therapy session, again chosen, described, and pre-evaluated by students, completed at the end of Fall semester of the 4th year. The CTRS or PTRS is used again, but with a higher threshold of ratings to pass competency.

Clinical Competency I, II, and III must all be passed in order to advance in the program and graduate.

Required Assessment & Psychotherapy Labs

First Year Labs (Assessment Sequence)

The first-year clinical “labs” are an essential part of the first year assessment experience. There are four of them, and two are taken each semester. Cognitive Assessment (Fall Semester) and Personality Assessment (Spring semester) each have a lab to complement the lecture material and provide students with intensive review of testing procedures. These small group experiences are facilitated by advanced students.

The Clinical Interviewing Lab is taught by a licensed psychologist who coordinates with the didactic course instructor and offers time for additional, focused discussion, role-play, and writing review of intake evaluations. One half of the cohort takes the Clinical Interviewing course while the other takes the Basic Psychotherapy Skills course, and then the swap in the following semester. The Basic Skills course provides initial orientation to work at the Parnes clinic as well as opportunity to develop and practice basic relational skills (e.g., interpersonal process awareness, empathy, active listening) and conceptualization skills at the core of all clinical practice.

Second Year Labs (Assessment Sequence)

The second-year labs are part of the Clinical Assessment I and II course sequence. These labs are supervised and taught by licensed psychologists and complement the didactic courses. Students are provided with intensive supervision in a small group format as they apply skills for administering and integrating multiple psychological tests into a cohesive, integrated assessment report. Parnes Clinic clients are a key focus of the experience, with a minimum of one Parnes assessment conducted each semester by each student.

Third and Fourth Year Labs (Psychotherapy Sequence)

Third- and fourth-year labs take the form of group supervision to review clinical cases with licensed full-time and adjunct faculty members. Students treat 3-4 patients at the Parnes Clinic (either through the Psychodynamic or the CBT programs) at any given time. Students also have ongoing individual supervision (typically with a separate, licensed adjunct clinician, sometimes by the same lab supervisor) for the same patients. A separate, additional lab is available for work with older adults in the multidisciplinary Geropsychology program.

Psychotherapy Course Sequence by Clinical Track

Track	Third Year Lab	Fourth Year Lab	Didactic Coursework
PDT	Beginning PDT labs	Advanced PDT labs	<u>Two required (any year):</u> Interpersonal Psychotherapy Object Relations Self Psychology
CBT	Beginning CBT labs	Advanced CBT labs	<u>Required third year:</u> CBT for Anxiety & Depression I CBT for Anxiety & Depression II
Combined Var 1 (start CBT)	Beginning CBT labs	Beginning PDT labs	<u>Must be concurrent w/ CBT labs:</u> CBT for Anxiety & Depression I CBT for Anxiety & Depression II
Combined Var 2	Beginning PDT labs	Beginning CBT labs	

(start PDT)			Interpersonal Psychotherapy Object Relations Self Psychology
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Lab FAQs

Q: If I plan to work my first year, can I choose which day to take my assessment lab?

A: *No. Do not make any other commitments until your first year schedule has been completely set up. This includes lab assignments on the first day of classes.*

Q: Can I switch assessment or therapy labs if the time and/or location do not fit into my schedule?

A: *You can request a switch, but ultimately, you are required to attend the lab to which you are assigned.*

Q: How do I become a teaching assistant for the first year assessment lab?

A: *You must be an advanced student (3rd year) in good academic standing. You must be approved by the instructor. Every spring, the Cognitive Assessment instructor will post an announcement to recruit potential TAs. The instructor will choose TAs based on applicants' experience, grades in assessment courses, and the equitable distribution of TA opportunities across students.*

Q: Can I take both a Psychodynamic lab and CBT lab?

A: *Yes. You can take both labs but not concurrently. You have the option to take a psychodynamic lab in your third year and the CBT lab in your fourth year or vice versa. (note that the CBT didactic track courses are restricted to those who are simultaneously taking a CBT lab and so are "elective" in the sense of electing to take 1 or 2 years of CBT training), rather than being available more generally).*

Q: Can I take only a psychodynamic or CBT lab if I have a strong interest in only one orientation?

A: *Yes, you can take two full years of psychodynamic or CBT lab allowing a more in-depth exposure to one orientation.*

Q: Are there any readings or supplemental work associated with the assessment or therapy labs?

A: Yes, the labs complement the course work and require additional assignments and readings, often in ways that are responsive to specific patient issues or trainee needs for competency development.

Externships

The Clinical Externship is a training experience in which the student works 2 to 2.5 days (depending on year in program) per week under close supervision of a licensed psychologist in a service setting such as a general hospital, psychiatric hospital, community mental health center or college counseling center.

During the fall semester, detailed information will be distributed to students outlining the possible sites and procedures for Externship Training. By December of each year, students planning to apply for externship the following year meet with the Director of Clinical Training (DCT). At this meeting, the students review their choices of possible training sites. The students are offered information of a general nature about these facilities, such as whether the facility specializes in adults, children, and/or families, and the nature of diagnostic entities, e.g. neurotic, psychotic, in-patient, out-patient, or emergency room training.

Each year the DCT will have more advanced students speak to students in the Professional Seminar course about their experiences at externship. A list of current placements and email addresses will be distributed so interested students may contact a current trainee at a site.

Students in the process of deliberating about potential training settings should keep in mind that one person's opinion about an externship placement cannot suffice. Students should speak to as many former externs from a site as possible. Moreover, nothing stays the same, supervisors leave, atmospheres change, and so on. In general, students are advised to look for certain basic structures suggesting a high-quality experience:

1. Whether the setting also has Internship training, APA accreditation.
2. Presence of many supervisory staff.
3. Presence of licensed and senior staff.
4. A program that will have at least two externs (the more externs, the better).
5. A person designated as Director of Training, with responsibility for coordinating the student's training.
6. Presence of a multidisciplinary staff.
7. An educational program addressed to the in-service training of staff, such as seminars, workshops, grand rounds, and lectures.

When students are called in for an interview by the placement to which he/she has applied, this is an opportunity to discover the answers to any questions.

The process of obtaining a placement is as follows. Following the informational meetings in the fall, students are asked to use the resources described above to narrow the number of settings of interest down to a specified number of sites (determined by year in program). During this period of gathering information, be sure to discuss any questions or concerns with the DCT. A list of potential externship training sites will be due around Thanksgiving break. This list is reviewed by the Externship Director, and a list of authorized sites is returned to students within one month so that students have their final list of approved sites before they leave for winter break.

The review process described above makes it possible to avoid sending too many students to any single setting. We are a larger program than most in the region and in the past, training sites have requested that limitations be placed on the number of applications we send. Thus, if many students are eager to apply to a particular site or set of sites, we need to go through an internal process of deliberation so that only a defined number of them are submitted. This avoids the problem of overwhelming any one site with unreasonable numbers of students, all from Ferkauf. In addition, some sites have specific requirements that are missed or not considered fully when the student first submits their listing of preferred sites. We use an algorithm to maximize opportunities and preferences for all students while maintaining strong, collaborative, long-term relationships with the community of externship sites. When/if a site is disallowed for a student, the student is encouraged to select alternatives.

Externship matches are competitive, and the process is governed by a set of rules established regionally between sites and training programs. Per these rules, students may not submit any applications prior to a unified application date. This is a date set by DCTs and Externship Site directors each year, usually sometime in mid-January. Sites will not accept applications prior to this date, and it is best to submit applications as close to this date as possible since the window of opportunity at many sites is only 1-2 weeks. According to current guidelines, sites will begin interviewing in February. There can be many different formats for the application itself. Students will need to obtain the specifics from the placements themselves. Notification dates for interviews also vary widely. Offers of acceptance for externship will be made no earlier than the set acceptance date, usually sometime in early March. Opportunities to discuss and prepare for the whole process are provided via each cohort's Professional Seminar course.

Additional details about externship matching processes:

1. When externship sites accept students for training, students have a set amount of time (set in guidelines/varies per year), within which to accept the offer. At the externship site's discretion, students may be granted more time to make the decision. All the conditions of acceptance to the externship should be spelled out in the email sent to the applicant.
2. Students cannot hold more than one externship offer during any 2-hour time period. The decision to decline one of the two offers should be made within two hours of receiving the second offer.
3. Externship sites will CC the DCT when the offer is made to a student. If the site does not, the student should forward the email to Dr. Schumpf or email Dr. Schumpf about the offer.
4. When a student accepts an offer of acceptance to an externship placement, the student is obligated to withdraw from all other sites immediately. Dr. Schumpf should be cc'd on all of these emails.

Students are required to complete two years of part-time externship experience in two separate facilities. Most students elect to complete a third year of training to further develop their clinical skills and prepare for competitive year-long internships. Students are urged to choose externship sites that will grant exposure to a wide range of professional activities, varied populations, and specialties. Two years in the same facility is generally not acceptable, except when the placement can offer substantially different experiences in the subsequent year. This scenario can only be pursued if discussed well in advance with the program DCT, who must approve the choice. More specific requirements of an externship are as follows.

- A maximum of 16 hours per week for 2nd and 3rd year students; a maximum of 20 hours per week for 4th year students.
- A minimum of one hour per week of individual supervision by a psychologist licensed in the state in which the facility is located (e.g., at a New Jersey site, the supervisor must be licensed in New Jersey).
- A research externship where the student is primarily assigned to participate in an ongoing project is acceptable in general but must be discussed with the DCT in advance.

- Supervision from other mental health professionals is acceptable on an ancillary basis. Only supervision by a licensed psychologist fulfills the essential requirement of one hour per week.
- More supervision, beyond the minimum of one hour per week, is encouraged!
- The student must complete the equivalent of 12 months of full-time experience. This will typically be completed in two years, on a part-time basis.

Students are responsible to ensure that they do not apply to or accept any externship that conflicts with any of their required courses over the upcoming year. Coursework should take priority over externship placements and students must review their curriculum planner and graduation checklists and seek advice from their academic advisors and/or the DCT if necessary to resolve any conflict.

While we do not perform drug screens or background checks upon admission, students should be aware that varied externship and internship settings may require that you complete drug testing, background checks and have a physical exam prior to beginning these experiences. Many sites, especially those at hospitals or medical centers, require health clearance prior to start; therefore, keeping up to date records on immunizations and health records is recommended. Sites may also require a formal criminal background check and drug screening. A student whose background check or drug screen is not acceptable to the site will not be permitted to attend the externship. Please see the YU Drug and Alcohol Policy for more information, here:

<https://www.yu.edu/student-life/resources-and-services/policies>.

Students are evaluated twice a year by their supervisor at externship. The Supervisor Annual Student Evaluation Rating (SASER) is distributed to externship supervisors in January and June. Additionally, at the end of the training year, the supervisor will fill out a document attesting to the hours completed by the student. Students also complete an Evaluation of their externship experience, which is available for other students to view. Copies of these forms are available as an Appendix to this Handbook.

After securing externship placement, students must complete an official Externship Training Agreement their supervisors will sign. This form includes supervisor contact information, student's responsibilities at externship, which population(s) they will work with, and the approximate number of hours students will be expected to complete over the externship.

While on externship (and psychotherapy practicum), students are responsible for tracking their hours. Ferkauf students are currently using [Time2Track](#), an online secure system to account for their various clinical activities which include but are not limited to intervention hours, assessment hours, support hours, and supervision hours.

Clinical Internship

The pre-doctoral Clinical Internship is a formal requirement of the program. It is considered an essential component of doctoral training in Clinical Psychology. Accreditation of training facilities by the APA is considered as desirable as it is for academic clinical training programs. Therefore, students should try to obtain placement in an APA-approved internship setting part of the APPIC Match. The APPIC Directory of internship placements is available online at www.appic.org.

The internship will usually consist of twelve months of full-time experience, although this program makes provision for and fully recognizes the need of some students for half-time training over a two-year period. The program will endorse such half-time internships for those students for whom it is necessary and appropriate, but it is the student's responsibility to find settings that are hospitable to such an approach to Internship training.

Prerequisites for the application for a clinical internship are successful completion of the curricular requirements of the PsyD program. All Clinical Competencies (I, II, III) and the Assessment Competency Exam must be passed to attend internship. For students on the Standard Research Track, their final Doctoral Research Project must be completed and approved by their primary research advisor by September 15th of the same year they plan to submit their internship materials in order to apply. Research Intensive Track students must have their dissertation proposal completed and approved before September 15th to apply for internship.

