



About the Ferkauf Graduate School of Psychology

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



About This Online Catalog

This online catalog supersedes all previous Catalogs and academic regulations and is binding on all students. It was prepared on the basis of the best information available at the time of publication. The University reserves the right to change tuition, fees, course offerings, regulations, and admission and graduation requirements at any time without prior notice. Students should consult the University bulletin boards on the first floor of the Louis E. and Dora Rousso Community Health Center for changes.

Calendar

Yeshiva University operates on the semester system. The school year is end of August (early Septemeber) through late May. The Ferkauf Graduate School of Psychology fall term begins in late August and the spring term generally concludes toward the end of May.

The University is not responsible for interruptions beyond its control.



Equal Opportunity

The University is committed to a policy of equal opportunity and nondiscrimination in admission and all other facets of its educational programs and activities. The University encourages applications from qualified students regardless of sex, religion, age, race, disability, marital status, sexual orientation, color, or national origin, within the meaning of applicable law.

Inquiries concerning the University's nondiscrimination policies may be referred to the Affirmative Action Administrator, Yeshiva University, Jack and Pearl Resnick Campus, 1300 Morris Park Avenue, Bronx, NY 10461-1602 att: Renee Coker, Diversity & Affirmative Action Officer – (718) 430-3771



Accreditation

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

Programs in psychology indicated below are accredited by the American Psychological Association.

In addition, the following programs are accredited by the appropriate professional agencies: the program in medicine, by the Liaison Committee on Medical Education of the American Medical Association and the Association of American Medical Colleges; the programs in law, by the American Bar Association; the MSW program in social work, by the Commission on Accreditation of the Council on Social Work Education; the programs in Jewish education, by the Association of Institutions of Higher Learning for Jewish Education and the National Board of License for Hebrew Teachers.



Program Codes

The following are the official designations of Ferkauf Graduate School of Psychology's program codes, titles, and degrees, as registered by the New York State Education Department.

Hegis Code	Program Number	Program Title	Degree
2104.10	29849	Mental Health Counseling (60 credit)	MA
2003	80360	Clinical Psychology*	PsyD
2099	90326	Clinical Psychology Health Emphasis *	PhD
2099	11055	School Psychology	MS <i>(we are currently not accepting applications for this program)</i>
2099	11056	Advanced Certificate in School Psychology	
2099	11056	Bilingual Extension to the Advanced Certificate in School Psychology	

2099

80361

School-Clinical
Child Psychology*

PsyD

* Accredited by the American Psychological Association.

*Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington DC 20002-4242
Telephone number (202) 336 5979*



PROFESSORS EMERITI

Moshe Anisfeld, Psychology

Joshua A. Fishman, Social Sciences

Allan C. Goldstein, Psychology

Laura Hines, Psychology

Martin B. Miller, Psychology

FACULTY

The following is the list of faculty, with areas of specialization.

William Arsenio, Professor of Psychology. PhD, Stanford University, 1986. Children's emotions and emotional development; affect and morality; social cognition; children's social development.

Carl Auerbach, Professor of Psychology. PhD, University of Pennsylvania, 1968. Qualitative research methods; psychology of trauma; family psychology.

Greta Doctoroff, Assistant Professor of Psychology. PhD, University of Massachusetts, Amherst, 2005. Preschool children's social-emotional and behavioral development, early academic skills, parenting and teacher-child interactions, family and school influences on school readiness, prevention and intervention programs targeting children at-risk for conduct problems and school failure.

Jonathan Feldman, Assistant Professor of Psychology, PhD, Rutgers University, New Brunswick, NJ, 2002. Asthma research in underserved populations.

Michael S. Fisher, Ph.D. Director of Externships and Internships.

Fred Foley, Professor of Psychology. PhD, Fordham University, 1986. Clinical diagnosis; cognitive therapy; family therapy; psychoneuroimmunology; multiple sclerosis and spinal cord injured patients.

Gilbert Foley, Associate Professor of Psychology. EdD, Lehigh University, 1975. Early childhood development; early intervention; infant mental health; PDD/autism.

Barbara Gerson, Associate Professor of Psychology. PhD, New York University, 1976. Clinical child intervention; parenting; subjective world of the therapist; issues in assessment.

Michael S. Gill, Program Director Mental Health Counseling. MA, Ohio State University, 1985. Coordinator for the Supervised Field Placements for the MHC students.

Abraham Givner, Professor, Ferkauf-Silverstein Chair in School Psychology. PhD, Yeshiva University, 1972. Role of the school psychologist; interventions in the schools; models of training.

Shelly Goldklank, Associate Professor of Psychology. PhD, Adelphi University, 1982. Family theory and therapy, individual psychotherapy, and the integration of the two.

Jeffrey Gonzalez, Ph.D. Assistant Professor of Psychology.

Irma Hilton, Professor of Psychology. PhD, Columbia University, 1965. Design of child abuse and pregnancy prevention programs; sex role development; psychological issues in women's health.

Roe Holtzer, Assistant Professor of Psychology, PhD, State University of New York at Binghamton. Research interests in cognitive aging and in the interplay between cognition, mood and motor function vis-à-vis aging and age-related diseases.

Lata K. McGinn, Associate Professor of Psychology and Clinical Program Director; Associate Clinical Professor of Psychiatry, Albert Einstein College of Medicine, Yeshiva University. PhD, Fordham University, 1993. Anxiety and depressive disorders and cognitive behavior therapy; understanding the psychopathology and treatment of depression, specific phobia, social phobia, agoraphobia, panic, obsessive-compulsive, post-traumatic stress, and generalized anxiety disorders.

John Pachankis, PhD, Assistant Professor of Psychology.

Jody Resko, PhD, Clinical Associate Professor Mental Health Counseling.

Martin Rock, Associate Professor of Psychology. PhD, New York University, 1975. Study of the process of psychoanalytic psychotherapy, interpersonal psychotherapy, research and practice of psychotherapy supervision.

Willaim Salton, Ph.D.; Director of the Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic.

Lawrence J. Siegel, Professor of Psychology and Dean. PhD, Case Western Reserve University, 1975. Behavior disorders of children and adolescents; pediatric psychology; stress and coping; adolescent risk behaviors; childhood depression and suicide.

Judith Silver, Associate Professor and Coordinator, Beker Family Project in the Schools. Psy.D., Yeshiva University, 1984. School Consultation, learning disorders, supervision.

Louise Silverstein, Professor of Psychology. PhD, New York University, 1981. Family therapy; parenting and fathering; alternative family structures; feminist therapy; infant and child care; multicultural issues.

Esther Stavrou, Associate Professor of Psychology. PhD, Pennsylvania State University, 1987. Cognitive assessment; bias in assessment; school psychologist's role in helping children with chronic medical conditions; school consultation.

Sonia Suchday, Associate Professor of Psychology and Director of the Clinical Health PhD Program.

Charles Swencionis, Associate Professor of Psychology; Associate Clinical Professor of Epidemiology and Social Medicine, and Associate Clinical Professor of Psychiatry, Albert Einstein College of Medicine, Yeshiva University. PhD, Stanford University, 1978. Obesity treatment in cardiovascular risk; quality of life in antihypertensive treatment.

Joyce Weil, Associate Professor of Psychology. PhD, City University of New York, 1970. Neuropsychological assessment; learning disorders and remediation; affective disorders of childhood.

Vance Zemon, Professor of Psychology. PhD, Northeastern University, 1979. Visual Neuroscience, emphasis in evoked brain potentials, psychophysics, and neural models, with clinical research in neural development, psychiatric, neurologic, and ophthalmic disorders.

Richard Zweig, Associate Professor of Psychology. PhD, Northwestern University, 1989. Graduate training in Clinical Gero-psychology; depression and personality disorders in older adults; the measurement of social adjustment; psychotherapy with the elderly.

The following are part-time faculty, with areas of specialization.

ADJUNCT FACULTY

Maureen Arnold, PhD

Keith Benoff, PsyD

Steven Boksenbaum, PhD

William Bracero, PhD

Steven Glicksman, PhD

Zev Labins, MD

Shelley Lenox, PhD

Dennis Tirch, PhD

CLINICAL LAB INSTRUCTORS

Angela Mathews, PhD

Deborah Melamed, PhD

Pascal Sauvayre, PhD

Leslie Warfield, PhD



YESHIVA UNIVERSITY

Yeshiva University, in its second century, is an independent institution under Jewish auspices chartered by the State of New York. It is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and by specialized professional agencies. It offers programs leading to associate's, bachelor's master's, doctoral, and professional degrees.

In addition to its extensive teaching programs, the University maintains a network of affiliates, conducts widespread programs of research and community outreach, and issues publications.

The University's thousands of graduates are found throughout the US and overseas, in every profession. Among its alumni are judges, university professors and presidents, religious leaders, business executives, government officials, artists, writers, doctors, and scientists. The University's roster of honorary degree recipients includes Nobel laureates, world political leaders, philanthropists, and other individuals committed to the betterment of society.



Mission

The University's guiding vision is the confidence that the best of the heritage of contemporary civilization—the liberal arts and sciences—is compatible with the ancient traditions of Jewish law and life. On the undergraduate level, this belief is embodied in the dual curriculum under which students pursue a full program of Jewish studies while taking college programs in the liberal arts and sciences and business and receiving specialized preparation for advanced work in a discipline or profession. On the graduate level, the University emphasizes the moral dimensions of the search for knowledge and the ethical principles that govern professional practitioners.

Yeshiva University is also committed to the love of learning for its own sake (known in Jewish tradition as Torah Lishmah) and to teaching and research that stress a striving for excellence.

A third goal of the University is to serve the general and Jewish communities of the city, the nation, and the world by preparing well-trained professionals in several fields and providing pioneering resources for community service.



History

Yeshiva University traces its origins to Yeshiva Eitz Chaim, founded in 1886 on New York's Lower East Side. In 1896 Rabbi Isaac Elchanan Theological Seminary (RIETS) was founded there; it was chartered in 1897 by the New York State Board of Regents. In 1915 the two schools merged.

Under the leadership of Dr. Bernard Revel, who served as president from 1915 until his death in 1940, the institution embarked on a plan of educational development and growth. In 1929 the institution moved to its Main Campus in Manhattan's Washington Heights. Liberal arts programs began with the establishment of Yeshiva College in 1928, and the first graduate curriculum (in Jewish studies) was introduced in 1935.

The election of Dr. Samuel Belkin as president in 1943 inaugurated a new era of expansion. University status was granted in 1945 by the New York State Board of Regents. The institution initiated programs of general and professional studies,

research, and special projects to benefit many constituencies. These included a college of liberal arts and sciences for women and graduate schools of medicine, law, social work, and psychology.

Dr. Norman Lamm was elected president in 1976, following Dr. Belkin's death. He undertook a complete review of the University's structure and operations and significantly expanded undergraduate study opportunities to include, among other things, a new undergraduate school of business. He has also enriched graduate and professional school resources and established a carefully monitored fiscal system and development program to further the University's goals.

Facilities

Special Collections

The University's Rare Books and Manuscripts Division contains several thousand rare Judaica and Hebraica volumes, 39 Hebrew incunabula (books printed before 1500), and over 1,000 literary and historical manuscripts. The Archives document the University's history as well as the activities of important Jewish organizations and individuals.

