

Clinical Training

Assessment and Intervention

The clinical training offers basic training and skills in a variety of assessment techniques and offers training in at least three psychotherapy modalities (selected from individual, group, couples, and family), and with special populations (including older adults, children, and individuals of diverse sexual orientations). Students develop substantial beginning 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 have the option to concentrate in a given modality or therapeutic orientation (visit the Student Resources webpage under Registration Materials), a graduate is expected to have a basic knowledge of all modalities and orientations as well as know the strengths and limitations of a variety of interventional approaches, and understand the contributions of related interventions such as psychopharmacology.

Students are able to gain theoretical foundations of different therapeutic orientations before and during practicum training. We believe that learning basic theoretical principles before students actually begin seeing psychotherapy patients provides them with a solid foundation with which to begin practicing therapy. 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, stem-branch sequence with students receiving basic courses on theory of intervention before they receive therapy courses and practicum. Following basic coursework in theory of intervention (stem), students enroll in several courses simultaneously (branches) over the next year to get comprehensive training in one orientation. Students simultaneously receive didactic coursework, practicum experience, and both individual and group supervision in one orientation over the course of an academic year. 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 University-based 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.

A multi-step supervision sequence allows for an intensive and comprehensive training experience for students in both receiving and giving supervision. Students have the opportunity to obtain didactic training and experience in the field of supervision. Students are supervised by both advanced students as well as faculty and are supervised in both individual and group settings. In addition to relevant coursework (e.g., Cognitive Assessment), students are seen in small group settings (e.g., Cognitive Assessment labs) that facilitate intensive, hands-on 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 of training. In the model of medical training, students are supervised by advanced students and by faculty. Student supervisors are, in turn, supervised by faculty, which provides a three-

tier supervision experience. By learning from their peers, students develop a vision of their roles in the future and by eventually becoming supervisors in advanced years, students get first-hand experience in learning to become professionals of the future.

Students are exposed to different clinical settings and a variety of patient populations throughout their five years: (1) the University clinic (four years, beginning first year); (2) externships (two years required, second year and third year; fourth year externship is optional); 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 & externship training (Proseminar in Clinical Psychology), professional training (Issues in Professional Practice), supervision (Teaching and Learning Psychotherapy), 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. An integrative study of different orientations is not offered and as such, students are not expected to be able to integrate different psychotherapeutic orientations by the end of their graduate training. 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

Assessment Courses include Clinical Interviewing (first year), Cognitive Assessment (first year), Personality Assessment (first year), Clinical Assessment I and II (second year), and Individual Psychotherapy Practicum (third and fourth years). Students are also required to take adjunctive labs in their first and second year of training totaling five assessment labs (for a detailed description of labs, see page 25). First year graduate students, in the context of their course in interviewing, are required to do one or more intake interviews 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 given to two clients who are currently being seen for psychotherapy in the Clinic. Students must pass Assessment Competency I & II in order to matriculate from the program. Assessment Competency I (ACER-I) is completed at the end of the first year. Faculty directly observe student administer measures to confederates and also rate students on their interpretation of assessment measures. Assessment Competency II (ACER-II) is completed at the end of the Spring semester in the second year. In this competency, students are rated by faculty on a blind assessment battery report.

Psychotherapy Sequence

Psychotherapy Courses: Students are also required to take didactic courses on psychopathology and on theories of psychotherapy that reflect a variety of orientations. Theories of psychotherapy courses include but are not limited to Interpersonal Therapy, Psychoanalytic Theory, Self Psychology, Object Relations Therapy, Concepts in Couples and Family Systems, Family Therapy I and II, Cognitive Therapy, Cognitive-Behavior

Therapy of Anxiety and Depressive Disorders I and II, and Psychological Assessment and Treatment of Older Adults. Third and fourth year students, in addition to taking a variety of courses in psychotherapy, must fulfill a requirement of two years of experience seeing Parnes Clinic clients in ongoing weekly individual psychotherapy (psychodynamic or CBT). During the Individual Psychotherapy Practicum, students receive both individual and group supervision from core and adjunct faculty and have the option to receive intensive training in both psychodynamic and cognitive-behavior therapies. Students are supervised for one hour per week individually by faculty or adjunct clinical supervisors. Additionally, all third and fourth year students attend a weekly individual psychotherapy lab consisting of four to seven students in which they present their cases to core faculty or adjunct clinical supervisors.

Students must pass Clinical Competency I, II, III and IV in order to matriculate in the program. Clinical Competency I is completed at the end of the third year. In this competency, students must write up a clinical case from the Parnes clinic using guidelines (CBT Competency Report Guidelines and Instructions or Psychodynamic Competency Report Guidelines and Instructions). This is rated by faculty and feedback is given to students. Clinical Competency II is a video rated tape (by faculty) and is completed during the third year. Clinical Competency III is another video rating (by faculty) completed in the middle of the fourth year. The criteria for the II and III competencies is determined by track-for CBT it is the CTRS and for psychodynamic it is the PTRS. Successful completion of the fifth year clinical internship and becoming licensed constitutes competency IV and V, respectively.

Assessment & Psychotherapy Lab Requirements

Each year, students are required to take a lab in conjunction with their course load. Lab is usually conducted on a 2-hour weekly basis with a small group of students (4-7 students) who work with an instructor. These labs are required and complementary to the clinical curriculum. Students *must* allow time in their schedules for lab sometimes including extra time for transportation. The labs are scheduled at the convenience of the instructors.

First Year Labs (Assessment)

The first year labs are part of the first year assessment track. Cognitive Assessment (first semester) and Personality Assessment (second semester) have a lab to complement the lecture material and provide the students with intensive review of testing procedures. This lab is taught by advanced students and is offered on Wednesday evenings (6-8). It is always held at the Ferkauf Graduate School. Additionally, the Clinical Interviewing Lab sections were added for some of our major courses, which provide more time for discussions and role-play outside of the didactics. Clinical Interviewing lab allows students to review intake evaluations with an adjunct faculty member. Finally, students are required to take Basic Psychotherapy Skills Practicum while they are enrolled in Clinical Interviewing.

Second Year Lab (Assessment)

The second year lab is part of the second year Clinical Assessment I and II course sequence. These labs are taught by adjunct faculty member and are used to complement the Clinical Assessment I and II year long course. The second year assessment lab provides students with intensive supervision in a small group format. Students learn both conceptual and applied skills to administer and integrate a variety of assessments into a cohesive, integrated report. This lab may be taught on any day of the week and students are sometimes required to travel to their lab instructors' private offices.

Third and Fourth Year Labs (Psychotherapy)

The third and fourth year labs are used to review clinical cases with full-time and adjunct faculty members. Students treat a minimum of three patients (maximum of four) from the Parnes Psychology Clinic (either through the Psychodynamic or the CBT programs) at any given time. Students are required to have taken pre-requisite coursework, and are required to have ongoing weekly supervision with an adjunct clinician in conjunction with these labs. These labs offer intensive supervision and may be offered on Tuesdays, Wednesdays, or Thursdays and are held at the Ferkauf Graduate School. Elective labs are also available in family and couples therapy (accompanying the family and couples therapy year-long course), and with older adults.