In rare cases the research advisor can advocate on behalf of a student for an extension of project deadlines that still allows internship application – but only for students who have shown satisfactory progress already (*e.g., may have taken on a more ambitious DR project that is dependent on other peoples' timelines or if their research advisor was unable to provide feedback in time*) and only if there is full faculty approval of the exception. Even in these cases, the student will only have until end of December to complete the DR project, and if unsuccessful, will need to pull out of the internship process.

Sometimes, a student may prefer an internship placement in a setting that does not have APA accreditation/APPIC membership, and/or is located overseas, because that agency provides specialized training which is of special interest. In such instances, the student should be aware of the APA criteria for evaluating an internship that appear in the APPIC Manual.

The major APA criteria used in evaluating an internship facility are: stability, size and qualifications of the psychology staff, the variety and type of role models presented by the staff, whether there is a clearly designated individual who is responsible for the integrity and quality of the training program, the range and nature of interaction of trainees with representatives of other professions, degree of supervision, range of activities, and the number of and history of other trainees in the program.

It is the student's responsibility to obtain information pertaining to the standard APA criteria for accredited Internships. Questions should be discussed with the DCT. A graduate of the Ferkauf Graduate School must be eligible to apply for licensure as a psychologist even though he/she may have no intention of practicing in New York State. Hence, the criteria that determine the appropriateness of an internship in America are the same criteria that determine the selection and approach of an overseas internship.

The successful completion of the Clinical Internship is formalized with a P grade, which is given based on the evaluations given by the staff of the Internship facility.

In the spring, each year students planning to apply for internship the following year meet with Dr. Schumpf. At this meeting, the students are acquainted with the APPIC list. The students review the general nature about these facilities, such as whether the facility specializes in adults, children, and/or families, and the nature of diagnostic entities, e.g., neurotic, psychotic, in-patient, out-patient, or emergency room training. Since there are many facilities listed that have trained our students over the years, Dr. Schumpf does not necessarily have the same detailed information about all facilities. In all cases, the student is encouraged to pursue his/ her potential interest in a given setting by observing the following guidelines.

Each year the DCT will have more advanced students speak within the Professional Seminar course about their experiences at internship. Proseminar Course for most of fourth year focuses on the internship application process. The internship coordinator will also distribute a list to students of current placements and email addresses so interested students may contact a current trainee at a site.

Students in the process of deliberating about potential training settings should keep in mind that – similar to externship placements - one person's opinion about an internship cannot be the whole story. Students should speak to as many former interns from a site as possible. Moreover, nothing stays the same, supervisors leave, atmospheres change, and so on. In general, you are advised to look for certain basic structures.

1. APA accreditation.
2. Presence of large number of supervisory staff.
3. Presence of licensed and senior staff.
4. A program that will have at least two interns—the more interns, the better.
5. A person designated as Director of Training, with responsibility for coordinating the student's training.
6. Presence of a multidisciplinary staff.
7. An educational program addressed to the in-service training of staff, such as seminars, workshops, grand rounds, and lectures.

A student whose background check is not acceptable to the internship site will not be permitted to attend the internship. A student who fails a drug screen will not be allowed to attend the internship until s/he passes the drug screen and receives approval from the Program Director/Director of Clinical Training. Please see the YU Drug and Alcohol Policy available here: [Drug and Alcohol Policy \(updated June 2025\) 4916-9789-5728 v.2 1.pdf](#)

Research Training

Research is an essential component of the clinical program at Ferkauf. Whether students hope to continue being involved in research or whether they plan on a full-time clinical practice, learning to design, conduct, and interpret research studies fosters skills in critical thinking, creativity, and perseverance that are essential for competence as a psychologist. Research at Ferkauf is facilitated in part by required coursework in Statistics, and Research Methods & Design. Advanced research courses are also available including Data Analysis and Qualitative Methods in Research.

Beyond coursework, the most substantial method of developing research competencies is through work with a faculty member as part of their research lab. A description of how research seminar / labs and advisors are selected is provided next, followed by description of our two research tracks.

Research Seminars

All students register for Research Seminar for 2CRs in each semester of the program (first-year Fall, to fourth-year Spring). The first semester of Research Seminar provides a foundation in basic research methods and orientation to faculty labs. Students meet as a single cohort during this semester to allow time to choose an advisor and be assigned to a lab. Students then register with their faculty advisor's section of Research Seminar in all subsequent semesters. Research Seminar is a for-credit course that involves learning about the research literature relevant to the lab and developing research skills through hands-on experience. **In addition to attending the weekly research seminar, students are expected to contribute 4 – 6 hours per week to lab research activities.** The specific form of the research activities is at the discretion of the research advisor and will vary across labs and over time, depending on available projects, funding, and faculty priorities. Activities may include such tasks as coding quantitative or qualitative data (e.g., therapy videos, qualitative interviews), assisting with study preparation tasks, assisting with data management (e.g., data collection and entry, organizing and maintaining databases), working on IRB submissions, co-authoring a lab publication, or completing reviews of journal manuscripts as assigned by the research advisor. In addition to attendance at the research seminar and participation in lab research activities, research seminars may have additional requirements as determined by the faculty advisor, which may include (but are not limited to) reading and presenting on research articles, presenting on completed or in-process projects, and reviewing drafts of and providing feedback on the research advisor's and other lab members' research projects.

Performance in Research Seminars are evaluated based on engagement and participation with assigned projects at the discretion of the research advisor, reflected in a P/F grade each semester. Work on one's individual Doctoral Research Project (DR) or Dissertation project is evaluated separately in a series of steps described later and does not count as a contribution to lab research activities unless the research advisor agrees the activity is of a nature that counts as part of lab hours (e.g., working separately on a literature review for the DR or Dissertation typically would not count; but working jointly to prepare a conference presentation that requires some summary of the literature likely would).

Selecting Research Advisors

Students will have the opportunity to hear the faculty describe their research prior to their first semester in the program. You are strongly encouraged to set up individual meetings with the faculty you would like to consider, talk to their research students, and read up on their work.

You will submit a list of all faculty members in ranked order to indicate your preference of research advisors, along with a **very brief paragraph** regarding each Core faculty member

describing the basis of your interest in specific areas of their research, your goals for research, and any other relevant detail to make your case. You will receive specific instructions from the clinical program coordinator as the deadline for submissions approaches about how to access and complete the lab ranking survey.

The faculty and program director will review these rankings and apply a procedure designed to maximize overall student preferences for match to available labs at the program level. You will be informed about who your advisor will be after that process is complete.

After matching with a research advisor and lab, students can either be on the Standard Track or opt to apply to the Research-Intensive Track. The Standard Track is described first, below. This is the default for all our program students. The Research-Intensive Track is described after that, including steps that must be taken to elect participation.

Research Tracks

After assignment to a research advisor, students will have the option to remain on the Standard Track or apply to the Research Intensive Track (RIT). Both tracks provide rigorous training and evaluation of competencies consistent with APA requirements. The Standard Track allows for a diverse set of options that fit the needs and timelines of students training to be scholar-practitioners. The RIT offers a more intensive experience that is over-and-above requirements of the Standard Track in terms of preparation and productivity, to address needs of those whose career paths would benefit by the additional research experience and training (e.g., clinical or academic faculty positions at universities, medical centers, research institutes, and the like).

Standard Track

The Standard Track will be the default research path for most students, as this path is most consistent with the “practitioner-scholar” model of the Ferkauf Clinical PsyD program. Demonstration of research competence is a critical domain of professional competence required for degree completion. Through completion of the DR project in the Standard Track, students will acquire comprehensive knowledge of the theoretical and empirical literature on a clinically relevant topic and produce a rigorous piece of scholarly work that should ideally facilitate their career goals and deepen engagement with chosen practice areas. To demonstrate competency, the written work, proposal, and oral presentation must be of sufficient quality to show competency at the doctoral level. At a minimum, students will demonstrate that they have the skills to be critical consumers of research in their clinical careers and fluently engage principles of evidence-based practice.

Standard Track Element 1: Doctoral Research Project (DR)

All students must complete a passing *Doctoral Research project (DR)*. This is the first of 4 elements of our program requirements for reaching competency in research. In the **Standard Track** the DR project can take a variety of forms. Its scope and details must be worked out and established with a faculty research advisor. A wide degree of flexibility is possible to maximize alignment with career goals and trajectories. The DR project will typically take one of the following broad forms: (a) a comprehensive and high quality literature review or integration/bridging of disparate literatures (e.g., a systematic review, narrative review, or theoretical review and critique or integration), (b) a relatively circumspect qualitative or quantitative empirical project prefaced by a more streamlined literature review (e.g., a case study, preliminary work with a small sample, analysis of existing data, straightforward program evaluation, and so on), or (c) development of new clinical interventions, training procedures, methodological or technological innovations, or similar “program development” topics that are approved in advance by the faculty advisor and are substantially based on extensions of prior literature. Other approaches may also be possible. The topic, scope, and details of the final product are approved in advance by the research advisor, and documented using program forms available through our website and this link to the program’s [Standard Research Track Forms folder](#). In choosing a topic and project, it is important for students to speak with their advisor. Advisors vary as to how they work with students to decide on a specific topic for this project. The final research project is reviewed and formally evaluated by the research advisor and a second core faculty reader of the written product prior to applying for internship.

Formal evaluation of the DR is conducted by the faculty advisor and reader with the corresponding sections of the Research Competency Evaluation Rating Scale (RACER). If the written DR project is evaluated as a Fail by the research advisor and the second faculty reader, then it is a Fail. If the two disagree, a third faculty member will be brought in to evaluate the project and offer a tie-breaking vote. If the third reader concludes it is a Pass, then the final RACER grade will be a Pass. If the third faculty member evaluates the project as a Fail, then the final RACER grade will be a Fail. If a student receives a final RACER grade of Fail, they will have a maximum of one additional opportunity to successfully complete the DR project in a way that is responsive to feedback from the first attempt. This may involve: 1) a significant revision of the original project; 2) a different project under the supervision of the original research advisor; or 3) a different project under the supervision of a different research advisor. The decision regarding the project and advisor for the student’s second attempt at the DR project should be decided by the student in consultation with the original research advisor, the new research advisor (if applicable),

the student's academic advisor, and the program director. If the project has not been passed before the September 15 deadline in the 4th year, the student will not be allowed to apply for internship on that cycle.

Standard Track Element 2: Formal Presentation

While there is no oral defense in front of a committee in the Standard Track, the approved DR Project must be formally presented in the advisor's lab and/or at a professional conference (preferred), Ferkauf research event, or other advisor-approved forum to allow rating of competency in presenting research findings.

The presentation will be evaluated by the research advisor using the relevant section of the RACER. If the presentation does not pass, it can be re-attempted once.

Standard Track Element 3: Formal Research Proposal

In addition to completion of the DR project, students must complete course work in the **Research Methods and Design** course (typically in their third year) and as part of the course successfully prepare a formal, detailed research proposal. The proposal can, but does not need to, have direct connection to their DR project. It may take a variety of forms laid out in the course syllabus. The research proposal's main purpose as a course assignment in Research Methods and Design is to provide instruction and evaluate student competency in research methodology and design. Students in the Standard Track will not be required to execute the proposal, although they can (separate from Research Methods and Design course requirements) if this is the desired plan worked out with an advisor for, or in addition to, the DR. In context of the course, each student will be evaluated for their ability to design a feasible, methodologically sound, clinically relevant study grounded in the existing theoretical and empirical literature. Failure at the step of the proposal will result in discussion of potential pathways to remediation including a second attempt at the proposal, re-taking the class the following year, or other steps as deemed appropriate by the course instructor in consultation with the primary research advisor and Core Faculty.

Standard Track Element 4: Research Participation Hours

A final requirement of the Standard Track is to remain engaged as contributors to other active projects as assigned by their research advisors. This is evaluated on a semester-by-semester basis via course registration in PSC 8539: Research Seminar (2 CRs /semester). As noted previously, the expected level of engagement is an average of 4-6 hours per week for students' first 4 years in the program and can result in additional experience and co-authored publications and presentations with the advisor and other students. **Students**

should think of ongoing research participation as having a similar rationale as gaining clinical hours. All lab experiences, including those based around group projects, research advisor initiatives, or any other role where the student is not the principal investigator contribute to overall seasoning and fluency that should inform part of the scholar-practitioner identity.