Affiliations

Since 1974 the University's libraries have participated in OCLC, a computerized bibliographic network of more than 30,000 libraries in 65 countries. Members of this shared online system have access to 38 million catalog records and can borrow materials from OCLC libraries by generating online requests.

The library system is a member of METRO, the Metropolitan Reference and Research Library Agency. Students with legitimate research needs gain entry to all METRO member-libraries by requesting a METRO card.

Through special membership in the Research Libraries Group, the libraries participate in RLIN, the Research Libraries Information Network, in cooperative projects among libraries with Hebraica collections and in programs for preservation of library materials.

Each University library maintains affiliations with agencies devoted to its particular specialty, such as Jewish studies, social work, law, and medicine.

Yeshiva University Museum

The Yeshiva University Museum moved in 2000 from the Main Campus to a new home at the Center for Jewish History, 15 West 16th Street. The museum presents innovative exhibits reflecting Jewish life through the humanities—art, architecture, music, literature, science, history, and anthropology. It fulfills its mission as a teaching museum through community outreach programs, satellite galleries, and cultural events, including crafts festivals, concerts, and children's workshops. YUM branch galleries at the Main Campus continue to offer exhibitions and children's art education programs.



Computer Facilities

Yeshiva University, recognizing the increasing role of high technology, continually enhances its computer facilities and services. A wide area network (WAN) links computer resources on all YU campuses, yielding access to such resources as the online catalog and mini-MEDLINE systems at Albert Einstein College of Medicine as well as all Internet-based resources worldwide, with library computers offering menu-driven search capabilities.

A scientific/educational computer center on the Resnick Campus provides an excellent research-oriented educational environment for students, faculty, and researchers.

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

Ferkauf Graduate School of Psychology is located in the recently renovated Louis E. and Dora Rousso Community Health Center on Yeshiva University's Jack and Pearl Resnick Campus at Albert Einstein College of Medicine. Developed from the University's School of Education and Community Administration (1948–57) and Graduate School of Education (1957–65), the School was named in 1965 to honor the vision and generosity of Eugene and Estelle Ferkauf. It later became Ferkauf Graduate School of Humanities and Social Sciences (1966–77) and Ferkauf



Graduate School (1977–82). Development as a school of psychology began in 1975 with the joining of the departments of psychology and educational psychology to form the University-wide department of psychology. The School of Professional Psychology was established at Ferkauf Graduate School in 1979 in response to changing patterns of training in psychology and new patterns of student demand for such training.

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

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

Collaborations with urban and rural schools, and health and mental health institutions are well established for all programs, and a joint program with Albert Einstein College of Medicine (AECOM) offers clinical health psychology doctoral research opportunities as well as service provider training in this area. Ferkauf has affiliations with the AECOM department of pediatrics and the Rose F. Kennedy Center for Research in Mental Retardation and Developmental Disabilities that provide interdisciplinary training for students.

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

The doctor of psychology program in clinical psychology and the doctor of psychology programs in school and school-clinical psychology are accredited by the American Psychological Association.

Location

Situated in a residential community in the Northeast Bronx, Ferkauf Graduate School is within easy reach of Manhattan, Queens, Long Island, Westchester, Riverdale, and Northern New Jersey by mass transit, car, or express bus.



FACILITIES

On the Jack and Pearl Resnick Campus, Albert Einstein College of Medicine and its affiliated institutions constitute one of the nation's leading centers for medical education and research.

Within this complex are the Irwin S. and Sylvia Chanin Institute for Cancer Research, Rose F. Kennedy Center for Research in Mental Retardation and Developmental Disabilities, Fisher Landau Center for the Treatment of Learning Disabilities, and other major centers of research in heart disease, diabetes, gerontology, brain aging, hypertension, liver disease, communication disorders, nervous system disorders, and neurotoxicology. With the Sue Golding Graduate Division of Medical Sciences, Belfer Institute for Advanced Biomedical Studies, and D. Samuel Gottesman Library, this –city within a cityll embraces a multifaceted system of clinical facilities and affiliates, including the Jack D. Weiler Hospital of Albert Einstein College of Medicine and Jacobi Medical Center (Abraham Jacobi Hospital and Nathan B. Van Etten Hospital). The Albert Einstein, Sue Golding, and Belfer programs enroll over 800 and have a full-time faculty of more than 1,000.

Off Campus

Clinical affiliations in adjacent and other areas include the Long Island Jewish Medical Center, Bronx-Lebanon Hospital Center, Bronx Psychiatric Center, Bronx Children's Psychiatric Center, Montefiore Medical Center, Soundview-Throgs Neck Community Health Center, and Preferred Health Network's Flushing Hospital Medical Center and Wyckoff Heights Medical Center.

D. Samuel Gottesman Library

The library houses approximately 210,000 volumes, 2,100 currently received print journals, and over 1,000 full-text online journals. Library staff provide a high level of service using both electronic and print resources to meet the information needs of all patrons. The library's website, www.library.aecom.yu.edu, is a gateway to many electronic resources including ALBERT (the library online catalog), full-text journals, and databases such as PsycINFO, MEDLINE, HaPI, ERIC, Current Contents, and Evidence Based Medicine. Full-text online journals are restricted to computers directly connected to ALNET, the campus-wide network.

The reference department regularly schedules classes and training sessions on database searching, biomedical and psychological resources on the WWW, SPIN (grants database), and how to evaluate websites. Reference librarians also work with individuals by appointment.

Books and journal articles needed for coursework or research which the library does not own or cannot access electronically may be requested through the interlibrary loan department.

The library is open 85 hours a week. Hours and contact information are available on the library's website (see above).



Computing Facilities

The Resnick Campus has several computer rooms for student and faculty use. The Ferkauf Computer Room consists of ten Dell Pentiums—all with Windows, Microsoft Office, and SPSS – all of which are connected to the Internet and share a Hewlett Packard printer.

The Gottesman Computing Room houses 12 Pentium-based PC's connected to a Novell Netware server. Applications include SPSS for Windows, Microsoft Office 97 Professional, WordPerfect Office Suite, Netscape, a suite of email programs, and other educational software.

The Sonia Gruen Computing Room consists of 15 PowerMac 7600 computers. Software includes MSOffice 98 Professional, Delta Graph, SPSS, Netscape, Telnet, and other educational programs.

The University-wide computer network provides email as well as access to Yeshiva University libraries, the Internet, and other network-based services. Access to the University network is afforded by numerous modern Ethernet connections throughout the Rousso Center.

Technical support is available at regular office hours to help students requiring assistance in utilizing computer services.



Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic

The clinical, clinical health, and school-clinical child psychology programs offer practicum experience through Ferkauf's Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic. The clinic provides a wide range of assessment, evaluation, remediation, and therapeutic services for children, adolescents, and adults in the neighboring communities, in addition to consultation services directly to the local schools.

The clinic is an integral part of the teaching and training programs at Ferkauf Graduate School. It provides individual adult psychotherapy, child/adolescent therapy, family therapy, evaluation, and remediation services to community residents. Psychoeducational evaluations for school-aged children and young adults are available.

A behavioral medicine practicum services individuals with chronic medical conditions or psychophysiological disorders and those undergoing medical procedures. There is significant collaboration between the clinical health psychology program and various medical departments at Albert Einstein College of Medicine.

Located in the Rousso building, the clinic is committed to respecting and working within the framework of the religious and cultural values and concerns of its clients. It serves clients of both religious and nonreligious orientations. The clinic is used as a practicum training facility with supervision provided by faculty.

Professional staff consists of doctoral-level students in clinical, school-clinical child, and clinical health psychology. They are closely supervised, both individually and in groups, by senior licensed psychologists.

Referrals can be made by educational institutions, social and welfare organizations, youth agencies, and professional personnel.

Leonard and Murial Marcus Family Project for the Study of the Disturbed Adolescent

Supporting fellowships and research in adolescent psychology, the project emphasizes development of modalities of treatment for depressed, suicidal, and high-risk adolescents and their families. Dr. Lawrence J. Siegel is director of the Marcus Family Project.



Rose F. Kennedy Center for Research in Mental Retardation and Developmental Disabilities

The Kennedy Center brings together under one roof scientists and clinicians with broad interests in the genetic, prenatal, biochemical, neurological, psychological, and environmental aspects of mental retardation and human development.

The major diagnostic and evaluative program for handicapped children in the Bronx, the Children's Evaluation and Rehabilitation Center, is housed in the Kennedy Center. It provides a resource for relating research findings to both clinical practice and training.

Clinical and preclinical departments of the College of Medicine and appropriate graduate schools of Yeshiva University participate in the multidisciplinary research and research training programs of the center. Affiliations with a number of other facilities provide further opportunities for training, research, and demonstration service projects.



Recreation and Dining Facilities

Campus life offers a wide variety of lectures of professional and scientific interest, as well as concerts and art shows.

Student lounges and other facilities are available for student events and for quiet relaxation or recreation. They provide pocket billiards, stereo music, television, and automated food service.

Students may elect to join the Anne and Isidore Falk Recreation Center, housing a swimming pool, gymnasium, racquetball and squash courts, exercise and weight training rooms, saunas and steam baths, and a suspended jogging track. Tennis, volleyball, softball, and touch football areas are on campus or nearby.

The campus is within easy driving reach of major recreational areas of Long Island, Westchester, Connecticut, and New Jersey. Only a few minutes away are the Bronx

Botanical Gardens and Zoological Park, City Island, Pelham Bay Park, and Orchard Beach. Nearby Pelham Parkway provides an attractive setting for jogging or horseback riding.

The University-operated dining hall, on the ground floor of Abraham Mazer Hall, is open on days when classes are held, 11:30 a.m.–1:30 p.m. Neighborhood restaurants are also available to students.

Accident and Health Insurance

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

Injuries

All injuries and accidents to students while engaged in classroom work will be reported by the faculty member in charge of the course. Students are required to report immediately to the Office of the Dean any other injury suffered on School premises.



Organization of Psychology Students

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

OPS is led by an Executive Committee that currently consists of eight students. Executive Committee members are chosen through an election (held each fall) open to all students. At

least one representative from each program serves on the Board. Officers are president, secretary, and treasurer; remaining Executive Committee members chair various committees. Committees are established annually based on the varying needs and goals of Ferkauf students in that year. The Executive Committee meets regularly to establish and implement a –student agenda; coordinate programming of social hours, parties, and lectures; oversee the execution of specific projects handled by individual committees; and respond to special requests and problems raised by students during the course of the year including distributing research and travel grants to students. The structure of OPS encourages maximum participation by all students.