Research Intensive Track (RIT)

Students wanting more extensive research experience may apply to pursue the **Research Intensive Track**, where students will conduct a more extensive quantitative, qualitative, or mixed-method empirical study built on a solid review of relevant literature and termed the Doctoral Dissertation to distinguish it from the DR of the standard track. This study may take several forms, including:

- An original quantitative or qualitative empirical study or series
- Development and psychometric evaluation of an instrument
- Evaluation-outcome research (of a program or intervention)
- Meta-analysis

As with the Standard Track, it is important for students to speak with their advisor in choosing a Dissertation project. Advisors vary as to how they work with students to decide on a project in the RIT. Some advisors will direct students to focus on a component of a larger study that the advisor is conducting. Some advisors have access to databases at YU or other institutions, and the teams who have collected them may require students to spend time contributing to data collection efforts (e.g., via coding or other work) before the students can use the data for their own research. Finally, advisors may encourage students to collect their own data independently. Whether using existing, archival, or independently collected data, students in the Research Intensive Track will generally develop an original research idea in collaboration with their research advisor (note: “original” does not preclude pursuit of replication, or replication-with-extension studies).

Admission to the Research Intensive Track

Admission to the RIT is at the discretion of the research advisor, in consultation with the Core Faculty. This option will be reserved for a select number of students.

Students should inform their research advisor of their interest in the RIT by the end of their first year in the program. Research advisors will generally require that interested students complete a preliminary demonstration of their interest and capacity for RIT work, usually in the form of a focused literature review or similar work to allow the advisor to evaluate their skills and readiness relative to their potential research topic area. This work is done across the summer semester. Admission to the RIT will be based in part on the student’s

ability to complete a high-quality literature review paper (or similar) in an independent and timely manner. In some cases, research advisors may require interested students to complete alternative research activities during the summer semester to evaluate the student's research aptitude and ability to work independently, such as working on a lab research project or co-authoring a paper. Official admission to the RIT will be decided before the Spring registration deadline of the student's second year in the program so that they can arrange later coursework, as **students in the RIT will take the Research Methods and Design course in their second year** (rather than in their third year, as in the Standard Track).

Research Proposal and Coursework

After conferring with their advisor on the topic and design for the Dissertation study, students must complete a brief research proposal. This is a separate written work than the one described for admission to the RIT. The first draft of the research proposal is typically developed with guidance and feedback from both the Research Methods Instructor as part of the Research Methods and Design course as well as the faculty research advisor.

Proposals should be written in the current APA style.

They will typically include the following sections:

- Introduction
 - o Brief Literature Review (aim for 3-5 pages; however, your advisor may require a more extensive literature review separate from the research proposal)
 - o Aims/Objectives (what is your hypothesis or research question?)
- Method
 - o Participants (include explanation of how you will recruit them and obtain informed consent)
 - o Measures (provide psychometrics if possible)
 - o Procedure
 - o Ethical considerations (e.g., confidentiality of data, risks/benefits to participants)
- Tentative Data Analysis Plan
- References

Research advisors may vary in their approach to working with students on the research proposal. Some advisors may request to review and provide feedback on research proposal sections and drafts throughout the Research Methods and Design course. Other advisors may wait until the student submits a complete first draft of the research proposal in the Research Methods and Design course and then review and provide feedback. Students should consult with their research advisor to determine their preferred process.

Once the primary research advisor has tentatively approved the proposal (typically after one or more rounds of feedback and revisions between the advisor and student), the proposal is ready to be reviewed by the student's dissertation committee. The dissertation committee typically consists of two core or adjunct faculty members and the primary advisor. Under certain circumstances, the Office of the Dean may approve someone other than full-time and adjunct faculty if the area under investigation is such that an outside opinion would be indicated. Additional members can also be added beyond the required three. The committee members are selected by the student in collaboration with the primary advisor, but faculty may accept or decline committee requests based on their workload (committee memberships should be roughly equitable across faculty and this will be monitored and managed by the Research Director) and expertise-interest areas. Either the student or primary research advisor may reach out to invite prospective committee members. Once the dissertation committee members are determined, the student should send a copy of the research proposal to the committee and schedule a formal proposal meeting; committee members should be given at least two weeks' notice and time to review the proposal prior to the meeting. The committee members review the proposal and provide written feedback (as comments within the document) that is then reviewed in the meeting with the student. The purpose of the proposal meeting is for students and committee members to have the opportunity to provide feedback, ask clarifying questions, and ensure agreement about the proposed study design and methods. Revisions may be required prior to approval of the Dissertation research proposal. After the student completes any required revisions to the Dissertation proposal, the committee members will approve the final proposal and sign the Dissertation Proposal Approval Form, available in the program's [RIT Track Forms folder](#).

Students in the RIT must complete either **Data Analysis** or **Introduction to Qualitative Research** (the same classes will be available *as electives* for those in the Standard Track, pending availability and instructor consent). These courses may be taken in the third or fourth year, based on the student's progress on their project and their readiness to take the course. Students who are completing a quantitative research project are encouraged to take Data Analysis, whereas students who are completing a qualitative research project are encouraged to take Introduction to Qualitative Research. Data must typically be collected prior to taking the Data Analysis course. Qualitative studies typically benefit from taking the respective class first before undertaking data collection. Students who are completing a mixed-methods project may take either course and should confer with their primary advisor to determine which course would be most useful. If students in the RIT pursue projects that would benefit from alternative specialty coursework, they can petition for a substitution to fulfill this requirement by discussing it with their advisor, who will consult with the Core Faculty.

Oral Examination. Students in the RIT must defend their Doctoral Dissertation in an oral examination with their defense committee, which includes a minimum of the primary advisor and two additional committee members. It is the student's responsibility to schedule the Dissertation defense with the Psychology Office and provide the names of the defense committee members at least two weeks before the planned defense date. The student must also submit the final draft of their Dissertation to their committee members at least two weeks before the defense date. The Oral Examination is scheduled for a 1.5-hour duration during which the candidate is expected to give a brief (15 – 20 min) presentation. The brief presentation is followed by a question period, during which the candidate is examined by the committee members. The written Dissertation and oral defense are evaluated by all three committee members on the Research Competency Evaluation Rating Scale (RACER). If the student has passed, the committee members sign the appropriate form following the oral defense. This is submitted to the Psychology Office for recording in the student's folder. Students may indicate on their CVs and other self-representations that they have participated in the program's RIT. *Note: unlike academic minors, clinical and research training tracks cannot be designated formally on transcripts.*

In order to walk in the commencement ceremony and receive the formal RIT designation in the program, the oral defense must occur roughly two weeks before the ceremony (see program calendar for specific date each year) and the student must receive a grade of Pass on both the written Dissertation and oral examination. 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 final degree conferral but will still be allowed to attend commencement. Major revisions need to be approved by all three committee members. For major revisions, students must submit the revised document to all three committee members at least 8 weeks before the degree conferral / graduation date. Minor revisions need to be approved by only the primary research advisor. For minor revisions, students must submit the revised document to their research advisor at least 4 weeks before the graduation date.

Disseminating your research. A great deal of time and effort will go into completing a Dissertation as part of the RIT. Therefore, students are required to attempt to share their findings with the larger community of clinical psychologists in some form, for example, through conference presentations or through publication under the guidance of their advisors. For the Dissertation to pass on the RIT, the project should be of sufficient quality to be worthy of peer-reviewed publication.

Additional research opportunities

Students are encouraged to seek out additional research opportunities, such as collaborating with more advanced students on data collection and coding and applying for research assistant positions with Ferkauf faculty and externships with a research component. Students are *strongly* encouraged to support their classmates' research endeavors by volunteering as participants for studies for which they are eligible. However, additional research activities should never take priority over a student's own DR or Doctoral Dissertation project or other academic responsibilities; students should exercise good judgment in determining how many additional responsibilities to take on.

Research Timelines

*Items in bold font are official, mandatory program deadlines. Other items are recommended timelines, although advisors may set additional or alternative internal lab deadlines, which then supersede the recommended timeline and must be followed.

1 st year, Spring		1 st Year, Summer	2 nd Year, Fall	2 nd Year, Spring	3 rd Year, Fall	3 rd Year, Spring	4 th Year, Fall	4 th Year, Spring
*By end of semester, notify advisor of interest in Standard or Research Intensive Track <i>Students who wish to enter the Research Intensive Track at a later point may be admitted with permission from the research advisor and program director; such decisions will be made on a case-by-case basis depending on the individual student and project circumstances.</i>	Standard Track		Decide on Doctoral Research Project topic in collaboration with advisor	Work on Doctoral Research Project	Prior to beginning of the Fall semester, submit complete first draft of Doctoral Research project to advisor	Prior to the beginning of the Spring semester, submit final draft of Doctoral Research Project to Advisor ³ ; Take Research Methods and Design course	*Final Doctoral Research Project must be completed and approved before Sept. 15th to apply for internship	
	Research Intensive Track	Discuss research interests with advisor; Complete literature review on topic related to planned Dissertation	Official admission to Research Intensive Track ¹ ; Decide on Dissertation project in collaboration with advisor	Take Research Methods and Design course ² ; Develop research proposal in collaboration with advisor	Prior to beginning of the Fall semester, revise/refine research proposal with feedback from advisor; Select committee members; Committee members review proposal and provide feedback (meeting with committee); Committee approves research proposal pending any required revisions	Take Data Analysis (if data is collected) or Qualitative Methods (or can take in 4 th year, decide in collaboration with advisor) Analyze data; write Dissertation paper; complete Dissertation Defense	*Dissertation proposal must be completed and approved before Sept. 15th to apply for internship	Take Data Analysis (data must be collected) or Qualitative Methods, if not taken in 3 rd year

¹ Admission to the RIT is at the discretion of the research advisor in consultation with the Core Faculty, and is not guaranteed. Admission will be dependent on student's ability to complete a high-quality literature review or other project that demonstrates ability to work independently on research and adhere to timelines. In some cases, research advisors may require interested students to complete alternative research activities during the summer semester to evaluate the student's research aptitude and ability to work independently, such as working on a lab research project or co-authoring a paper.

² Research advisors may vary in their approach to working with students on the research proposal throughout the Research Methods and Design course. Some advisors may request to review and provide feedback on research proposal sections and drafts throughout the Research Methods and Design course. Other advisors may wait until the student submits a complete first draft of the research proposal in the Research Methods and Design course and then review and provide feedback. Students should consult with their research advisor to determine their preferred process.

³ The final DR is reviewed and formally evaluated by the research advisor as well as a second core faculty reader of the written product. After the student has submitted the final draft of the DR to the advisor, the second reader is selected by the research advisor, based on faculty availability and equitable workload, in addition to areas of expertise.

Ethical Issues Pertaining to Research Training

Collaborating with Your Research Advisor

Students should work with their advisors to develop a productive collaboration. Advisors differ as to how they approach working with students on projects; students need to take the initiative to make sure they understand their advisor's way of working and to communicate clearly and respectfully if they have questions.

Students should take responsibility for their research projects. The advisor will provide guidance, but the student is expected to make progress independently without constant supervision. At times, students may feel reluctant to contact their advisors because they feel that they have not made sufficient progress. These are the times when it is *most* important to contact the advisor. Avoiding one's advisor only makes the situation worse and prevents the advisor from providing assistance. Clear and consistent communication is essential for completing projects successfully.

Students should discuss with their advisors how much time advisors need to provide feedback on drafts of the DR or Dissertation project. It is neither realistic nor fair for a student to spend months producing a draft and then expect the advisor to provide feedback immediately. Students are responsible for knowing the deadlines for their projects and submitting drafts to their advisors well before them. Students should be prepared for *multiple* rounds of revisions for their DR or Dissertation project.

Collaborating with Colleagues in your Research Lab / Team

Science is a "team sport." Many advisors encourage their students to join with the advisors' other students in regular meetings and collaborations. Students may be expected to assist classmates with research design, data collection, or coding. Being part of a lab is a wonderful opportunity to learn more through collaborating with one's peers. It also entails responsibility to one's peers, to make one's best efforts to offer helpful feedback and assistance on projects that may not directly relate to one's own research.

If students substantially work or consult with a **research mentor who is not on the faculty** at Ferkauf for their DR, then they should use the Outside Research Supervisor Agreement form (see Dawn Basnight in the Psychology Office) to set the terms of the relationship between the outside advisor and the chair of the DR or Dissertation project. It is the student's responsibility to ensure that the research project meets all Ferkauf requirements and that there is clear communication between the student, the outside advisor, and the chair.

Crediting Authorship

Because the DR or Doctoral Dissertation project is developed in collaboration with the research advisor, the research advisor is *always* an author on any presentation or publication that comes from these projects. The order of authorship should reflect the scientific contributions of the authors to the project. When a publication is substantially based on a student's work, then the student should be first author and the advisor a co-author. Any fellow students who also contributed to the project may also be included as co-authors, depending on the nature and extent of their contributions. However, if a project is substantially based on the advisor's work (e.g., the project is a small component of a larger project of the advisor's, or the idea for the project was the advisor's), or if the student fails to take a leading role in preparing a project for publication (e.g., the advisor has to rewrite the paper to make it suitable for publication), then it is appropriate for the advisor to be first author. Students should discuss order of authorship with their advisors at an early stage in the development of a project, and discussion should continue throughout the project in case changes in relative contributions occur.

CITI Training

Prior to working on a research project, students and faculty must take courses through the [Collaborative Institutional Training Initiative \(CITI\)](#). This web-based course is a mandated educational requirement for Yeshiva faculty and staff who participate in human subject research. It must be completed every 5 years with proof of completion submitted to the program. After clicking the link above, proceed via the following:

- i. Add "Yeshiva University" as an institution
- ii. Complete the following courses:
 1. CITI Basic Course
 2. Social & Behavioral Research
 3. SBR for Students (YC, Stern...Ferkau, Wurzeiler and Azrieli)

All research must be reviewed and approved by the Institutional Review Board (IRB) prior to undertaking it

Students must apply for IRB approval for all projects they undertake unless the student has been told by their advisor that their project is already covered by an IRB submission for a larger, approved protocol. Once approved by their primary research advisor, IRB review requests can be submitted to WCG Clinical (formerly Western IRB). This can be done through the Connexus website. Students must use their Ferkau email addresses to register for both CITI and Connexus, as CITI training completion is required before IRB submission.

Students must upload documents related to their research project such as the final proposal (protocol), consent forms, information sheets, advertisements/flyers, and CV for the PI (their own and their advisor's) directly into the website. The student's submission requires sign-off by the Principal Investigator (the student's research advisor) who also ensures that all data are correct, including billing codes to ensure that YU's account is included. Once the submission is received by the IRB, the student will be notified via email of approval or requests for additional information or revisions. The IRB application must be approved before any data collection or access to protected data can proceed.

The Office of the Dean of Science Management handles IRB oversight within YU. Please consult with your advisor about recommend procedures (e.g., faculty advisors are usually listed as Primary Investigator for IRB purposes). Your advisor may work with you in consultation with Ed Berliner, Dean of Science Management, (eberline@yu.edu) for any information and inquiries.

Research Timelines for Graduation and Commencement

Please note that the total time from submission of the first draft of the DR or Doctoral Dissertation to a final version ready for submission can involve months rather than weeks or days. Please note that:

- Faculty research advisors provide feedback on each draft within about 3 weeks (except for the revisions following the oral defense; these should be completed more quickly).
- Students spend about 3 weeks revising each draft and incorporating the advisor's feedback.
- Students typically need three to four rounds of revisions before an acceptable, high-quality final draft is complete. Students must be prepared for the possibility that they will need more rounds of revisions than typical.
- Students should be mindful that advisors may have different timelines and should consider their advisors' and their own vacations. Additionally, most faculty do not have summer appointments and may or may not be willing to spend that time in manuscript review.
- Students who wait until close to a program deadline (e.g., to be approved for internship; to walk in commencement, or to have final degree conferred) will likely find that their advisor and readers need more time than usual to provide feedback because they are working with multiple students trying to meet the same deadline.

Documentation of Completion of Research Requirements

Documentation of research progress, degree conferral, and final items to submit for the DP and Dissertation projects are included via linked folders and documents on our website.

Dawn Basnight in the Psychology Office maintains student records and is a very helpful resource to you and your advisors for questions about all necessary forms and documents needed at each program step.

Student Competency Evaluations

Students undergo rigorous global and specific evaluations by faculty and supervisors each year. Competence on program goals and objectives is assessed using course grades, direct observation, and rating forms. Students also are asked to report their yearly achievements and accomplishments in the Annual Student Questionnaire (ASQ). Based on these myriad sources of data, the faculty rates each student on the Faculty Annual Student Evaluation Rating Form (FASER) at the end of the spring semester and students receive written feedback over the summer. Please refer to the student resource page on the website for a complete list of forms, also available in the program's [Competency Preparation Folder](#).

The following is a summary of the core content areas in the program along with competency methods utilized to assess student competency in the following three core areas: (1) Assessment, (2) Intervention, and (3) Research

(1) Assessment Competency: Students take five required assessment-with-practicum courses in the first two years. The courses involve didactic learning and practicum experience with assessments, including courses in Clinical Interviewing, Cognitive Assessment, Personality Assessment, and Clinical Assessment I and II. Each course is associated with a practicum where students learn to implement evaluation and assessment strategies. Course grades and faculty evaluation of students' clinical competency are recorded each spring using the Faculty Annual Student Evaluation Rating (FASER). Competencies in integrated assessment are also evaluated formally at the end of the second year using the **Assessment Competence Evaluation Rating (ACER)**, currently applied to each student's summary of a sample case provided them. Assessment Competency II is documented via a course registration which students need to register for and pass.

First year assessment competency is evaluated through grades based on performance in relevant coursework and assignments, which includes practice administrations and reports. These also include evaluation of performance conducting an intake interview with a Parnes Client that incorporate brief measures to arrive at a differential diagnosis and

recommendations for treatment. Student work at Parnes by first year students is supervised and evaluated by the Clinical Interviewing lab supervisor/instructor.

Second year assessment competency, including integrative interpretation of test data and communication of findings, is evaluated through three methods: (1) Performance on practice batteries, tests, and course assignments evaluated by course grades, (2) Evaluations by supervising lab faculty of students' abilities to administer, score, and interpret psychological measures and communicate findings regarding an adult patient of the Parnes Clinic (one each semester), also reflected in course grades; (3) Formal year-end evaluation by faculty, using the ACER (Assessment Competency Evaluation Rating), of students' performance using a simulated test battery to produce a written test report. Students who fail the ACER evaluation are engaged in discussion and remediation according to specified procedures. Students who fail the ACER a second time must repeat coursework prior to being examined a third time.

(2) Psychotherapy Competency:

Course grades: Students are trained on preliminary clinical skills in first year assessment courses such as Clinical Interviewing with Practicum, as well as in Basic Psychotherapy Practicum, and Concepts of Psychotherapy, where they learn basic, humanistic, and common factors of psychotherapy, along with an overview of a variety of orientations and interventions available in the field. Students are also required to take foundational courses in theory related to psychodynamic and cognitive and behavioral therapies in their first year. In the third and fourth year, students enroll in the CBT or Psychodynamic Tracks, where they take a practica focused on treating patients in the Parnes Clinic. Students must carry between 2-4 cases at any given time and receive individual and group supervision weekly. In addition, students take didactic courses in the practice of psychotherapy appropriate to the track (PDT, CBT, or combined) they choose. For example, students enrolled in the CBT practicum are required to take the year-long course on CBT for anxiety and depressive disorders. Students enrolled in the Psychodynamic practicum are required to take at least two of the PDT track required courses (any two of: Self-Psychology, Object-Relations, Interpersonal Psychotherapy).

Externship: Supervisor Annual Student Evaluation Rating (SASER): In their second, third and (optional) fourth years, students participate in clinical externships in the community. Students' performance at externship are evaluated by their externship supervisor at midyear and at the end-of-year – using the Supervisor Annual Student Evaluation Rating (SASER) form.

Parnes Clinic: Supervisor Annual Student Evaluation Rating (SASER): In their third and fourth years, students are supervised by licensed psychologists to see patients in the Parnes Clinic. Supervisors for the Parnes Clinic patients also evaluate student therapists using the SASER.

Clinical Competency Evaluation Rating Scale (C-CERS / Clinical Competency II): At the end of their third year, students write a Clinical Competency (II) Report, which includes a case conceptualization and treatment report on one of their patients in the Parnes clinic. This clinical competency report follows a template that is periodically updated ([Clinical Competency II Materials](#)) and is evaluated by a core faculty member in the respective training track using the Clinical Competency Evaluation Rating Scale (C-CERS). If a student does not earn a passing score another faculty member will evaluate the report. If the document is again judged as not meeting minimum requirements, the student must revise and resubmit it. Students who do not pass on the second round of submission will repeat the third-year psychotherapy lab sequence and be subject to a remediation plan, the details of which are designed by the faculty to address whatever the areas of concern are.

Clinical Competency Evaluations I and III (CTRS/PTRS):

Students are required to video record all therapy sessions during their two-year advanced in-house practicum sequence. The videos are used in training to provide formative evaluations during weekly individual and group supervision. These video recordings are also used to provide summative evaluations during the third and fourth years and are referred to as Clinical Competency I & III (Clinical Competency II, which occurs at a mid-point between these other evaluations is described above). Relevant materials are available here: [Clinical Competency I & III Preparation Material](#)

Faculty will rate a student-selected therapy session video from each student during late fall of their third year and will rate it using either the Cognitive Therapy Rating Scale (CTRS) or the Psychodynamic Therapy rating Scale (PTRS) depending on whether the student is in the CBT or Psychodynamic track. Students will also submit, in advance, a brief description of the case, context of the session, and their own evaluation using the CTRS or PTRS. A subset of sessions will be rated by another faculty member to assist in ongoing evaluation of reliability and appropriateness of competency thresholds.

These procedures will be repeated in the late fall semester of the students' fourth year, although a higher threshold will be used for achieving competency to ensure that students are acquiring a higher level of competency as they proceed through the program.

If students switch tracks from psychodynamic to CBT between the third and fourth years, they are evaluated relative to standards for third year students to reflect their experience level with the new approach.

For both Clinical Competency I and III, a faculty member will rate the therapy session video. Students that do not meet the minimum requirement have the same session rated by a different faculty member. Students who fail after the second rater rates the session may not be permitted to apply for externship or internship. An individualized remediation plan will be developed to help the student improve their therapy skills. If students do not meet competency by the end of the spring semester, consequences will include remediation work that can include needing to repeat the lab and/or being prevented from going on externship/internship until the remediation plan is fulfilled.

CTRS: The program has used the Cognitive Therapy Rating Scale (CTRS) as part of supervision and training within the CBT track to provide ongoing, formative feedback so that skills are developed in the specific domains listed. For Clinical Comps I & III, the CTRS is used to evaluate competencies, and so provides summative data about CBT skills. A copy is in the folders linked above.

PTRS: The Psychodynamic Therapy Rating scale (PTRS) was developed to be used in parallel with the CTRS. Items correspond to crucial psychodynamic constructs. A copy is provided in the folders linked above.

Faculty Annual Student Evaluation Rating (FASER): Faculty evaluation of students' clinical competency is conducted at the end of each academic year using the Faculty Annual Student Evaluation Rating (FASER). The FASER focuses directly on the competencies listed at the beginning of the Handbook, comprising the "What, How, and Who" of our training. Subsections of the FASER focus directly on competencies related to Assessment, Intervention, Supervision, and Interdisciplinary Work. Additional competencies related to Interpersonal Skill, Ethics, Diversity, and so on are also relevant. The FASER evaluation incorporates feedback from all sources listed above (including course grades, supervisor SASER ratings, and relevant Competency Exams: PTRS, CTRS, C-CERS) to arrive at a determination about progress achieving competency, and status in the program. Strengths and weaknesses in all competency areas, including assessment and intervention work are communicated to students in their corresponding end-of-year evaluation letters.

Psychotherapy Competency Minimum Requirements and Timeline

Coursework	Minimum grade of B- in required psychotherapy sequence courses	All 4 years
Clinical Supervisory ratings	Minimum ratings of 3 (Meets Competency) on SASER on all externships and Parnes practicum placements.	2 nd , 3 rd , and 4 th years
Clinical Competency I	CTRS or PTRS evaluations of a random videotape of an in-house therapy practicum session. Minimum competency of 24 or higher on CTRS (at least 3 on interpersonal effectiveness item); PTRS minimum of 2 on overall rating.	November of 3 rd Year
Clinical Competency II	Clinical Competency Report evaluated using the C-CERS. Two weeks after classes, spring of third year. Minimum competency on C-CERS is a grade of 'pass.'	Summer 3 rd Year
Clinical Competency III	CTRS or PTRS evaluations of a random videotape of an in-house therapy practicum session. Minimum competency of 33 or higher on CTRS (at least 4 on interpersonal effectiveness item); PTRS minimum of 3 on overall rating.	November of 4 th Year
Core Faculty Assessment	Minimum ratings of 3 (Meets Competency) on clinical portion of FASER	All 4 years
Internship	Minimum ratings of 3 (Meets Competency) on SASER and successful completion of internship	5 th year

(3) Research Competency:

As described in more detail in the section on research training, all students complete a Doctoral Research project or Doctoral Dissertation to meet final program requirements for Research Competency. Additional requirements include ability to (1) effectively design and propose research, and (2) effectively present findings in a professional setting. In the Clinical PsyD Program, the faculty advisor, and secondary reviewer or review committee members all use the Research Competency Evaluation Rating Scale (RACER) to evaluate relevant elements of student work. For each task, student performance is rated on a scale reflecting whether or not competency is met. See: [Competency Materials](#)

SECTION 3: Policies and Procedures

Note: If/where this handbook diverges from the [Ferkauf Catalog](#) around policy issues, the Catalog version supersedes. Consult with your academic advisor and/or program director if you have questions about any details. The Program Handbook is intended to be in alignment with the Catalog but is written as a tool to help with student development and training. The Catalog by contrast has a more policy oriented focus, including around disciplinary issues. As a result, their tones and level of detail about various topics differ, but not the underlying framework.