Maintenance of Academic Standards

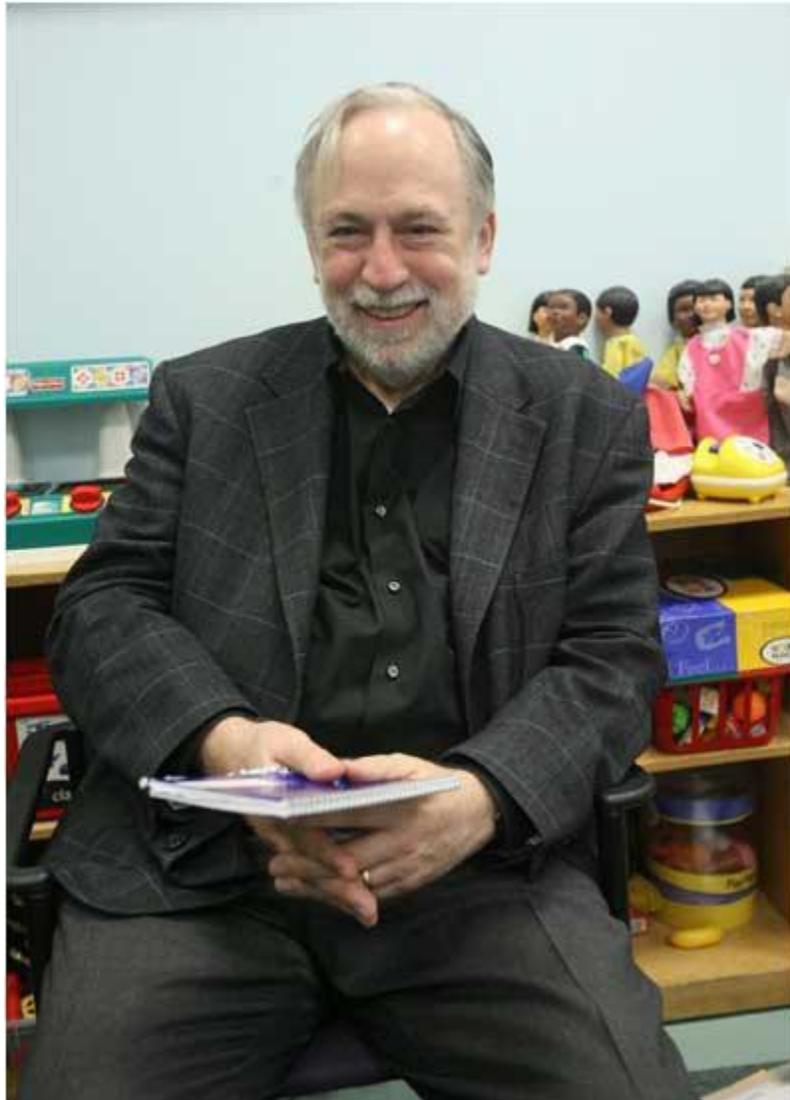
Students are required to maintain satisfactory standards of scholastic performance, including a 3.0 average. A student who, during a semester, fails a course or receives two C grades or an average below 3.0 or an excessive number of Incompletes is placed on academic probation for the following semester. If in any subsequent semester another course is failed, or C grade or below-3.0 average or Incompletes are received, the student may be dropped from the School at the discretion of the program faculty.

PERFORMANCE REVIEW

Program faculty judging a student as performing below expectation may require additional coursework and/or other remediation to re-evaluate continuance in the program. When students are on probation, a faculty committee appointed by the Dean reviews their performances with them and determines whether withdrawal is required. The committee will develop a remediation plan for those permitted to continue at the School.

Official Withdrawal

A student who is withdrawing from the University and does not expect to return at some future date should fill out an Application for Official Withdrawal form, available in the Registrar's Office. Completion of this form is necessary for the student's record to bear the notation that an official withdrawal was granted. (A student who plans to return at some future date should instead file a Request for a Leave of Absence form; see description below.)



Leaves of Absence

Students who are not taking any coursework but who expect to return at some future time should file a Request for Leave of Absence for Graduate Student Form, available in the Office of the Registrar. Such leaves are normally granted for a maximum of 12 months. (If the student is entering full-time service in the armed forces or in ACTION, Peace Corps, and VISTA, no charge will be made for the leave during the period of actual service.) Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue a course of study under the requirements in force at the time

the leave was granted. Leaves of absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements.

A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the School.

A student who wishes to resume studies will be required to apply for readmission.

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

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

Maintenance of Status

A student who is not taking any courses but is preparing for a language or comprehensive examination or is making up an Incomplete must maintain status and register for one of the Registrarial courses in the sequence REG 0910A-0919A.

Continuous Registration

Students must maintain continuous registration until graduation—including registering for research until oral defense is completed.



Research Advisement

Students must remain continuously registered in Doctoral Dissertation Planning or Research Project II, depending on the degree program, while working on their research. This

registration must continue through the internship year when a student has not yet completed the oral defense.

Use of the University's Name

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

Privacy Rights

Yeshiva University has adopted regulations to protect the privacy rights of its students under the Family Educational Rights and Privacy Act (FERPA) of 1974. A copy of the regulations is available on written request, accompanied by a self-addressed stamped envelope, to the Office of the Registrar.



Records and Transcripts

In accordance with the provisions of FERPA, a transcript is not issued without the student's written request, except in a few circumstances in which the law allows or requires a transcript to be sent without the student's permission. Details are given in the University's FERPA policy statement, a copy of which may be obtained as described under Privacy Rights, above.

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

The fee for a transcript must be paid in advance (refer to Tuition and Fees section of this Catalog). A transcript is not issued for a student who has an overdue debt to the University or has failed to return all books to its libraries.

A student who wishes to change either a first or last name on School records must file a —Request for Change of Name on School Records form in the Office of the Registrar.

A student who believes that there is an error in his or her academic record (e.g., in a grade, average, credit value, or course description) must promptly call this to the attention of the Office of the Registrar. Even if there has been a mistake on the part of the University, no request for a correction will be considered unless the student notifies the Office of the Registrar within three months.



Diplomas

Duplicate or revised diplomas can be secured under certain circumstances determined by the standards accepted by American universities. Full information is available in the Office of the Registrar.

Change of Address

Students who change their home or local residences are required to notify the Office of the Registrar of the change of address within 10 days by filing a —Notification of Change of Address form available in the Office of the Registrar. A student is responsible for all mail sent to the old address if the University has not been so notified.

Residence Requirement

So that each student has adequate contact with the School and its faculty, all research, reading, directed study, and dissertation credits must be taken at the School, and no more than 6 credits toward the master's degree or 12 credits toward a doctoral degree may be transferred from other institutions. An exception to this policy exists in the school-clinical child psychology—three-year program.

Time Limitations

A student must complete the requirements for the master's degree within four years of admission to the School. Requirements for a doctoral degree must be completed within 10 years of admission. Students who go beyond this limit may be dropped from the School. If permitted to continue, they may be required to take additional, more current, coursework.



Transfer of Credit

Credit for work completed at another institution of higher education is not automatically granted; the dean and the Office of the Registrar must approve its acceptability and its appropriateness to the degree sought at the School.

No credit is given for any course transferred from another institution with a grade below B or a P grade, nor for any subject which is technical or commercial, or in any way not ordinarily classified as a liberal arts subject.

Students may transfer a maximum of 6 credits toward the master of arts degree and 12 credits toward the doctor of psychology and doctor of philosophy. There are two exceptions:

a) in the school psychology program, where up to 48 credits may be transferred from another institution; and b) students admitted into Ferkauf's master of arts program who subsequently are admitted into a Ferkauf doctoral program, who may transfer selected credits toward their doctoral degrees. This transfer cannot be used to reduce the required four-year full-time residency training in the clinical or school-clinical child psychology programs.

Students who are admitted into the three-year School Psychology Program and are requesting transfer credits are required to submit course syllabi from their prior graduate training for evaluation. After careful review, the applicant will be informed of the number of credits that have been accepted to this program. Similarly a review of prior supervised experience is also completed prior to commencement of the program.

Transfer credit can be granted in core areas with the approval of the instructor of the comparable course and the program director. In the case of an elective, approval must be obtained from the program director. Since conditions vary in certain programs, students should consult with their program director.

No credit is allowed for any courses completed more than 10 years before the date of application for advanced standing, whether or not the credit was earned toward a formal degree.

Students who have taken courses at other graduate institutions and wish to apply for transfer of credit must do so by filing an Application for Transfer Credit Toward a Graduate Degree form during their first semester in attendance. Regulations and procedures are available in the Office of the Registrar.

All official actions concerning transfer of credit are taken by the registrar after all records are checked and subsequent to written approval by the dean.

Students already in attendance may take courses at other institutions or at other schools of Yeshiva University only under very special circumstances and after they have received written permission from their program director and the Office of the Registrar. Requests for such permission are to be made on the Request for Permission for Graduate Work at Other Schools form available from the Office of the Registrar. Such credits are counted as transfer credits and are subject to all the above regulations.

Graduation

Commencement exercises are held each May or June at the close of the academic year. Diplomas are issued thereafter. However, degrees may be awarded on September 30, January 31, or June 30. A student applies for a degree by filing an -Application for Graduation form by a given date during the semester prior to anticipated graduation. Final dates for filing are listed in the Academic Calendar.

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



Student Responsibility

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

Academic Discipline

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

Student Information

False or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information requested by the School may result in disciplinary dismissal.

Posters and Notices

All posters and notices must be initialed by the appropriate administrative officer of the School before they are displayed on the School's various bulletin boards. Students should

regularly examine these bulletin boards for official notices. The School maintains an active listing of employment opportunities.



ACADEMIC INTEGRITY AND Ethical and Professional Standards in Graduate Study

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

Graduate study requires excellence of intellect. Graduate students are expected to show seriousness and intellectual dedication, respect for the views and convictions of others, concern for the impact of advanced knowledge on society at large, regard for instructors, fellow students, and the School as a whole and, above all, adherence to the highest ethical and moral standards in their personal and professional lives.

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

The American Psychological Association and the National Association of School Psychologists have specified ethical and professional standards regarding the practice of psychology. Students are expected to adhere to such standards. No student may engage in the private practice of psychological assessment or any form of psychotherapy. Failure to observe the professional practice code will lead to dismissal from the School. Students should consult their advisers regarding outside employment.

Status

Students are expected to maintain full-time status, defined as 12 credits per semester, for the first three years. In the fourth year of the PsyD program, 9 credits each term is considered to be full-time status. In some programs, the one-year, full-time internship is considered as equivalent to full-time status. The appropriate full-time equivalency forms are obtained in the Office of the Registrar. Since conditions may vary in certain programs, students should consult with their program director.

Evaluation of Performance and Certification of Doctoral Degree Candidacy

Admission to doctoral programs is provisional and must be certified. Certification occurs when the student has completed two years of coursework or its equivalence and the comprehensive examinations. The program director reviews the student's progress with the faculty. Strengths and weaknesses are considered to insure maximal development and to avoid problems. Progress is evaluated by taking into account:

- a. Coursework
- b. Faculty Evaluation
- c. Examinations
- d. Interpersonal Skills and Professional and Ethical Behavior

Students who are not certified for doctoral candidacy may be withdrawn from the doctoral program.



Grades

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

A+	Outstanding
A	Excellent
A-	Very Good
B+	Good
B	Adequate
B-	Just Adequate, Borderline
C	Well Below Level
F	Failing

Where coursework, with permission, extends beyond one semester, the following grades may be used:

- X Course in progress
- Y Year course; second-term grade applies to both terms

(changed to -II if the student does not register for the second term)

In dissertation and research project courses the grades are:

- S Satisfactory completion
- R Repeat (continue)

Administrative Grades

- G Course dropped by student without permission (counted as failure)
- I Incomplete
- M Missing (no grade reported)
- W Withdrew without penalty or prejudice

Academic Average

Each grade has a numerical value, as follows:

- A+ 4.334
- A 4.0
- A- 3.667
- B+ 3.334
- B 3.0
- B- 2.667
- C 2.0
- F,G 0

When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the number of credits completed, including courses failed. The average is rounded to the third decimal place.

Grades achieved at other institutions are not averaged in with the student's record at Yeshiva University; only credit is granted on transfer.

Students must maintain a 3.0 average, and no courses in which a C grade is received can be credited to the doctoral degree. Students in the terminal master's-level program must have a minimum average of 3.0 to receive their degree. Should a C grade be obtained in a required course, that course must be repeated; should a C grade be obtained in an elective course, the student must select an additional elective.

In the Mental Health Counseling MA program Two (2) C grades result in official withdrawal.

All coursework must be completed by the end of the semester in which the course is taken. A mark of I (Incomplete) cannot be carried for more than one semester. Exceptions are made in certain research courses with the approval of the student's adviser.

Full details of the required minimum standards of good academic standing and satisfactory progress are available in the Office of the Registrar.



ADVISEMENT, EXAMINATIONS, AND RESEARCH

Program Director

A program director coordinates and has administrative responsibilities in each of the specialized areas of study. That individual determines, together with the program faculty, the policies, procedures, and curriculum for the particular course of study. Each newly admitted student is assigned to an adviser by the program director. The adviser's role is to assist the student with programmatic and administrative issues and to facilitate the student's progress throughout the course of study.

Course Examinations

Course examinations (number and type) are at the discretion of the instructor.

Comprehensive/Competency Examinations

Candidates in all doctoral programs are required to pass a comprehensive examination designed to test integrative and methodological competence. Students take this examination at the end of their second or third year or equivalent, depending on individual program requirements. In the clinical psychology program, all students must take the written comprehensive at the end of the second year.

Students in the School-Clinical Child Psychology program needs to complete six competency examinations that begin at the end of the first year of study. The examinations focus on specified program competencies: (a) Demonstrate ability to administer cognitive & personality assessment instruments; (b) Demonstrate ability to score cognitive and personality assessment instruments; (c) Demonstrate ability to integrate data in written format, for professional use; (d) Demonstrate ability to conduct psychotherapy; (e) Demonstrate ability to conceptualize psychotherapy cases and consultation cases; (f) Demonstrate research competencies

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

Grievance Policy and Procedure

Policy. Yeshiva University's Ferkauf Graduate School of Psychology is committed to a policy of resolving all student grievances through a formal set of procedures designed to ensure that the student's issue or concern is resolved fairly.

Procedure.

Step 1. Student should discuss their issue or concern with their faculty adviser.

Step 2. If the student thinks that their issue or concern is still unresolved by their adviser they should discuss their issue or concern with their Program Director.

Step 3. If the Program Director cannot resolve the student's issue then the Program Director discusses the issue with a subcommittee of his or her program's faculty.

Step 4. Should the program sub-committee not be able to resolve the student's issue the student's concern is brought to the attention of a department committee of faculty from all programs chosen by the Dean.

Step 5. Should the department committee not be able to resolve the student's issue the matter is resolved by the Dean.

Procedures Regarding Complaints of Unlawful Harassment



PhD Research

Candidates for the PhD are required to complete two pieces of research: a predoctoral study roughly equivalent to a master's degree thesis and a doctoral dissertation. The doctoral research must represent an original contribution to scholarship. These requirements are ordinarily met through a specific course sequence that varies from program to program.

Students are responsible for maintaining continuous contact with their research adviser every semester that they are working on their doctoral dissertation. They must register each semester for Doctoral Dissertation Planning until graduation.

Predocutorial Requirement

PhD students are required to submit a predoctoral research thesis, normally at the completion of their second year (in clinical health psychology, normally at the end of the third year). Those with advanced standing must submit evidence of having completed such a paper to the satisfaction of the program director and course instructor (when appropriate).

Dissertation Requirements

Requirements are completion of the doctoral dissertation (a scholarly piece of research) and successful oral defense of the dissertation before a group consisting of a three-member committee and two dissertation readers.

Candidates must first successfully complete Doctoral Dissertation Planning I and II. This is done by preparing a doctoral dissertation outline, i.e., a plan for doctoral research. The plan must be approved by a three-member committee consisting of the student's sponsor and two other faculty members. With approval, these two others may instead be acknowledged experts in their fields from outside the University.



PsyD Research

Students completing the PsyD degree are expected to be trained as critical consumers of research. To that end, students are required to complete two projects. The first is a critical review of the literature in a delineated area. The second, growing out of that review, may be an empirical study, case study, qualitative research, or evaluation of an ongoing program. These projects are undertaken with the approval of the program director, and are under the supervision of research advisers. On completion of the projects, students are required to defend their work at an oral examination. All requirements for PsyD research can be found in the PsyD Research Requirements Manual developed by the two doctoral programs.

Candidates for PsyD degrees in clinical psychology normally meet the doctoral research requirement by completion of two research elective courses and by completion of the two doctoral research projects. See individual program handbooks for specific requirements.

Students are responsible for maintaining continuous contact with their research adviser every semester that they are working on their doctoral research projects. They must register each semester for Doctoral Research Project II until graduation.

Accommodations for Students with Learning Disabilities

If you would like to request educational accommodations for a disability that affects your academic performance you must provide documentation for this need. **Documentation must include information regarding:**

a) the nature of the disability

b) the specific types of accommodations being requested

b) accommodations previously provided (if any)

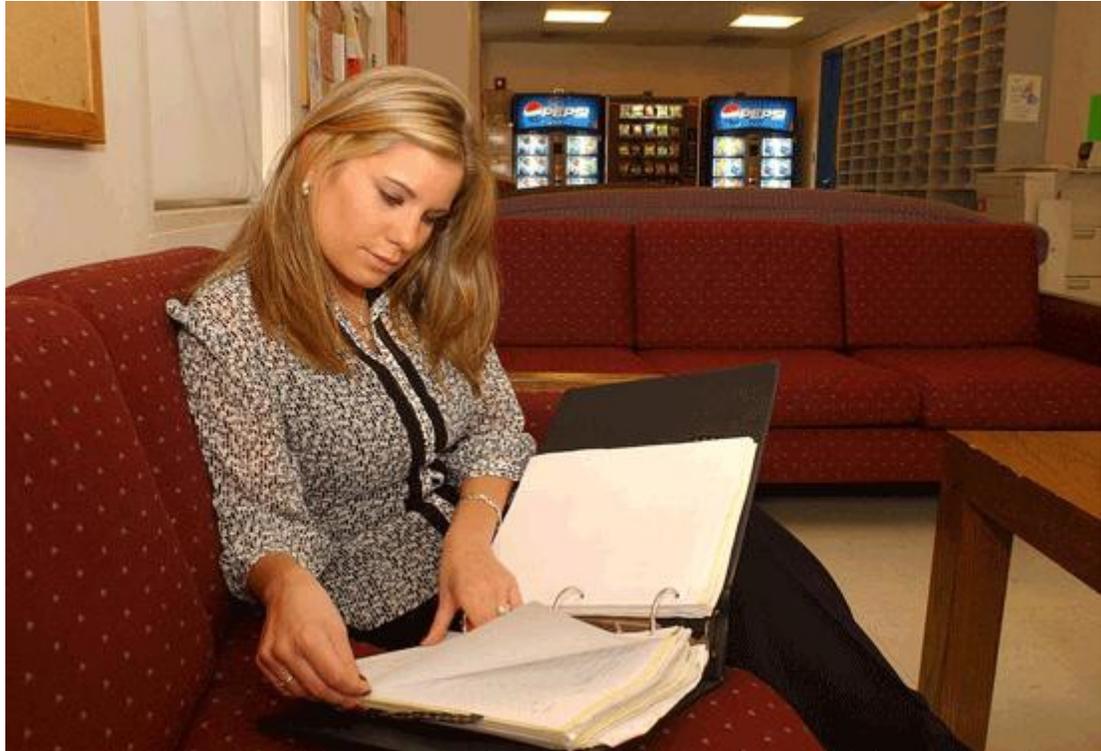
- **If you have received accommodations in the past** (e.g. college) for a disability affecting your academic performance and feel that you continue to require these accommodations, documentation may be in the form of a letter from a college official responsible for approving accommodations.
- **If you did not receive accommodations in the past**, please provide a recent report (less than 3 years old) from a licensed psychologist that includes evidence from tests of cognitive functioning, academic functioning and neuropsychological functioning and documents the need for accommodations.

If your request for accommodations is approved by the Dean's Office, a memo will be issued to the appropriate faculty requesting that you be provided with accommodations. You should work with the appropriate faculty to coordinate the accommodations.

Please contact the Dean's Office for additional support and guidance.

You may also visit LDonline.com for further information about

Learning Disabilities.



The School offers degrees in the following areas:

MA Mental Health Counseling Psychology

PsyD Clinical Psychology

**PsyD School-Clinical Child
Psychology**

PsyD School Psychology *(we are no longer accepting application sto this program)*

**MS School Psychology: Advanced
Certificate in School
Psychological Services**

PhD Clinical Psychology (Health Emphasis)



MASTER OF ARTS PROGRAM

Mental Health Counseling Psychology

REFER TO MENTAL HEALTH COUNSELING UNDER ACADEMIC PROGRAMS section

MASTER's degrees EN ROUTE TO DOCTORATE

Students enrolled in PsyD and PhD programs apply for the master of arts or master of science degree during their second or third year. They must have completed the following before the master's degree can be awarded:

PsyD Programs

Clinical Psychology Psy D

REFER TO Clinical Psychology PsyD UNDER ACADEMIC PROGRAMS section

School-Clinical Child Psychology Psy D

REFER TO School-Clinical Child Psychology PsyD UNDER ACADEMIC PROGRAMS section

PhD Programs

Clinical Health Psychology PhD

REFER TO Clinical Health Psychology PhD UNDER ACADEMIC PROGRAMS section

GENERAL DOCTORAL DEGREE REQUIREMENTS

Doctor of Psychology

The PsyD programs (i.e., clinical, school-clinical child, and school psychology) offer experiences in theoretical areas (psychopathology, developmental, social), practica (assessment and intervention), and applied research. Graduates are eligible for the New York State licensing examination. Students in the school-clinical child psychology program are eligible for New York State certification as school psychologists.

When students pass the comprehensive/competency examination or the second-year assessment course in both clinical and school-clinical child psychology, they may apply for the master's degree.

Research requirements include the submission of two projects:

- a. a comprehensive review of the literature in one area;
- b. an empirical study of a problem related to that area, e.g., an investigation, case study, qualitative research, or evaluation of a program or project.

See Research Requirements for the PsyD Degree, available in the Office of the Dean.

Doctor of Philosophy

PhD programs incorporate a primary research emphasis that is reflected in the curriculum. Students are required to take courses that prepare them for extensive research activities: an advanced yearlong sequence in statistics, specialized course in test construction, and predoctoral research in which an empirical investigation, comparable to a master's thesis, is conducted under the guidance of a faculty adviser. Students are then required to complete a doctoral dissertation that is an empirical investigation and an original contribution to theory.