Program Director

The Program Director has administrative and training oversight of the clinical program. The program director coordinates and has administrative responsibilities for the clinical program faculty, and students. That individual determines, together with the program faculty, the policies, procedures, and curriculum for the clinical program. Each newly admitted student is assigned to an academic advisor by the Program Director. The academic advisor's role is to be the point person who assists the student with programmatic, administrative, professional, and interpersonal issues and to facilitate the student's progress throughout the course of study. The program director is also available for consultation as needed by individual students or student/advisor teams.

Student Responsibility

Each student is responsible for ensuring that all regulations have been observed, all fees paid, and all course requirements met, including prerequisites when required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements. Courses must be passed in their correct categories as specified on the graduation checklist. In addition, students must pass all competency exams, practica, externship, and internship experiences, remain in good standing in the program, and be rated by the Core faculty as having met competency in each of the following 10 domains (described in the “What, How, and Who” description in Section I):

1. Foundational Knowledge
2. Research Skill
3. Ethics
4. Individual and Cultural Diversity
5. Professionalism
6. Interpersonal Skill
7. Assessment
8. Intervention
9. Supervision
10. Interprofessional Skill

Advisement and Mentorship

The Clinical Program prides itself on providing many sources of advisement and mentorship to students. The following is a brief description of the major sources of advisement available to students.

Research advisement

During their first year, students can hear about Core Faculty interests and determine their research advisor through a selection process. Beginning in the second semester of first year, students meet with their research advisors in small research labs and in one-on-one meetings. Research advisors teach the relevant and current knowledge about their subject matter, help students determine research questions, and advise students through the development of their doctoral research project. Since these relationships involve frequent contact and sustained engagement with collaborative tasks from the first year, the research advisor is often seen as the primary professional mentoring relationship.

Academic Advisement

Academic advisors are members of the Core Faculty who help students understand the academic requirements and plan their four-year curricula, assist students through the registration process each semester, and allow students an avenue for obtaining advice, sharing feedback related to the program, and discussing any challenges that may arise. Typically, two advisors are assigned to a cohort (one for each cohort-half) and stay with that cohort across their time in the program. They provide additional mentorship and can be powerful advocates within the program for student needs related to course planning, academic struggles, and more.

Director of Clinical Training

Throughout all four academic years, students meet as a cohort regularly with the Director of Training for a professional seminar. This seminar focuses on helping students prepare for and navigate the processes of applying for externships and internship. Also, these seminars allow an opportunity to discuss questions related to students' clinical experiences at their sites. In addition to the professional seminar, the Director of Training offers individual guidance to students to ensure that students obtain clinical opportunities at external placements that provide well-rounded and diverse training experiences.

Clinical Supervisors (assessment and therapy)

Students are assigned clinical and assessment supervisors who conduct two-hour lab meetings on a weekly basis with a small group of students. Labs complement the didactic training learned in courses and are aimed at reviewing and applying knowledge learned in

courses. Lab supervisors provide clinical supervision and additional professional modeling as students gain knowledge and build their expertise in assessment and therapy.

Peer Mentorship

Each incoming student is assigned a student mentor prior to beginning the program. Student mentors welcome incoming students to the program and provide guidance as students register and engage in their coursework. While students can always engage with those students ahead of them in the program, student mentors provide a structure for tapping into the knowledge and experience of more advanced students. Senior students taking the supervision course are also involved with younger cohorts as part of practicing skills in supervision under guidance of their own licensed supervisors / instructors.

Program Director

As noted above, the Program Director oversees all the mentorship and advisement conducted in the program and is available to students and advisors for as-needed consultation. The program director also meets with students from each cohort every semester in a professional seminar to provide guidance, updates, and obtain feedback about program functioning and student experiences. Especially when students become involved as Program TA's, these roles provide additional opportunities for mentorship and gain experience in administrative and professional leadership skills.

Cohort Representatives

Cohort class representatives are appointed by the program faculty via the Program Director and serve as the liaison between faculty and students. The "cohort rep" position affords students the opportunity to give systematic feedback, receive information and feedback from the program about issues affecting the class, and is an essential role for efficient communication and program functioning.

OPS

The Organization of Psychology Students (OPS) is the student organization of Ferkauf Graduate School of Psychology. Each Ferkauf student is automatically a member of the organization, and dues (student activity fees) are collected each semester with tuition. These dues constitute OPS's budget. The organization's purpose is to provide Ferkauf students with information relevant to their academic and professional careers. Members facilitate communication between students and administration/faculty, student organizations and alumni by acting as a liaison between the groups. In addition, OPS offers reimbursements for research and conferences and works to foster a sense of community, both within Ferkauf by sponsoring student socials and outside of the school by offering students the chance to get involved in social action projects. OPS is overseen by an Executive Board comprised of students. A set of [by-laws governs OPS](#) operation and can

be changed as needed through proposals and voting processes described in the by-laws. The Executive Board consists student members representing each of the Ferkauf psychology programs. The Executive Board is 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, vice chair, secretary, treasurer, social and secretary. OPS establishes a committee based on the varying needs and goals of Ferkauf students from year to year. Its structure encourages maximum participation by all students.

Teaching Assistant positions

Students can be selected as teaching assistants (TAs) in exchange for tuition reductions. There are a variety of TA positions that provide students with the opportunity to gain mentorship around administrative, research, and teaching experiences, as well skills to become leaders and managers. These skills enable our graduates to go on to leadership positions in hospitals, universities, centers and clinics.

Navigating Communication at Ferkauf

Academic Questions/Issues

For specific course-related questions or issues it is best practice to go directly to the course instructor to discuss concerns. We encourage proactive problem solving that involves “leaning in” to have conversations and engage, rather than to avoid issues or to appeal to others before engaging in this crucial step. The general ethic of identifying and discussing concerns in order to resolve them is a key element to internalize as part of professional development in HSP.

Beyond the level of a specific course, your academic advisor should be the “go-to” person you consult with first for most issues. As noted above, the academic advisor performs several functions:

- Helps the student plan his/her schedule, as needed
- Meets with the student to discuss training goals and progress in the program, as needed
- Acts as a conduit between the student and the Clinical Faculty, conveying information in both directions. For instance, when the student experiences difficulties in the program, it is the advisor who counsels the student and conveys the faculty's recommendations

If your academic advisor cannot answer your questions directly, they may assist you in deciding how to consult or navigate further within the system, e.g., with the Program Director, DCT, Dean's Office, Admissions, IT Department, Dean of Students, Title IX, Student Finance office, or others as appropriate to the circumstances. The Program Director is available for consultation on an as-needed basis to students and advisors alike for perspective about the broader systems we are embedded in at Ferkauf and how to navigate or understand them over time.

If you have concerns regarding the advising relationship itself, you can make an appointment with Dr. Critchfield (Program Director) or Dr. Schumpf (DCT) to consult about how best to approach the situation or resolve any conflicts. To meet with Dr. Critchfield email him at kenneth.critchfield@yu.edu. To meet with Dr. Schumpf, email her at Jamie.Schumpf@yu.edu to set up an appointment time.

If your needs or concerns are broader, or if there are concerns about the program context itself that need sensitive or confidential discussion, you may contact our Ferkauf Associate Dean, Dr. Randall Richardson (randall.richardson@yu.edu), for advice and assistance. The Graduate Dean of Students at YU, Chaim Nissel (drnissel@yu.edu), is also available for consultation.

Questions/Issues Related to Registration

1. For registration advisement or to add, drop or transfer a course:
 - a. Please know that while the program's structure is relatively stable in terms of the requirements, offerings, and competencies, the details of scheduling in any given semester involve many moving parts that must be brought together. These can involve a dynamic flow that requires some attention by students to navigate. The Program Director will communicate through TAs and cohort reps about upcoming semester details once schedules are set. Ongoing communication will also involve polling for feedback about future offerings and to understand any cohort-specific scheduling needs. The program will also communicate through these channels about any last-minute changes to days, times, locations, instructors, or offerings. Academic Advisors will often be receiving this information in real-time with you.
 - b. When there are questions, consult with your academic advisor as needed and keep them in the loop about decisions you make.
 - c. Complete registration online within the dates recommended. These will usually open in the latter part of a prior semester when most but not all details are

- typically in place. The registration period extends through the first few days of the semester. Please register for all your courses at least a week or two before the semester begins.
- d. If you need to make changes outside of the registration and add/drop period, you will need to complete the Add/Drop form from the Registrar's Office ([Add/Drop Form](#)), and then send to your academic advisor for their approval and signature, after which the form needs to be submitted to the Registrar for processing.
2. Transfer of Credits (maximum 12 credits)
- a. Review the rules outlined by our [Transfer of Credit Policy](#). As a general principle, Ferkauf Graduate School requires all coursework to be completed at the Graduate School and does not permit students to be simultaneously enrolled in another graduate program or institution.
 - b. Consult with the Ferkauf faculty member who teaches the course for which you would like to transfer credits. This faculty member will review the prior syllabus and inform you whether or not the course you previously took covers the same content as the course at Ferkauf.
 - c. If the faculty gives consent, fill out the [Transfer Credit Form](#) and then contact your academic advisor to coordinate the process of obtaining all approvals, including course professors and the Dean's office.
 - d. If you are seeking a transfer for courses not routinely transferred (but not those on our exclusions list), such as courses that have overlapping content but very different titles or instructional contexts, see your academic advisor.
 - e. Finally, submit completed transfer forms to the Registrar's Office for final signature and processing.
3. For technical questions about registration (credits, add/drops, transfers, forms etc), please consult the Registrar. Staff at the Registrar will not be able to give approval or advisement but are available to answer technical questions related to these issues.

Questions/Issues Related to Financial Aid/Tuition

1. Contact Nancy O'Barr, Assistant Director of Student Aid at the Office of Student Finance (nancy.obarr@yu.edu)

Questions/Issues Related to Scholarships

1. Contact Edna Augusta, Director of Admissions (augusta@yu.edu)

Questions/Issues Related to Externship/Internship

1. Contact Dr. Jamie Schumpf, Clinical Program DCT (jamie.schumpf@yu.edu)

Records Retention

The program retains records in accordance with CoA requirements as well as all federal and New York State standards and YU policies. The YU policy on course records retention policy is available for students to view at this website (see link titled “course records retention policy”: <https://www.yu.edu/provost/policies>). Currently, the policy specifies that records will be retained for at least 6 years for most categories of document (grade records, test scores, attendance, and course evaluations), while syllabi and similar course records are retained for at least 10 years, while class schedule details are kept permanently.

1. Contact Dawn Basnight, Psychology Office (basnight@yu.edu) or the YU Registrar (ResnickRegistrar@yu.edu)

Please contact your Organization of Psychology Students (OPS) representative for the following issues:

1. Reimbursement for conferences or lectures attended
2. To arrange social or events of interest to students
3. Any issue related to student life at Ferkauf

Security guards at the Rousso Building:

1. For YU security assistance at the Rousso Building, please go to the security guard in the main floor lobby or call at: 646-592-4385.

Academic Standards & Evaluations of Academic Standing

For students and faculty of the Clinical Psychology Program, the sections to follow augment the [Ferkauf Graduate School of Psychology Catalog](#) regarding academic standards and expectations.

DEFINITIONS AND EVALUATIONS OF SATISFACTORY ACADEMIC PERFORMANCE, ACADEMIC PROGRESS, AND INTERPERSONAL SKILLS AND PROFESSIONAL/ ETHICAL BEHAVIOR:

Academic Performance:

The Clinical Program defines satisfactory academic performance as comprised of a student's performance of academic, clinical, and research activities. Academic performance includes overall course grades as well as critical-analytic skills, written communication skills, intellectual engagement, class participation, teaching and/or other scholarly activities. Clinical performance includes the demonstration of clinical competencies in clinical coursework, on the Competency Exams, and in practicum settings as evaluated by faculty and supervisors. Research performance includes demonstrations of research competencies in research coursework, in the active participation in the mentor's research, in the design and execution of the doctoral research projects, and in research-related scholarly activities.

To remain in good standing, students are required to maintain a satisfactory level of academic performance in each academic semester as defined by the following criteria:

1. Minimum overall GPA of 3.25 for each semester
2. Timely completion of ALL course work. Students are allowed no more than one "Incomplete" per semester unless special arrangements are made with the appropriate professor prior to the close of the academic semester. Incompletes not completed by the following academic semester will automatically convert to an F unless another date was previously formalized with the instructor.
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. Overall satisfactory evaluations from clinical settings and supervisors.
5. Satisfactory evaluations from research supervisors
6. Maintenance of all competency areas included on the FASER, including interpersonal skills, professionalism, and ethical behavior, as evaluated by program faculty.

7. Missing no more than 2 sessions of a course or lab (more than 2 unexcused absences may be considered grounds for a reduced or failed grade).

Academic Progress: Standard Track Curriculum Sequence Requirements and Timelines

Fall I (16-18 CRs, 15.5-17.5 hours / week):

1. Four or Five courses (12-15 credits, 9.5-11.5 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Assessment lab (0 credits, 1.5 hours), and Clinical Interviewing lab or Basic Psychotherapy Skills lab (1 credits, 2 hours)
4. Research Seminar: Introduction to Research Methods (2 credits, 1.5 hours)

Spring I (16-18 CRs, 20.5-22.5 hours / week):

1. Four or Five courses (12-15 credits, 9.5-11.5 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Assessment lab (0 credits, 1.5 hours), and Clinical Interviewing lab or Basic Psychotherapy Skills lab (1 credits, 2 hours)
4. Research Seminar (2 credits, 1.5 hours, 5 hrs on projects)
5. Apply for Externship I (*Students who fail an assessment, interventions, or psychopathology course will not be permitted to go on externship in their second year*)

Summer I (0 CRs, 12-16 hours/week):

1. Externship I begins (12-16 hours/week)
2. (Optional, when available) Two-day Rorschach workshop (extension of Personality Assessment course)

Fall II (13 CRs, 29 - 32 hours/week):

1. Three courses (9 credits, 7.5 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Assessment labs (0 credits, 2 hours)
4. Research seminar I (2 credits, 1.5 hours, 5 hrs on projects).
5. Externship I (1 CR, 12-16 hours). *Externships are typically attended on Monday and Friday. Wednesdays are also allowable ONLY in 2nd year. If an externship requires the student to be present on other days, the student must ensure that coursework takes priority, and that externship does not conflict with courses, labs, or research seminar).*

Spring II (16 CRs, 31.5 - 34.5 hours / week):

1. Four courses (12 credits: 10 hours)
2. Professional Seminar (1 credit, 1 hour)

3. Assessment labs (0 credits, 2 hours)
4. Research seminar I (2 credits, 1.5 hours, 5 hrs on projects).
5. Externship I (1 CR, 12-16 hours).
6. Apply for Externship II (*Students who either fail an assessment or interventions course or get an unsatisfactory Externship I evaluation will not be permitted to go on Externship II. If unsatisfactory externship evaluations are received, students will be required to repeat Externship I).*
7. Submit Assessment Competency Exam at end of semester
8. Apply for Master of Arts in Psychology degree (36CRs required, [use forms for \(1\) program documentation and \(2\) registrar application for conferral](#))

Summer II (0 CRs, 17-21 hours/week):

1. Externship II (12-16 hours/week)
2. Treatment of third year psychotherapy patients and supervision initiated (5 hrs/week) (*If a student is on academic probation, has failed an assessment or interventions course, or has received unsatisfactory evaluations on externship, they will not be permitted to enroll in psychotherapy labs or treat patients).*
3. (Optional) Advanced Summer Assessment course
4. Results of Assessment Competency (ACER) returned

Fall III (14.5 - 17.5 CRs, 33.5 - 40 hrs/week):

1. Three or Four courses (9 – 12 credits, 7.5 - 10 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Research Seminar (2 credits, 1.5 hours, 5 hours on projects)
4. Psychotherapy labs (Psychodynamic or CBT) (1.5 credits, 1.5 hours) (*If a student fails the first semester of psychotherapy lab, they will not be permitted to apply for externship.*)
5. Psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules).
6. Individual Supervision (1 hour).
7. Externship II (1CR, 12-16 hours/week)
8. Submit Clinical Competency I in Dec
9. Begin work on Clinical Competency II (due end of Spring)

Spring III (14.5 - 17.5 CRs, 33.5 - 40 hrs/week):

1. Three or Four courses (9 – 12 credits, 7.5 - 10 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Research Seminar (2 credits, 1.5 hours, 5 hours on projects)
4. Psychotherapy labs (Psychodynamic or CBT) (1.5 credits, 1.5 hours)
5. Continue psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules).
6. Individual Supervision (1 hour).

7. Externship II (1CR, 12-16 hours/week)
8. Apply for Externship III (optional).
9. Submit Clinical Competency II.

Summer III (0 CRs, 17-21 hours/week):

1. Externship II continues (12-16 hours/week)
2. Treatment of third year psychotherapy patients and supervision continues (5 hrs/week)
3. (Optional) Advanced Summer Assessment course
4. Feedback arrives from Clinical Competency II
5. Psychotherapy patient and individual supervision continue until end of July
6. Initiate internship pre-application process (*communicate with DCT, Dr. Schumpff*).

Fall IV (14.5 - 17.5 CRs, 33.5 - 44 hrs/week):

1. Three or Four courses (9 – 12 credits, 7.5 - 10 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Research Seminar (2 credits, 1.5 hours, 5 hours on projects)
4. Psychotherapy labs (Psychodynamic or CBT) (1.5 credits, 1.5 hours)
5. Continue psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules)
6. Individual supervision (1 hour)
7. Externship III (1CR, 12-20 hours/week)
8. Apply for internship
9. Submit Clinical Competency III in Dec

Spring IV (14.5 - 17.5 CRs, 33.5 - 44 hrs/week):

1. Three or Four courses (9 – 12 credits, 7.5 - 10 hours)
2. Professional Seminar (1 credit, 1 hour)
3. Research Seminar (2 credits, 1.5 hours, 5 hours on projects)
4. Psychotherapy labs (Psychodynamic or CBT) (1.5 credits, 1.5 hours) (*if the student fails the second semester of the psychotherapy lab, a discussion and remediation plan will be discussed with the internship director or the student may not be permitted to go on internship*).
5. Continue psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules).
6. Individual Supervision (1 hour).
7. Externship III (1CR, 12-20 hours/week)

Summer IV (0 CR, 17-25 hours/week):

1. Externship II continues (12-20 hours/week)

2. Psychotherapy patient and individual supervision continue until end of July (5 hours/week) (if internship begins July 1, then psychotherapy patients will be seen until end of June)

Fall V (1 CR, 40 hours/week):

1. Clinical Psychology Internship (1CR) - must register for PSC 8941, Dissertation fee of \$500 applies (rather than full tuition for 1 CR)
2. Register for Research Extension Course if required for this semester (discuss with research advisor).
3. Complete DR or Dissertation (if not done already)

Spring V (1 CR, 40 hours/week):

1. Internship (1 CR) must register again for PSC 8941, Dissertation fee of \$500 applies (rather than full tuition for 1 CR) *(If it is judged by the faculty that the internship year was unsuccessful, the student may be terminated from the program or may be required to repeat an internship year).*
2. Register for Research Extension Course if required for this semester (discuss with research advisor).
3. Coordinate with Dawn Basnight to Register for Conferral of Doctoral Degree ([forms available here](#))
4. Complete DR or Dissertation (if not done already)
5. All elements of the DR project, or all elements of the Dissertation through oral committee defense (for those on the RIT) must be completed by the last day of class in the spring semester before graduation ceremonies in order to participate in Commencement ceremonies. All recommended changes made after the orals must be completed and a final, approved Dissertation must be submitted in time for the Registrar to process the information ahead of available conferral dates.

Fall VI+:

1. If a student has not defended their research by the completion of Internship, they must continue registering for Research Extension Credits each semester until completion of the DR or Dissertation oral defense. It is the student's responsibility to maintain contact with their research advisor to complete these tasks. Students are dismissed from the program if all work is not completed by 10 years from first enrollment.
2. Deadlines for graduating in time periods other than Spring V are listed in the FGSP academic calendar.

Program Expectations Regarding Academic Planning and Scheduling

With few exceptions, academic coursework and colloquia occur on Tuesdays, Wednesdays, and Thursdays. We expect students to anticipate needed classes, including when selecting Externship placements. To make a wide range of Externships possible, Second year courses will be scheduled for Tuesday and Thursday (leaving Monday, Wednesday, and Friday as possibilities). For 3rd and 4th years, courses will be scheduled on Wednesday and Thursday (leaving Monday, Tuesday, and Friday as possibilities). If an externship requires the student to be present on alternative days, the student must discuss the issue with Dr. Schumpf, the academic advisor, and the director of the externship to navigate the specific situation. **An exception can be made in the case of our own (highly competitive) Ferkauf Older Adult Program (FOAP) placement, which meets on Tuesday and Thursday. Students interested in FOAP should discuss the possibility with Dr. Zweig (Director of FOAP) and Dr. Schumpf (DCT) early in their time in the program to ensure proper schedule adjustments.**

All Externship experiences are a requirement of the Clinical Program curriculum. **Externship training is nested underneath the program's broader umbrella in such a way that academic coursework should be given priority and take precedence whenever there is a conflict between them.** If a conflict should arise between academic and clinical externship responsibilities, students are expected to anticipate and prioritize academic responsibilities to prevent scheduling or other conflicts. When conflicts do arise, students are expected to be proactive in resolving them in a timely, professional, and ethical manner so that needs and responsibilities are met relative to the Clinical Program and the external site. Students are expected to work with the Director of Clinical Training (Dr. Schumpf), academic advisors, and if needed, the Program Director, to resolve any conflicts.

Students are required to take two track-specific intervention classes (four if the combined track is chosen), plus an intervention course from "Category C" (other modalities or populations: family therapy, couple therapy, older adult, or other specific populations as approved by the Core Faculty). Additional electives are to be chosen to fulfill 3 open electives requirements (note: only one elective is required, rather than 3, if the combined track is chosen, since two additional classes are required in the combined track already).

Students must take at least 115 credit hours. A maximum of 12 credits may be transferred from a prior graduate program and must be approved by the Registrar's Office, faculty teaching that course at Ferkauf, and the student's academic advisor. Only three credits may be substituted per semester. Certain courses may not be transferred for credit ([see Transfer Credit Policy and Forms](#)).

Students are expected to attend colloquia and other academic conventions, talks, and seminars organized by the clinical program or by the school. Students are also expected to attend and submit their clinical and research work to local and national peer-reviewed conferences. If required, students may request a letter from the externship and internship director to excuse them from training site responsibilities for such events.

Key Importance of Interpersonal Skills and Professional/Ethical Behavior:

In addition to displaying satisfactory academic, clinical, and research performance as indicated above, students are expected to demonstrate professional development of their graduate student role, cultural/ racial and individual sensitivity, and the requisite interpersonal skills and professional and ethical behavior one would expect in an aspiring psychologist-in-training. These are included among the 10 required competency areas. **All students are evaluated for these features of their engagement and performance in all professional and learning spaces, not just in classrooms. Formal feedback about competency in these areas is provided in the end of year review letter from the Core Faculty.**

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

As with all other competency domains, faculty and/or supervisors will notify students if they are evaluated as below expectation in interpersonal skills or professional or ethical behavior. Impairment in interpersonal and professional behavior refers to diminished functioning, incompetence, or possessing insufficient skills to provide adequate

professional care.¹ Impairment and incompetence can result from inadequate theoretical understanding and/or insufficient proficiency in assessment and treatment skills. They can also stem from interpersonal and intrapersonal problems. Courts have consistently ruled that interpersonal skills and intrapersonal characteristics are considered part of academic credentials for psychologists and have given deference to the judgment of faculty in such matters (Forrest, Elman & Gizara, 1997).