Other requirements are: doctoral certification; doctoral comprehensive examination; and oral defense of dissertation. A University-approved internship is required of students in the clinical health psychology program



Overview of the Ferkauf Graduate School of Psychology
Mission Statement Maps
and Directions Message
from the Dean

Course Descriptions

Courses are listed in alphanumerical order: first by area using a three-letter designation, then numerically within the area using a four-digit number. Courses are 3 credits each unless otherwise indicated. If a course is fewer than 3 credits, the letter A is suffixed to the course number; if 4 or more credits, B is suffixed. Areas are designated as follows:

PSA = General Psychology and
Core Courses

PSC = Clinical Psychology

PSH = Clinical Health Psychology

PSM = Mental Health Counseling

PSS = School-Clinical Child
Psychology / School Psychology

REG = Registrarial Courses



PSA - General Psychology and Core Courses

PSA 6066 Cognitive Psychology

Designed to acquaint students with the internal, largely unconscious, processes subserving everyday behavior and cognition. Topics include: attention and effort; mental imagery; working-memory and long-term memory; implicit and explicit memory; infant memory; processes of retrieval; memory distortions and failures; eyewitness testimony and identification; syntax, reading; intelligence, experts, prodigies, and savants.

PSA 6071 Psychopharmacology

Biological and psychological actions of drugs encountered in psychological, educational, and psychiatric applications; emphasis on drugs of use, not abuse, and the need for careful evaluation and testing.

PSA 6073 Seminar in Psychopharmacology

Topics of current interest in the field of drugs in psychology, psychiatry, education; how to read the drug literature; opportunities to pursue individual interests in drugs, biological bases of their action, and applications.

Prerequisite: PSA 6071 or equivalent.

PSA 6101 Theories of Personality

Logical and empirical criteria for evaluating theories of personality examined and applied in a critical survey of some major theoretical positions.

PSA 6207 Computer Analysis of Behavioral Datasets

Statistical analysis of behavioral research data by computer, including use of operating systems; variable lists; recording and transformations programming for descriptive statistics; correlation; t-test; chi square; analysis of variance; and factor analysis.

PSA 6220 Perception

Sensory and perceptual processes are explored through the analysis of psychophysical, anatomical, and neurophysiological data. The serial and parallel character of information flow in these systems are considered and related to neural functions in general. The development of the relevant neural pathways are described along with their involvement in various neurologic disorders.

Prerequisite: PSA 6930, PSA 6938, or permission of the instructor.

PSA 6227 Research in Perceptual Processes

Hands-on training in electrophysiological and psychophysiological methods used in the study of sensory and perceptual processes. The student participates in an ongoing research project and will assume primary responsibility for one phase of the study.

PSA 6280 Statistics I

The theoretical basis of univariate statistics is presented along with applications to psychology and health-related fields. Topics include probability theory, descriptive statistics, t tests, analysis of variance, power analysis, correlation, regression analysis, and nonparametric techniques.

Prerequisite: undergraduate statistics or permission of the instructor.

PSA 6283 Statistics II

Continuation of Statistics I. The general framework for multivariate statistics is provided along with applications to psychology and health-related fields. Topics include matrix algebra, the general linear model, multiple regression, analysis of covariance, multivariate analysis of variance, factor analysis, and discriminant function analysis.

Prerequisite: PSA 6280 or permission of the instructor.

PSA 6285 Statistics for Applied Psychology

PSA 6286 Research Methods in Professional Practice

PSA 6287, 6288 Research Methods I & II

Relevant philosophy of science; the practitioner as consumer of psychological research; criteria for evaluating validity of psychological literature; program evaluation and objective methods in assessment.

PSA 6289 Introduction to Qualitative Research

Major methods of qualitative research, together with some useful psychological applications of them. For students who want to do qualitative research and those who want to learn about it.

PSA 6321 Test Construction: Theories and Methods

Introduction to basic concepts, theoretical models, and common procedure in the construction of tests, questionnaires, scales, and other formal measurement instruments for psychological research.

PSA 6405 Social Psychology

Overview of current research and theory in social psychology; problems of laboratory experimentation, naturalistic observation, and survey and interview techniques; socialization, attitude and attitude change, group processes, conformity, aggression, altruism, collective behavior; practical problems are considered, e.g., institutionalization, aging, delinquency, drug addiction.

PSA 6479 Social Psychology and Health

Applications of social-psychological theory to problems of health and illness; risk perception, attribution and perceived control, life-stress coping and illness, and social support and health.

PSA 6485 Social Motivation

Review of theories of motivation: Freud and the neo-Freudians—etiology; Skinner and the behaviorists; Maslow and Rogers; Sartre and Merleau-Ponti; Lewin, Heider, and Field theory; sociological and anthropological theories; Goffman, Weber, Levi-Strauss, Marx; a

phenomenological-descriptive theory that can serve as a framework for understanding motives; relationships between motives and causes; motives and emotions; motives and ability; motives and will; motives and conflict psychopathology.

PSA 6516 Survey of Child Development

Current research and theory in child development; emphasis on cognitive and socioemotional development; developments in social cognition and memory; parent-child interactions and their consequences.

PSA 6517 Child Development I

Integrated analysis of early symbolic and linguistic development; emphasis on the nature of sensorimotor functioning and the emergence of representational conceptions of physical and social reality. Specific topics include: Piaget's theory of infancy, pretend play, motor development, curiosity, memory, the self, speech, early language, theory of mind, attachment, interventions, nature/nurture and early determinism.

PSA 6518 Child Development II

Social and cognitive development in the school-age child; Piagetian and information-processing approaches to cognition; peer relations; socialization and individuation; sociomoral development; emotional and social competence.

PSA 6519 Sociomoral Development

Introduction to the development of children's understanding and acquisition of interpersonal social and moral limits; focus on cognitive-developmental theories, with some attention to psychoanalytic and social learning approaches; current theories, with attention to sex differences and moral development, influence of culture, role of affect, and practical implications.

PSA 6520 Intervention: Infants and Young Children

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

PSA 6578 Reading Critically in Child Development I

Seminar designed to help students develop skills for reading critically and evaluating independently original research in psychology. Focus is on literature in child development of interest to participants.

PSA 6579 Reading Critically in Child Development II

Students are guided in the writing of reviews of empirical research. The research topics are selected by students from the area of child development. The focus is (a) on the critical assessment of individual studies, and (b) on the integration of the findings (rather than conclusions) of different studies in a manner that allows for the emergence of new conclusions. Meta-analytic techniques are introduced, and training is provided in the use of tabular and graphic presentations.

Prerequisite: PSA 6578.

PSA 6601 History and Systems of Psychology

The course is organized around three major approaches clinical theory; psychodynamics, cognitive behavior therapy, and family systems theory. It shows how these systems originated in the philosophies of Plato and Aristotle, and how these philosophies were transformed into clinical theories as a result of the 17th and 18th century European enlightenment. Emphasis is placed on understanding both past and present clinical theories in their cultural context.

PSA 6681 Introduction to Forensics

Introduction to the evaluations done by psychologists within the legal system. Other roles psychologists perform when asked to be expert witnesses are covered. Ethical issues facing psychologists who do this type of consultation.

PSA 6812 Childhood Psychopathology

This course presents a developmental psychodynamic approach as a framework for understanding pathology in childhood. Current thinking on neurobiological contributions are also considered. Selected childhood syndromes are examined, including borderline personality functioning, depression, anxiety, attentional disorders, conduct disorders and pervasive developmental disorders. Clinical case material is used whenever possible.

PSA 6813, 6814- Adult Psychopathology I & II

This year-long course investigates evidence-based conceptualizations of the etiology and phenomenology of the major DSM psychopathologies.

PSA 6930 Physiological Psychology

Open to all students. The basic mechanisms of the nervous system and its relation to behavior are discussed. Topics include cellular structure, neuroanatomy, electrophysiology, biochemistry of behavior, sensory processes, motor mechanisms, and states of arousal. Neural functions present in healthy individuals are contrasted with neural deficits observed in patients with neurologic and mental disorders.

PSA 6938 Physiological Health Psychology

The structure and functions of cells are described, including their chemical composition, molecular mechanisms, metabolic processes, and means of communication. Physiological systems are discussed with emphasis on the nervous system. Topics include homeostasis, neuroanatomy, electrophysiology, biochemistry of behavior, sensory processes, motor mechanisms, states of arousal, endocrinology, respiratory mechanisms, and the cardiovascular system.

PSA 6939 Neuropsychology

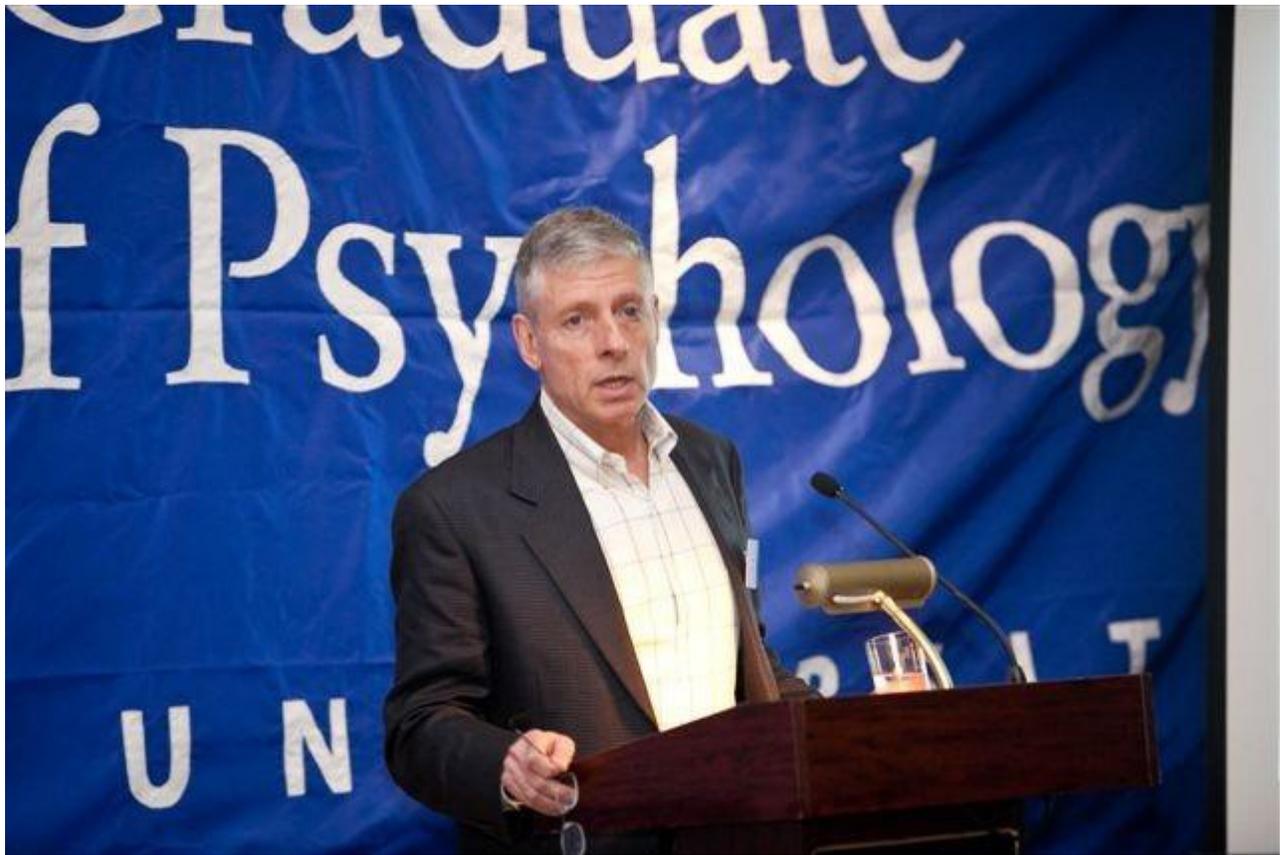
This graduate level course will cover the basic topics of Child Clinical Neuropsychology. An introduction to the course will contain a brief overview of the history of mind that lead up to the science of brain-behavior relationships. The foundations of neuropsychology will include research methods and applications, theoretical foundations, and an overview of functional neuroanatomy. The body of the course will focus on neuropsychological functions, the neuropsychological evaluation, and neurodevelopmental disorders. Additionally, professional issues in neuropsychology will be addressed

PSA 6014 Neuropsychology of Cognition and Affect

Neuropsychological concepts and practices in the fields of clinical, educational, and medical psychology; emphasis on dysfunctional systems of the brain related to disordered perception, speech, cognition, movement, and goal-directed activity; brain damaged children and adults observed and discussed.

PSA 6961, 6962 Readings in Psychology I & II

For advanced students. Individual research with a member of the faculty. May not be used to meet minimum residence requirements. (This category includes off-campus directed study and individual tutorial.)



PSC - Clinical Psychology

PSC 6145 Psychological Trauma

Examines two major approaches to trauma; the biological-medical model that led to the DSM-IV PTSD diagnosis, and the cognitive-social-constructivist model in which trauma is conceptualized as a shattering of the assumptive world. A stage theory of recovery from trauma is presented, involving (1) safety, (2) reprocessing, and (3) integration. Treatment implications are discussed. The course is the first part of a research sequence, but may also be taken by students who simply want to know more about trauma.

PSC 6150 Research in Trauma

Examines current topics in trauma research including post-traumatic growth, trauma as a family process, divorce as trauma, traumatic aspects of medical illness, and dissociative processes in trauma. Emphasis is placed on planning qualitative research on trauma and recovery. Although the course is a research seminar, it is open to students not planning to do research but are interested in these topics.

PSC 6170 Sexual Orientation and Its Impact on Psychological Intervention

This course examines the constructs of gender identity, sexual orientation and sexual identity. Theoretical and clinical issues will be addressed in working with gays, lesbians, bisexuals, and the transgendered. Aspects of sexual identity and orientation will be examined along with the development issues regarding the coming out process.

PSC 6181 Multicultural and Diversity Issues in Clinical Psychology

Statistics on the utilization of counseling services by minority ethnic groups; models of racial/cultural identity development; impact of the therapist's and client's identity development stages on the therapy process; identifying individual and institutional racism; readings and assignments include working with clients of various ethnic and cultural backgrounds and with gender and sexual orientation problems, and with clients who are physically challenged. The course strongly encourages the student to explore his or her biases in regard to these populations.

PSC 6183 Cross-Cultural Research

The purpose of this course is to familiarize students with the current status of cross-cultural/ethnic minority research. Emphasis will be placed on the research designs and methodologies utilized in these studies

PSC 6191 Concepts in Psychotherapy

Basic concepts in psychotherapy and personality change are analyzed and evaluated from the viewpoint of major theoretical systems.

PSC 6195 Psychoanalytic Theory

The development of psychoanalytic theory from its beginning with the work of Freud to the later elaborations and developments of ego psychology; models of psychoanalytic thinking including the dynamic, topographic, developmental, energetic, structural, and adaptive; basic psychoanalytic concepts and their historical sociocultural contexts.

PSC 6229 Dissociation, Dreaming and Consciousness (Empirical Research in Dreams) I

Overview of empirical research in dreams and nightmares, with emphasis on the function of dreams and dreaming. Evaluation of earlier theories on dreams is discussed critically in light of recent empirical findings and current cognitive/information-processing models of dream formation. Topics related to altered states of consciousness, including trauma and dissociation, as well as creativity.

Prerequisite: doctoral-level students.

PSC 6230 Dissociation, Dreaming and Consciousness (Empirical Research in Dreams) II

Advanced research seminar that primarily involves class presentations and the development of research protocols in the area of dreams, dissociation, and creativity.

Prerequisite: PSC 6529.

PSC 6371 Issues in Professional Practice

Basic ethical, professional, and legal issues in the evolving practice of clinical psychology; case studies.

PSC 6435 Clinical Interviewing with Practicum

Initial interview as the beginning phase of psychotherapy; supervised experience in intake interviewing of patients in the Parnes Family Clinic; taped interviews, individual supervision, lectures, and group discussion in conjunction with readings.

Materials fee: \$100

Prerequisite: enrollment in the clinical program.

PSC 6441 Cognitive Assessment with Practicum

Introduction to concepts of individual testing of intellectual functioning; supervised experience in administration, scoring, and interpretation of WAIS and other tests of cognitive function; lectures, practicum, and readings.

Materials fee: \$100.

Prerequisite: enrollment in the clinical program.

PSC 6442 Personality Assessment with Practicum

Introduction to projective tests used in personality and clinical assessment, with emphasis on the Rorschach; historical evolution of projective tests; underlying rationales, strengths, and limitations; methods of administration and scoring, and basic interpretive principles; lectures supplemented by sections that provide close supervision and practice in test administration and scoring.

Materials fee: \$100.

Prerequisite: PSC 6441 and enrollment in the clinical program.

PSC 6446, 6447 Clinical Assessment with Practicum I & II

Materials Fee: \$100 per semester

Prerequisites: PSC6435, PSC6441, PSC6442, and enrollment in the clinical program.

PSC 6448 Psychological Assessment and Treatment of Older Adults

Reviews theoretical and empirical research regarding the diagnosis and psychotherapeutic treatment of older adults. Topics include: the psychology of normal aging; special issues in gero-psychological assessment; psychopathology in older adulthood; and psychotherapeutic

treatment models, modalities and approaches in varied treatment settings. Students will gain an understanding of the conceptual and empirical underpinnings of the practice Clinical Gero-Psychology.

PSC 6461 Principles in Group Therapy

Basic concepts, different theoretical approaches, and techniques in group therapy will be discussed; areas of clinical utility, types of problems addressed by groups, and limitations of this therapeutic approach.

PSC 6463 Couples Therapy

Fundamental concepts of couples theory; couple life with an emphasis on integrative psychoanalytic-systemic theory and practice; analysis of videotaped sessions, readings and lectures.

PSC 6465, 6466 Family Therapy I & II

The predominant conceptual framework is Minuchin's Structural Family Therapy; while structural concepts are stressed, students also learn to integrate observation and intervention skills from Shalegic, Bowenian, and communications theorists. Weekly lectures, discussions, and videotape analysis of family therapy sessions; each student elects at least one family for treatment for the year. Every session is supervised weekly, either through live or videotape supervision. Students learn to edit their tapes for class and supervision presentations. In PSC 6466, emphasis is on the supervision and understanding of specific forms of families seen in live and tape presentations, such as a couple or stepfamilies. The rest of the format is the same as PSC 6465.

Prerequisite: permission of the instructor.

PSC 6470, 6471 Cognitive-Behavior Therapy of Anxiety and Depressive Disorders I and II

This two-semester course combines didactic course work and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders: panic disorder, agoraphobia, social phobia, post-traumatic stress disorder, obsessive compulsive disorder, generalized anxiety disorder, specific phobia, and depression.

Students will (a) learn how to comprehensively assess anxiety and depressive disorders (b) learn to implement and conduct cognitive behavior strategies for anxiety and depressive disorders using simulated exercises, role-plays, illustrative case examples and videotapes; cognitive behavior strategies include cognitive restructuring, breathing retraining, deep muscle relaxation, exposure, activity scheduling, problem solving, contingency procedures, and skills training. Students in this class are required to conjunctively take the year long CBT Individual Psychotherapy Practicum.

Materials fee: \$100 per semester.

Pre-Requisite: PSC6497 or PSS6411 or PSS6448 and permission of instructor

PSC 6474 Theory and Research in Anxiety and Depression I

Students will gain an understanding into the nature and theoretical underpinnings of anxiety and depression. Major etiological theories including evolutionary, psychological, and biological models will be reviewed and integrated. Students will learn to critically evaluate research in anxiety and depression.

Pre-requisite: Permission of Instructor

PSC 6475 Theory and Research in Anxiety and Depression II

This class is a follow-up to theory and research in Anxiety and Depression I and is intended to facilitate the development of a research proposal in the area of anxiety or depression. Students will develop and design a research project, initiate class presentations, participate in group discussions, and provide a critical analysis of empirical research.

Pre-requisite: PSC 6474 and permission of instructor

PSC 6483 Substance Abuse Issues and Treatment

Alcoholism and drug abuse, with primary emphasis on clinical issues and treatment approaches, including 12-step programs, drug counseling, individual and family therapy. Focuses secondarily on epidemiology, etiology, and the impact of substance abuse on the family.

PSC 6491 Self Psychological Approaches to Psychotherapy

Theoretical and technical issues in the psychotherapy process analyzed in the context of students' presentations of their therapeutic work with clinic patients.

Prerequisite: permission of the instructor and enrollment in the clinical program.

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

Class meetings will consist of group supervisory sessions for students providing individual psychotherapy to University clinic clients in their third year. Students will be assigned cases and will also receive weekly individual supervision from field supervisors.

Corequisite or prerequisite: Psychodynamic theory of intervention Course (Category A)

PSC 6494A, 6495A Individual Psychotherapy Practicum III & IV :Psychodynamic

Class meetings will consist of group supervisory sessions for students providing individual psychotherapy to University clinic clients in their fourth year of training. Students will be assigned cases and will also receive weekly individual supervision from field supervisors.

Prerequisite: Psychodynamic theory of intervention course (Category A)

PSC 6502A, 66503A Individual Psychotherapy Practicum I & II: Cognitive Behavior Therapy

Class meetings will consist of group supervisory sessions for students providing individual psychotherapy to University clinic clients in their third year. Students will be assigned cases and will also receive weekly individual supervision from field supervisors. Students are required to take PSC 6470 and 6471 conjunctively.

Corequisite or prerequisite: PSC 6470, 6471

PSC 6504A, 6505A Individual Psychotherapy Practicum III & IV: Cognitive Behavior Therapy

Class meetings will consist of group supervisory sessions for students providing individual psychotherapy to University clinic clients in their fourth year of training. Students will be assigned cases and will also receive weekly individual supervision from field supervisors.

Corequisite or Prerequisite: PSC 6470, 6471

PSC 6497 Cognitive Therapy

This introductory course on cognitive therapy will trace the theoretical framework of the cognitive model, provide an overview of the empirical status of Beck's cognitive therapy, and then focus largely on practical applications of the treatment. The course will outline the historical roots of cognitive therapy, outline the theoretical model on which the therapy is based, discuss basic cognitive structures such as automatic thoughts, dysfunctional assumptions, and schemas, as well as processes such as socratic dialogue and guided discovery. Students will learn how to identify and evaluate automatic thoughts.