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

Evaluation Methods:

Each year in the last month of the spring term, the clinical faculty reviews the overall status of every student in the program. This is referred to as the end-of-year review meeting (i.e., end of formal academic year). Students' performance is evaluated using multiple sources and data points relative to our 10 core competency areas:

1. Foundational Knowledge
2. Research Skill
3. Ethics
4. Individual and Cultural Diversity
5. Professionalism

¹ Of note, impaired interpersonal skills or professional or ethical behavior is distinct from impairment as it relates to disability defined by the Rehabilitation act of 1973 and the Americans with Disabilities Act (ADA) of 1990. In addition, impaired interpersonal skills, professional behavior, or ethical behavior is distinct from developmentally normal behavior (such as being anxious regarding clinical performance in beginning therapists).

6. Interpersonal Skill
7. Assessment
8. Intervention
9. Supervision
10. Interprofessional Skill

(Students are also evaluated more frequently on certain competencies, including assessment competency and intervention competency as described previously. These evaluations also help inform end of year review processes)

Each student receives a written letter of feedback from the Core Faculty regarding this evaluation, including a statement about their status in the program. When problems are identified, the Core Faculty make concrete recommendations for change. The faculty relies on the student's Academic Advisor to communicate to the student the nature of the identified problems and the recommendations that the faculty have made in order to rectify these problems. A record of the review is kept in the Office Student files (psychology office) of the faculty discussion and any recommendations.

In addition, the performance of all first-year students is discussed in the first faculty meeting of the spring semester to identify and address problematic issues in a timely fashion. Students who receive first semester grades of B- or below and/or whose professional/ethical behavior have raised concerns by the faculty or verifiable external sources are identified in this meeting and appropriate administrative decisions are made at this point (e.g., formal warning or academic probation).

Students are obliged to update all student information so that it is complete and accurate. Students are also expected to complete all questionnaires sent out by the clinical program for the purposes of updating student information, compiling reports for accrediting bodies, and evaluating student progress and standing.

REMEDIATION PROCEDURES WHEN THERE ARE CONCERNS AND/OR A LOSS OF GOOD STANDING:

Failure to meet required levels of performance or progress in any academic, clinical, interpersonal skills or professional and ethical requirements may prevent the student from moving ahead in the program, disrupting standard timelines and requiring any of (1) receiving a formal warning, (2) being placed on academic probation, or (3) dismissal. **Each of these status terms are defined in the Ferkauf Catalog (sections 7.5-7.8)**, with the "formal warning" mechanism used as a tool for early intervention and remediation steps. Academic Probation comes with additional consequences that include being held out of

clinical placements or being required to take additional coursework. **The Catalog also contains grievance and appeals procedures (section 7.9)** that are not covered here.

Our program is committed to a developmental model of training that includes providing its students with explicit, specific remediation procedures for both academic and clinical problems. Our remediation procedures are based on a reflective student practitioner model, in which students, as future practitioners of clinical psychology, assume responsibility for their own development as clinicians. Thus, when students have problems in their training they are expected to engage in a process of self-reflection, in which they, together with the faculty, analyze the cause of their difficulties, and develop remediation strategies based on their understanding of the problem. Subsequently, they are expected to take responsibility for following through with the proposed remediation.

Our ethic of early problem identification and remediation usually results in a process whereby students having difficulties first receive a formal warning, which then escalates to probation or dismissal in sequence if remediation attempts fail. However, that sequencing is not a policy requirement, and students can be moved directly to probation or even to dismissal, depending on the nature and severity of problems or related incidents.

Procedures:

The faculty's approach to developing remediation procedures generally includes four facets of consideration: problem identification, problem analysis, developing remediation strategies, and establishing criteria for successful remediation. The plan is then summarized and presented to the student, along with conversation intended to be collaborative and helpful for getting back on track. These steps will be described below for both academic and clinical issues and illustrated with reference to hypothetical student problems. Note that the examples are given only to clarify our procedures and do not necessarily apply in all cases. Because the remediation model imposes requirements on both students and faculty, we specify, in what follows below, the responsibilities of each participant.

Step 1. Problem Identification

Student problems tend to fall into one or more of three broad categories: (1) academic and clinical performance, (2) academic progress, (3) interpersonal skills and professional/ethical behavior. An example of an academic performance problem is a student's GPA falling below the program requirements of 3.25. An example of an academic progress problem is a student failing to complete their DR project by the beginning of his/her fourth year. An example of an interpersonal skills or professional or ethical behavior problem is a student being perceived as oppositional to clinical supervision or having strained relationships with all their student colleagues.

The faculty's responsibility is to give the student an objective (meaning, based in observed behavior and performance indicators) and accurate definition of the student's problem, based on cumulative evidence from faculty and supervisors. Upon receipt, the student is expected to acknowledge and accept the faculty's feedback as substantially accurate, or to clarify any inaccuracies they believe to be present.

Step 2. Problem Analysis

Problems may arise due to a diversity of factors and faculty try to understand problems in an appropriate context.

Academic factors are conceptualized as produced by the factors of skill deficiencies and/or deleterious life circumstances. Academic skill deficiencies may include such issues as inadequate writing skills, inadequate time management and organizational skills, and lack of appropriate background knowledge. For example, a student whose GPA falls below program requirements might not have sufficient writing skills to produce acceptable papers. Similarly, clinical performance problems are conceptualized as produced by skill deficiencies, although these may also be affected by personality issues.

Deleterious life circumstances describe the range of stressful events that interfere with academic progress. For example, a student who must cope with the unexpected illness of a family member may not have enough time to complete their DR project promptly.

Interpersonal skill deficiencies or problems with professional and ethical behavior are sometimes produced by lack of knowledge of professional behavior and standards, personality issues, or the lack of the social skills necessary to behave appropriately in clinical settings. The result of these factors is unprofessional or inappropriate behavior or interaction with the faculty, with professional colleagues, or with patients. For example, a student who has strained relationships with student colleagues may not have developed appropriate listening skills. Personality issues include such factors as immaturity, unresolved life issues, or character pathologies. For example, a student judged oppositional in supervision may have deeper conflicts with authority present in all areas of his or her life.

In any case, it is the responsibility of the faculty to determine, in so far as is possible, the factors that contribute to the problem, and to agree on the causes of the problem to be addressed. Student input is often sought to inform faculty understanding, either in the development of the remediation plan, or upon receipt by the student in a conversation with their advisor about it

Step 3. Developing Remediation Strategies

After the problem has been analyzed, remediation strategies are developed based on this analysis. Although these strategies are unique to each student, they fall into some general patterns, as is indicated below. If the student has academic skill deficiencies, appropriate remediation involves specific steps to correct these deficiencies and bring the student up to an appropriate skill level. These may include writing courses, instruction in time management and organization, additional coursework, or meetings with instructors. For example, the student with the low GPA due to difficulties in writing might be required to take a course at an academic writing skills center.

If the academic problems are produced by deleterious life circumstances, remediation strategies include granting leaves of absence until the circumstances change for the better or offering the student support in changing the life circumstances. For example, a student with a low GPA or a problem with academic progress due to having to cope with family illness may be granted a leave of absence.

If the student has problems in interpersonal or professional/ethical behavior, remediation may involve increasing interpersonal skills. Strategies may include personal discussion with faculty and supervisors, suggested readings on appropriate professional behavior, or increased supervision. For example, the student who engages in academic debate in a supervisory setting might be told about the distinction between appropriate classroom behavior and appropriate behavior in supervision. If the student has difficulties due to mental health or personality problems, remediation strategies involve increased clinical supervision and/or personal psychotherapy. For example, the student whose oppositionality in supervision suggests broad authority issues might be required to begin individual therapy, where these issues would be discussed.

In any case, it is the responsibility of the faculty to be as specific and definite as possible about remediation strategies. It is the responsibility of the student to reflect on his/her own behavior, and to make every effort to carry out these remediation strategies.

Step 4. Establishing Criteria for Having Successfully Remediated the Problem

The final and crucial step is that criteria be established and agreed upon as part of a successful remediation plan.

In the case of academic or clinical performance problems, the criteria may involve bringing academic performance up to acceptable levels, as specified elsewhere in this manual. Thus, if the student's GPA fell below the acceptable 3.25, it would be expected that his/her grades over the next year and the next evaluation period would be sufficient as to raise his/her GPA to above 3.25. In the case of clinical performance problems, the criteria are somewhat

different depending on whether the issues had involved skill deficiencies or personality problems.

It is more complex with problems in interpersonal or professional/ethical behavior. In interpersonal skill deficiencies, the criteria for successful remediation involve the student receiving acceptable performance evaluations by the relevant faculty or clinical supervisors. Thus, the student who was judged oppositional in supervision would be expected to get evaluations reporting less oppositional tendencies. If the student's problem was judged as due to personality issues, then the student would be expected to convince a panel of interviewers that their issues had been sufficiently understood and worked through so as to not interfere with their future clinical work. The student with the authority conflicts, for example, would have to demonstrate their understanding of the conflicts to such a panel.

In this final stage, the faculty's responsibility is to specify these criteria for problem resolution as precisely as possible, as part of the remediation plan. The student's responsibility is to carry out the remediation plan as agreed, or to inform the faculty in a timely fashion about any circumstances that might interfere with carrying out the plan. Typically, faculty will provide the student with a written description of the remediation plan along with its rationale and a designation of program status (e.g., on formal warning or academic probation). This written document specifies the work that the student must do for successful remediation. The student will be asked to acknowledge receipt of the plan and follow up in conversation with their advisor about any questions.

Policies and Procedures for Student Registration

Please follow the instructions below for registration and review the following documents in the program's [Registration Materials Folder](#).

1. Curriculum Planner (specific to incoming class)
2. Graduation Checklist (specific to incoming class)
3. Fall and Spring Course Schedule (lists all Clinical Program course descriptions)
4. Ferkauf Minors
5. Clinical Program Concentrations
6. Clinical Program Core Sequence Requirements

Students are able to register for courses online. Students should review all registration materials and use these forms to help them prepare for their registration for the next semester.

Registration Do's

- Students should review the curriculum planner, the course schedule, and the graduation checklist.
- Based on this review, students should complete their graduation checklist based on courses they have already taken, make a plan for what they want to take next semester, and also make a tentative plan for when they will take their required courses over the course of their four years in the program.
- If students have questions about courses or scheduling, they should contact and/or meet with their academic advisor.
- If students want to add or drop courses at the beginning of next semester, they should contact their academic advisor to make sure this meets with his or her approval.
- If students are interested in registering for a course offered in another program, they must receive permission from the instructor, the other program's director, and their academic advisor prior to registering.
- To fill in the course CRN numbers section of the Registration Form, students should look up their courses under the appropriate semester on the Inside Track Registration page.
- Students should review the Transfer of Credit policy before they register.

Registration Don'ts

- Students are not permitted to use more than one 3-credit course in a given semester from their list of approved course transfers.
- Students should not register for any courses that have not been approved by their academic advisor. This could result in serious penalties including termination from the program.

Policies and Procedures for Graduation

1. Policies and Procedures for Conferral of Master's Diploma.

Students will be eligible to receive their Master's Diploma if (1) they are in good standing, (2) have successfully completed 36 CRs of approved academic coursework at Ferkauf. See below for approved list and related forms. Students do not attend commencement for conferral of the Ferkauf MA in Psychology.

[Graduation Form](#) and [MA Form](#)

Per the Registrar, there are four possible dates when students may receive their MA diploma:

June 30th, August 31st, September 28th and January 31st.

Complete and submit the Graduation Application to receive their MA diploma through the Registrar's office. Students need to obtain the application form from the registrar's website and complete and submit it to them. The deadline for application through the registrar's office is the following: March 1st if they intend to graduate by June 30th, August 31st, or September 28th and October 1st if they intend to graduate by January 30th. However, deadlines can change so students will need to refer to the Academic Calendar for the respective year's dates. The registrar's application form may also list different deadlines, as their form is used across all YU campuses, so please confirm with the registrar's office of the respective year's deadlines.

Separately, students must complete and submit the MA Degree Completion form to their Academic Advisor, who will review, sign, and forward to Ms. Dawn Basnight (Basnight@yu.edu) in the psychology office, who will arrange for final signature from the Program Director, Dr. Critchfield. Please note the following deadlines for submission of these two forms. These two forms below should be submitted to Ms. Basnight as early as possible but no later than June 1st (for June 30th conferral), August 1st (for August 31st conferral) September 1st (for September 30th conferral) and January 1st (for January 30th conferral).

2. Procedures to attend Commencement ceremonies (applies only for PsyD degrees, not the en route MA degrees)

It is the student's responsibility to complete their requirements and obtain signatures described below in a timely manner to be allowed to participate in commencement ceremonies. Register to attend the commencement ceremonies with the registrar's office no later than February 15th by submitting the [Graduation Application](#).

In order to attend commencement ceremonies, the student will need to (a) successfully complete all required coursework by the end of the semester, (b) have completed DR or Dissertation work, or be likely to successfully complete the project (to the level of the oral defense for RIT students) by a specified date on the Ferkauf Calendar in early May, and (c) be on track to successfully complete a year-long internship by June 30th or August 30th of the same year.

3. Procedures for Conferral of PsyD Diploma

Students are encouraged to begin collecting all required materials as they go through the program and get signatures as early as possible so that they can graduate on time and not face a time crunch at the end.

There are four possible graduation dates: *June 30th, August 31st, September 28th (this date can change based on the Jewish holidays so please check the date with the registrar for the year in question) and January 31st.*

To meet these graduation dates, students will have to follow the following deadlines for **submitting their [Application for Graduation](#) and their [PsyD Degree Completion Form](#).**

Students must complete and submit their application for graduation through the registrar's office. Students need to obtain the graduation application form from the registrar's office and complete and submit it to them. The deadline for application through the registrar's office is the following: March 1st if students intend to graduate by June 30th, August 31st, or September 28th and October 1st if students intend to graduate by January 30th.

Students must collect materials complete and submit the following materials to Ms. Dawn Basnight (Basnight@yu.edu) in the psychology office. Please note the following deadlines for submission of all four items. All four items below should be submitted to Ms. Basnight as early as possible but no later than June 1st (for June 30th graduation), August 1st (for August 31st graduation) September 1st (for September 30th graduation) and January 1st (for January 30th graduation).

- 1) Signed PsyD Degree Completion form
- 2) A copy of the student's final graduation checklist.
- 3) A copy of the student's unofficial transcript
- 4) A copy of the final, signed version of the DR or Dissertation
- 4) A copy of the student's CV

Students must complete and submit the PsyD Degree Completion in consultation with Ms. Basnight. Once Ms. Basnight is in receipt of all forms and signatures from advisors and students, she will give them to Dr. Critchfield to sign. Dr. Critchfield will notify the Registrar's office to clear the student for graduation. Ms. Basnight will then file the student's signed PsyD Degree Completion form and all related documents in the psychology office folder.

Instructions to complete the PsyD Degree Completion form

The following are instructions regarding how the PsyD Degree Completion form must be completed. Please note that it is the student's responsibility to coordinate with Ms. Basnight, their research advisor, and Dr. Schumpf to obtain all needed signatures (except for the program director's signature):

1. **Successful Completion of all Graduation Requirements (student)**: Students must read through and fill in all the details they have access to throughout the form, and sign to indicate that they have completed all requirements for the PsyD degree.
 - a. **Successful Completion of Academic Requirements**: Students should make sure they have taken all required courses, and that they have completed all required credits. Students should make sure all Incompletes and other grades are resolved before obtaining their academic advisor's signature. Students will have to submit an unofficial copy of their *transcript* and their *completed graduation checklist* to their academic advisor as proof of completion of all required coursework. Please note that if students have not finished all required and elective courses, they will not be able to graduate.
 - b. **Successful Completion of Research Requirements**: Students should make sure they have successfully completed all aspects of the DR or Dissertation project components as assessed on the RACER evaluation instrument completed by their Research Advisor.
 - c. **Successful Completion of Clinical Training Requirements**: Students should make sure they have successfully completed two years of externship training and two years of training at the Parnes Clinic (note that while two years of externship are required, most students also take a 4th year externship to gain sufficient clinical hours to be competitive for APPIC internship sites).
2. **Successful Completion of Academic Requirements (Academic Advisor: This is typically the same faculty member as the research advisor in 5th year and beyond)**: After you have signed the form and filled out all the dates, please go to your advisor with a copy of your transcript and your graduation checklist. Your advisor will review your transcript and graduation checklist and then sign off on the appropriate place in the form. **Again, please note that in your fifth year and beyond, your research advisor serves as your academic advisor.**
3. **Successful Completion of Research Requirements (Research Advisor)**. Your research advisor will sign off only after you have successfully completed your doctoral research project, and after you have delivered items from the list below, as relevant to your work in the program.

1. Final Copy of your final DR or Dissertation

2. CITI Training Certificate
3. IRB Approval
4. Track-specific research [sign-off forms for DR or Dissertation](#)

Please make sure your research advisor has copies of any of the following:

1. Copies of all questionnaires used in the study
2. SPSS file containing raw data
3. Outputs of data analyses
4. PowerPoint presentations, handouts, posters, abstracts for symposia etc. coming out of your DR or Dissertation work.
5. PDFs of all publications coming out of your DR or Dissertation work.

4. Successful Completion of External Clinical Training Requirements (Director of Externship and Internship Training): The successful completion of your in-house clinical training requirements (assessment and therapy) will be reviewed by your academic advisor as they will be reflected in your transcript.

Please get this section of the form signed by Dr. Schumpf. The Director of Clinical training will determine if you have successfully completed your field training requirements (two externships and an internship). It is your responsibility to make sure that Dr. Schumpf has received all your attestation forms, mid-year evaluations and end-of-year evaluations from all your externships and internship sites. Please make sure to check-in with Dr. Schumpf and your Externship and Internship supervisors about attestation forms and evaluations that must be handed in before Dr. Schumpf can change the grade for internship and sign off on the form.

Please note that we cannot permit you to graduate until we received all signed attestation forms and evaluation forms indicating have completed your externship and internship hours and your signed attestation form has been sent to Dr. Schumpf. If any material is missing, the DCT cannot sign off on your PsyD Degree Completion form.

Please also note that if your internship is not completed until the end of August, you will not be able to receive a June degree. If you have successfully completed your oral defense, and the only remaining requirement is your internship, you will be permitted to attend commencement ceremonies in May but will not receive your degree until June 30th or September 30th depending on when your internship ends and when we receive signed attestation forms and end of year evaluation forms from your internship attesting that you have successfully completed your internship. Dr. Schumpf will sign the field clinical training portion of your PsyD Degree Completion form when all materials have been submitted.

5. Successful submission to Psychology Office (Ms. Dawn Basnight & Dr.

Critchfield): Once you have received all above signatures on your PsyD Degree Completion form, please submit all requested materials to Ms. Dawn Basnight to obtain her signature. Ms. Basnight will give your form to the program director to sign. The program director will then sign it to attest that you have successfully completed all requirements and are eligible for graduation. After this is signed, the program director will sign off on the registrar's graduation form, indicating that you have the requisite permission to receive your diploma.

Frequently Asked Questions

Q: What is OPS and how can they help me?

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

Q: What is our Accreditation status? How is it determined?

A: The Clinical (PsyD) began in 1979 and has been accredited by the American Psychological Association (APA) since 1985. Before that, our program was preceded by an accredited Clinical (PhD) Program established in 1965. The committee on Accreditation reviewed the clinical program in 2025 and granted a full 10 year period of continuing accreditation through the next evaluation cycle in 2035.

Ferkauf Graduate School of Psychology is also accredited by the Middle States Association as part of Yeshiva University's review and has been approved by the Department of Education of New York State. The clinical program was reviewed by the New York State Department of Education for licensure-qualifying status and was re-registered as a licensure-qualifying doctoral program on January 1, 2002. This registration was reviewed and updated in 2025 and will continue to be extended annually until the program is reviewed in the future.

Q: What is the relationship between Yeshiva University and Ferkauf Graduate School of Psychology? Is Ferkauf a religious school?

A: The Ferkauf Graduate School of Psychology is part of Yeshiva University, which is a premier Orthodox Jewish institution. Within Yeshiva University, Ferkauf operates as a professional, academic institution, admitting students of all backgrounds and religions. Our program is secular/academic in curriculum and outlook, emphasizing APA-accredited, evidence-based psychological training rather than religious instruction.

Given our context nested within YU, we have a larger representation of Jewish students and faculty than is typically seen in clinical psychology training programs at our peer institutions nationally – and we are proud of this fact. In keeping with our context as part of YU, you will see many markers of Jewish tradition, including mezuzot on office doorframes, and observance of Jewish holidays. Messages from the YU President's Office and other units at YU that are outside Ferkauf frequently invite consideration of spiritual, cultural, and religious topics within Judaism. Following institutional policy, we serve kosher food at all public events, and the building is closed on Friday evenings and Saturdays in recognition of the Jewish Sabbath.

However, as a highly visible and competitive, APA-accredited, secular/academic training program, it is also true that the majority of our students and faculty are from non-Jewish backgrounds. Overall, we believe that fostering the diversity of our program community enhances our ability to work across a wide range of human diversity in the world. So, while we are a secular program that emphasizes scientific, evidence-based training and practice, we are also part of a larger institution that is not secular. We navigate the difference by recognizing that we live in a world that is knit together from diverse cultural traditions. Health Service Psychologists work clinically with individuals who frequently care deeply about issues of well-being, relatedness, and meaning-making within the context of their own communities and faith traditions. These traditions sometimes will and sometimes won't overlap with a clinician's own. Our program's science, practice, and training is oriented to being as helpful as possible to all, beginning from the baseline assumption of a shared humanity, with an attitude that does not seek to erase, replace, or neglect cultural context and difference, but leans in with curiosity and a desire to understand.

Q: When does my clinical training begin?

A: Students begin their clinical training with clinical skills in their first year through several didactic courses that have experiential elements. First client contact occurs from doing intakes through the Parnes Clinic in the Clinical Assessment course.

Q: What classes have labs and when should I expect to be in school?

A: Classes are offered on Tuesdays, Wednesdays, and Thursdays. Individual circumstances may permit students in later years to squeeze their course load into one or two days, but this is an exceptional circumstance. Students are expected to be able to attend Ferkauf

colloquia held on Wednesdays from 11:30-1:00pm and to allot time for externship (up to 16 hrs/wk), which generally occurs on Mondays and Fridays. Labs are required for all assessment classes. Lab instructors and lab hours are determined at the start of every semester.

Q: How do you transfer credits? What's the maximum credit transfer allowed?

A: The Registrar handles all transcript issues, including the transfer of credits. A maximum of 12 credits can be transferred. Guidance on procedure is available elsewhere in the Handbook, though our website documents, and your academic advisor.

Q: What research opportunities are available to me at Ferkauf?

A: Each professor at Ferkauf has his/her own research interests that are supported by Research Seminars (or research "labs"). Students are assigned a lab based on availability and overall fit of interests in the first year and continue through until graduation. Students are encouraged to familiarize themselves with each professor's published work and interests as soon as feasible given that assignments are made in the first weeks of Fall semester ahead of lab participation in Spring. Details are available on faculty webpages.

Q: CBT v. Psychodynamic Track: How does this work? What are the requirements?

A: All students must take foundational intervention courses in both Psychodynamic and CBT approaches starting in the first year. In the second year, students declare a track for advanced practicum training which involves specified advanced courses, labs, supervision, and patients. For the CBT track, students are required to take two specific courses: Cognitive Behavior Therapy of Anxiety and Depressive Disorders I and II. For the Psychodynamic Track, students must select any two of these three options: Self Psychology, Object Relations, or Interpersonal Psychotherapy. Students may also choose to do one year of the CBT track and one year of the Psychodynamic track.

Q: Are there opportunities to earn money while in graduate school? Can I work?

A: While some students have navigated this territory, part-time employment is not recommended due to the intense time-commitment of full-time study in our program. A variety of teaching/research assistantships are also available that provide students with a tuition reduction.

Q: Whom do I contact about tuition?

A: Nancy O'Barr, Assistant Director of Student Aid at the Office of Student Finance (nancy.obarr@yu.edu)

Q: When will I be awarded the Master's Degree?

A: Generally speaking, the Master's Degree is usually conferred after the students' second year, once 36 approved credits are complete.

Q: What is the program's policy regarding maternity and early motherhood?

A: Expecting parents may schedule a meeting with their Academic Advisor, or Program Director to discuss maternity policies. Title IX requires schools to provide the option of reasonable modifications to policies, practices, and/or procedures. More information is available at: <https://www.yu.edu/titleIX/pregnancy-parenting>

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY YESHIVA UNIVERSITY

Statement of Understanding

Date: _____

I _____,
Student Name

have read the Ferkauf Academic Catalog, the Clinical Program Handbook for Students, and the Ethical Principles of Psychologists and Code of Conduct. I understand all the policies and procedures and Code of Conduct in these three documents and agree to abide by them throughout my graduate studies at Yeshiva University and beyond.

Signature of Student

Date

Appendix

(a work in progress – see online forms and consult with advisors as needed – eventually all program materials will be consolidated here)

[Clinical Competency II Materials](#)

[Registrar Forms](#)

[Curriculum Planners](#)

[Transfer of Credit Policy](#)