PSC 6498 Interpersonal Psychotherapy

Survey of the interpersonal approach to the conception and conduct of psychotherapy and therapeutic engagement; the therapeutic relationship, transference and countertransference, the analysis of dreams, and the process of supervision. Comparison and contrast of the interpersonal approach with other therapeutic models.

PSC 6499 Object Relations Therapy

Utilizing clinical material from students' caseloads, application of object relations theories to practice is explored; emphasis on comparisons of therapeutic models, especially as they inform the clinical setting.

Prerequisite: PSC 6175.

PSC 6509, 6510 Teaching and Learning Psychotherapy I and II

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

PSC 6524, 6534 Research in Psychotherapy and the Process of Change: Theory and Research (two-semester course)

Theoretical attempts to explain change and stability in adulthood, particularly psychoanalytic psychotherapy; psychotherapy research discussed in terms of methodological issues, significant findings, and clinical and theoretical applications; students review the literature in an area of interest and formulate a research problem.

PSC 6525 Research in Schizophrenia and Affective Disorders

Current research and theory on nature and etiology of schizophrenia and the affective disorders; biological, psychological, and sociocultural research is examined; integration of these approaches.

PSC 6527, 6537 Research Designs in Clinical Psychology I & II

Designed to familiarize PsyD clinical students with the variety of approaches used in the study of contemporary clinical issues.

PSC 6529, 6530 Research in Depression and Personality Disorder in Older Adults I and II

Reviews theoretical models and empirical research on the transaction between depression and personality disorder in the elderly. Students are required to critically review research regarding the etiology, diagnostic evaluation, and psychological treatment of these disorders. PSC 6530 is an advanced research seminar in which students initiate class presentations, provide a critical analysis of empirical research, and develop a research proposal in the areas of depression, personality disorder, or social/interpersonal functioning in older adulthood.

PSC 6531, 6532 Psychological Issues in Women's Well-Being I & II

Research, psychological issues, and social expectations as they impact on women's mental and physical health. Theoretical issues and research formulations dealing with reproductive processes and social interactions.

PSC 6533 Proseminar in Clinical Psychology

All Clinical and Developmental Psychology faculty will serve as lecturers for this course regarding the research they conduct. Issues regarding ethics, professionalism, research skills and clinical sensitivity will be addressed, as well as many other aspects of the role of a clinical psychologist.

PSC 6622 Working in Public Settings

Designed to introduce students to some of the issues associated with not working in private practice. The course was designed to address some of the questions asked by students while they were on their externships. We discuss the history of community mental health, the types of patients one may see in a public setting, the roles of the multidisciplinary staffed agency, the expectations of the supervisor, the obligations of the extern, how to work with other mental health professionals, how to handle emergencies and consultation and prevention in the community.

PSC 6915 Research Project I

The student works with a faculty member to meet the requirements of the first PsyD project—a comprehensive review of the literature.

PSC 6916 Research Project II

The student works with an individual faculty supervisor to meet the requirements of the second PsyD project—a specified and approved research project.

Clerkship—PhD

I, II-PSC 6940, 6941 III, IV-PSC 6942, 6943. Field experience in hospital, clinic, or other approved setting. Supervision in psychodiagnostic testing and psychotherapy. Two days per week assignments.

Distributed Internship—PsyD

I, II-PSC 6944, 6945 III, IV- PSC 6946, 6947 V, VI-PSC 6948, 6949 Field experience in hospital, clinic, or other approved setting. Supervision in psychodiagnostic testing and psychotherapy.

PSC 6961, 6962 Readings in Psychology I & II

For advanced students. Individual research with a member of the faculty. May not be used to meet minimum residence requirements. (This category includes off-campus directed study, individual tutorial guidance, and reading courses.)

Prerequisite: permission of the dean.

PSC 8931B, 8932B Doctoral Dissertation Planning (4 credits)

Fee: the cost of a 4-credit course plus registration and student activity fees.

PSC 8941A, 8942A Doctoral Internship

Fee: no tuition charge. Registration and student activity fees only.

Prerequisite: permission of the program director and enrollment in the clinical psychology program.

PSC 8945A, 8946A Doctoral Internship—

First Year (0 credit)

PSC 8947A, 8948A Doctoral Internship—

Second Year (0 credit)

Half-time internship for two years. Enables those who cannot work full-time to complete program requirements.

Fee: no tuition charge. Registration and student activity fees only.

Prerequisite: permission of the program director and enrollment in the clinical psychology program.

PSC 8981B, 8982B Doctoral Dissertation Research (4 credits)

Fee: the cost of a 4-credit course plus registration and student activity fees.

Prerequisite: PSC 8931B, 8932B and permission of the program director.

PSC 6190 Emotions Motivation and Development

Overview of psychoevolutionary theories of emotions and motivation, including research on emotion recognition and production, emotion regulation, display rules, emotions and psychopathology, and methodological issues. Focuses on both the normative, adaptive role of emotions, as well as maladaptive developmental trajectories.

PSC, PSS 6472 Cognitive and Affective Bases of Behavior

PSC 6516 Survey of Child Development

Current research and theory in child development; emphasis on cognitive and socioemotional development; developments in social cognition and memory; parent-child interactions and their consequences.

PSC 6517 Child Development I

Integrated analysis of early symbolic and linguistic development; emphasis on the nature of sensorimotor functioning and the emergence of representational conceptions of physical and social reality. Specific topics include: Piaget's theory of infancy, pretend play, motor

development, curiosity, memory, the self, speech, early language, theory of mind, attachment, interventions, nature/nurture and early determinism.

PSC 6518 Life Span Development



PSH- CLINICAL HEALTH PSYCHOLOGY

PSH 6005 Fundamentals of Disease Processes

Survey of systems of the human body and associated diseases. Lectures by the instructor and invited speakers, with student participation. Medical diagnostic, treatment, and monitoring techniques.

Prerequisite: PSA 6938.

PSH 6041 Principles of Preventive Medicine and Clinical Research

Definitions of epidemiology; natural history of disease and its relationship with descriptive, analytic, and clinical epidemiology. Implications of the epidemiological disease model for respiratory, digestive, venereal, and occupational diseases and accidents; use of epidemiological method in the field of mental health.

PSH 6363 Program Design and Implementation

Offered the first semester of the second year. Students learn the fundamentals of designing a program, with the design of their own clinical health psychology clerkship as a model. They construct a program combining elements of research, psychological and medical aspects of the problem, and service delivery.

Prerequisite: enrollment in the clinical health psychology program.

PSH 6371 Clinical Health Psychology Research

Methods of research and practice in clinical health psychology, taught through current journal examples, combined with an overview of the body of clinical health psychology knowledge, integrated by a text. The scientific basis of assessment and intervention. The first semester focuses on analysis and critique of research and practice methods, and students are required to complete a critical review. The second semester focuses on evaluation research, clinical interviewing, and overview. Students must perform an evaluation study or a research project.

PSH 6431, PSH 6431L Intellectual and Cognitive Assessment, Lab

Introduction to concepts of individual testing of intellectual functioning; supervised experience in administration, scoring, and interpretation of WAIS and other tests of cognitive function; lectures, practicum, and readings.

Materials fee: \$100

PSH 6432, 6432L Personality Theory and Assessment, Lab

Evaluation of some major theoretical personality constructs from descriptive and empirical perspectives. Introduction to nonprojective tests used in personality and clinical assessment, with emphasis on the MMPI-2 and SCID. Methods of administration, scoring, and interpretation. Lectures supplemented by laboratory supervision and practicum.

PSH 6443 Behavioral Medicine Interventions

This second course in a behavioral sequence is designed to present the methods of behavior therapy in a behavioral medicine context. Active behavioral medicine practitioners and researchers present methods in their areas of expertise.

Prerequisite: PSS 6442.

PSH 6464 Psychopathology and Illness

Traditional and current approaches to understanding and classifying adult psychopathology. Limitations of traditional concepts and nomenclature for medical populations. Alternative models for conceptualizing psychopathology in ill/disabled populations.

PSH 6543, 6544 Behavioral Medicine Practicum I, Behavioral Medicine and Therapy Practicum II (One Year Required)

Practical experience in behavioral medicine as it is currently practiced in outpatient and inpatient settings; using assessment and treatment procedures that match patient needs with appropriate therapeutic modes. Psychophysiological disorders, pain, eating and sleep problems, chronic illness management, surgery preparation. Emphasis on supervised experience within a multidisciplinary context with accountability while conducting psychotherapy.

Prerequisite: PSH 6431 or permission of the instructor.

PSH 6911, 6912 Predoctoral Research I, II

The student works with a faculty member to meet the requirements of the predoctoral research thesis.

PSH 6940 Research Methods and Health Psychology Clerkship Seminar I (0 credit)

Alternate weeks in the fall semester of the third year. Focuses on improving research and service skills, using cases students encounter in their clerkships, and giving a greater appreciation of service roles. Sharpening of diagnostic skills, particularly regarding anxiety and depression, with attention to symptoms in reaction to chronic or acute illness and appropriate treatment options, and consideration of personality (Axis II) disorders.

PSH 6932 Research Methods and Health Psychology Clerkship Seminar II (0 credit)

Alternate weeks in the spring semester of the third year. Focuses on supervision of the research and service aspect of the clerkship, culminating in the completion of a predoctoral research project of publishable quality.

PSH 6935 Social and Behavioral Dimensions of Public Health I

This course exposes students to aspects of the behavioral and social sciences which are relevant to public health. It is intended to make students more sophisticated analysts of health problems, by increasing their understanding of how individual and social behaviors interact with health in the larger community and influence public health. Major scientific theories and models of health behavior are presented early in the course. The remainder of the course focuses on important social factors and specific behaviors, with an emphasis on the science of primary and secondary prevention.

PSH 6943 Professional Seminar (0 credit)

This course is a requirement for the first four years of the program. The purpose is to expand students' education beyond the classroom. Topics responsive to current issues relevant to clinical psychology and to health - local to global - are covered along with topics

of special concern to young professionals. Typically invited speakers include clinicians, clinical supervisors, and researchers. In addition, the seminar can be used to enhance training in various areas such as research ethics.

PSH 6961, 6962 Readings in Clinical Health Psychology I & II

Individual research with a member of the faculty; for advanced students. May not be used to meet minimum residence requirements. (This category includes off-campus directed study, individual tutorial guidance, and reading courses.)

Prerequisite: permission of the program director.

PSH 8931 Doctoral Dissertation Planning I, II (4 credits)

Prerequisite: approval of the department chairman.

Fee: the cost of a 4-credit course plus registration and student activity fees.

PSH 8941, 8942 Doctoral Internship (0 credit)

Year-long, full-time, formal internship at a placement that must be approved by the clinical health psychology faculty.

Prerequisite: completion of all clinical health psychology classwork.

PSH 8943, 8944, 8945, 8946 Clerkship Practicum I, II, III, IV (0 credit)

Provides a two-year intensive involvement with patient care in a supervised, learning-oriented environment. The student: provides service, as much direct patient care as possible under supervision; teaches others specific skills, such as techniques for improving patient compliance; studies and evaluates appropriate aspects of the service/delivery system; consults; and learns to work as part of a health team with other professionals. Includes summer between second and third year.

Prerequisite: clinical health psychology students.

PSH 8931 Doctoral Dissertation Planning I, II (4 credits)

Prerequisite: completion of PSH 8931B, 8932B and approval of the department chairman.

Fee: the cost of a 4-credit course plus registration and student activity fees.

Specialty Topic Seminars

PSH 6933, PSH 6934 Cardiovascular Research I, II

This seminar exposes students to aspects of the behavioral and social factors which are relevant to cardiovascular health. It is intended to make student aware of how individual and social behaviors interact with physiology to influence cardiovascular health. The course will

begin with a general overview of cardiovascular health and risk factors. Subsequently, student will develop a research proposal exploring different psychosocial dimensions of cardiovascular health through increasingly detailed assignments.

PSH 6941 Cognitive Aging Research I, II

PSH 6007 Psychology of Obesity I, II

PSH 6009 Psychology of Asthma I, II

PSH 6169, 6470 Multiple Sclerosis I, II

PSH 6013, 6016 Diabetes Research I, II

PSH 6017, 6018 Systems Neuroscience I, II

Electives

PSH 6011, 6012 Clinical Neuropsychology I, II

Following the completion of core courses students enroll, typically in their third year of graduate studies, into a one-year sequence that is designed to integrate didactic and practical experiences in Clinical Neuropsychology. Concurrent with the course work students are required to complete a formal externship in Clinical Neuropsychology. Faculty who provide supervision at the externship sites also give guest lectures, which enhances the dialogue between theory and clinical practice.

Prerequisite: Permission of Instructor

PSH 6936 Social and Behavioral Dimensions of Public Health II

Prerequisite: Completion of 6935

Medical Topics

Specialized courses at Albert Einstein College of Medicine as readings in clinical health psychology.

Prerequisite: permission of the program director and enrollment in the clinical health psychology program.



PSM - Mental Health Counseling

PSM 6120 Basic Principles of Counseling

To familiarize the mental health counseling students with the theories and practice principles of the various therapy modalities.

PSM 6181 Advanced Issues in Professional Practice: Multicultural & Diversity

Statistics on the utilization of counseling services by minority ethnic groups; models of racial/cultural identity development; impact of the therapist's and client's identity development stages on the therapy process; identifying individual and institutional racism; readings and assignments include working with clients of various ethnic and cultural backgrounds and with gender and sexual orientation issues, and with clients who are physically challenged. The course strongly encourages the student to explore his or her biases in regard to these populations.

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

In this course the focus is on the interaction of theory with practice (praxis). The concern is to learn and apply the various concepts and techniques needed in clinical practice. The primary goal of this course is to learn about the interplay of theory and technique in the "real world" of clinical practice. Some of the questions addressed include: how do we develop a theoretical orientation? how do we bridge from theory to technique? how do we apply theory? how do we know if the theory and practice that we are using is really applicable to the client?

PSM 6193 Counseling Skills Development

The course is designed as an introduction to the profession of mental health counseling. Discussions range from an overview of the profession to professional skills building with particular emphasis on personal growth and development as a mental health counselor. The goal of this course is to help students gain greater clarity about the work of a mental health counselor as well as to assist students in planning for their professional and personal development as mental health counselors.

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

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

PSM 6225L Assessment and Appraisal of Individuals, Couples, Families and Groups Lab (0 credits)

Lab accompanies the Assessment course where students work with Teaching Assistants on becoming more familiar with the assessment instruments discussed in class.

PSM 6371 MHC: Ethics & Issues in Professional Practice

Basic ethical, professional, and legal issues in the evolving practice of mental health counseling; case studies will accompany lecture and discussion. This is a broad based course that covers a wide range of issues confronting the professional mental health counselor and applied researcher. Ethical principles that guide professional conduct as a practitioner, scientist, teacher, and consultant are emphasized. (*Note:* Includes New York State required Syllabus on Identification and Reporting of Child Abuse and Maltreatment)

PSM 6430 Statistics, Research and Program Evaluation

The theoretical basis of statistics is presented along with applications to the mental health counseling field. The principles of research design and analysis as they apply to all aspects of the counseling profession are explored. Finally, emphasis is placed on program evaluation and the study of empirically validated treatments.

PSM 6405 Social Psychology

Overview of current research and theory in social psychology; problems of laboratory experimentation, naturalistic observation, and survey and interview techniques; socialization, attitude and attitude change, group processes, conformity, aggression, altruism, collective behavior; practical problems are considered, e.g., institutionalization, aging, delinquency, drug addiction.

PSM 6461 Principles in Group Therapy

Basic concepts, different theoretical approaches, and techniques in group therapy will be discussed; areas of clinical utility, types of problems addressed by groups, and limitations of this therapeutic approach.

PSM 6483 Substance Abuse and Treatment

Alcoholism and drug abuse, with primary emphasis on clinical issues and treatment approaches, including 12-step programs, drug counseling, individual and family therapy. Focuses secondarily on epidemiology, etiology, and the impact of substance abuse on the family. (Graduates qualify for 5-credit CAC certification)

PSM 6500 Advanced Issues in Mental Health Counseling

To familiarize the mental health counseling students with the integration of the various counseling and consultation principles. Theories and practice principles of affective, cognitive, behavioral, family systems, and integrative theories of therapy with an emphasis on brief therapy will be presented. Students will be encouraged to think critically about psychotherapy processes and explore how they might be incorporated into and applied to individual practice.

PSM 6515 Developmental Psychology Across the Lifespan

History, theory, and research findings on the developmental psychology of all life stages will be discussed. Physical, cognitive, emotional, and moral development during infancy, early childhood, adolescence, adulthood, and late adulthood will be explored.

PSM 6517 Lifestyle & Career Development Counseling

The concepts and principles of counseling clients of various lifestyle and career profiles will be discussed. Emphasis is also placed on the Strong Interest Inventory.

PSM 6815 Psychopathology: Child, Adolescent & Adult

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

PSM 6816 Advanced Issues in Psychopathology and Diagnosis

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

PSM 6830 Grief/Loss and Bereavement Counseling

PSM 6831 Counseling Children and Adolescents

PSM 6832 Counseling Older Adults

PSM 6440 Couples and Family Counseling

PSM 6834 Eating Disorders

PSM 6835 Sexuality and Gender Counseling

This course emphasizes the Counseling Theories and Practices with LGBT Clients. The goal of this course is to focus on current research, theories, clinical practices, case materials, and resources applicable to the counseling needs of LGBT clients.

PSM 6836 Principles of Psychodynamic Psychotherapy in Counseling

PSM 6837 CBT Principles for Counseling

PSM 6943 MHC Supervised Field Placement I & PSM 6944 MHC Supervised Field Placement II (Proseminar and Group Supervision - 1.5 credits each)

Designed to provide a forum in which the numerous aspects of mental health counseling field-work can be explored: this year-long proseminar is designed to provide a forum in which the numerous aspects of counseling fieldwork and professional identity can be explored and integrated. Students are expected to all be actively engaged in a field placement in which this class will also serve as a point for individual and group supervision. Open to counseling students only. Supervised field experience in a variety of settings approved by the adviser with appropriate supervision available on-site. This course monitors the New York State Education Department's pre-graduation requirement for minimum of 600 supervised contact hours. This proseminar includes the professional requirement of group supervision. The readings will include topics such as: clinical supervision models and techniques, establishing the therapeutic relationship with the client, identifying one's own orientation and therapeutic style, working within different mental health settings, when to make referrals, professional ethics, the process of terminating clients, multicultural and diversity issues, and numerous other clinical issues that arise. An emphasis will also be placed on the importance of a professional orientation and identity as a Mental Health Counselor including the steps required for licensure. The class is designed to stimulate discussion in an open format style rather than be a purely didactic experience and students are strongly encouraged to learn from each other through critiques and open feedback. Many clinical issues and topics will be explored and class discussions and group supervision will reflect the diversity of the class and the work each of you is doing on-site. *(Note: Total supervised externship hours must meet MHC experience requirement of 600 hours or an Incomplete grade is given for this course).*

PSM 6945 Counseling Practicum

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





PSS - School-Clinical Child Psychology

PSS 6115 (PSD 6115): Developmental and Psychodynamic Foundations of Child Therapy

This course is an historical examination of the principle theorists and theories contributing to the formation of child analysis and psychotherapy from drive theory through ego psychology and object relational perspectives. Child development research is applied throughout to assess where models converge and diverge from empirical footing. In addition to content and concept the translation of theory to clinical reasoning, practice and how the therapists thinks is explored through case formulation and analysis.

PSS 6117 Psychological Practice with Infants and Young Children

This survey course introduces the student to the practice of psychology with infants young children and their caregivers. It reviews the legal mandates for intervention, service delivery settings, being on a team, assessment methods, home visits and work with the family as well as intervention strategies and research findings. Three modules structure the course. The first covers broad theoretical and practice principles unique to working with infants and young children. The second examines the autistic spectrum in some depth and the third is devoted to DIR and other treatment models used with young children with autistic spectrum

disorder. The unique dimensions of the work are underscored and the integration of early intervention and mental health is emphasized. Visits to selected settings are scheduled.

PSS 6131: Cognitive Assessment I

Basic competence in administration, scoring and evaluation of individual intelligence tests; acquisition of basic skills in interviewing techniques, observation of behavior and report writing; understanding of the factors affecting IQ.

Materials fee: \$100

Prerequisite: enrollment in the school-clinical child psychology program

PSS 6132: Psychoeducational Assessment

Overview of assessment procedures employed with a broad spectrum of exceptionalities. The selection, use and adaptation of appropriate comprehensive batteries of measures to delineate each exceptional child's range of functional capabilities and individual differences across the age span. The selection of diagnostic reports as the primary vehicles for facilitating a bridge between psychoeducational diagnosis and individualizes instructional goal-planning for the exceptional child

Materials fee: \$100

Prerequisite: PSS 6131

PSS 6135 Psychometric Issues in the Practice of School-Clinical Psychology

This introductory course provides an overview of psychometric concepts related to formal and informal psychoeducational assessment. Technical issues such as test construction, item analysis, normative populations, reliability, validity, and exploratory and confirmatory factor analysis will be covered. This class will prepare students to understand the strengths and limitations of various psychoeducational assessment tools, with an emphasis on ecological and treatment validity.

PSS 6136 Psychological Assessment in Developmental Disabilities

Application and adaptation of standardized instruments for people with developmental disabilities; uses in classification and in program design; infancy and early childhood and their adaptability with profoundly impaired persons; dynamic assessment and human potential.

PSS 6138: Assessment: Infants and Young Children

Assessment of infants and young children is examined in a relational, family-centered and transdisciplinary framework. Best practices, models of ~~teaming~~ and adaptations of

traditional psychological methods suited to the unique needs of this population are emphasized. The course is clinically focused and aims to guide the student to develop a vital working model of assessment that is therapeutic and incorporates-but transcends-instrumentation alone. At the successful completion of this course the student will become a Certified IDA (Infant Developmental Assessment) practitioner.

PSS 6151 School-Based Assessment

Conceptual and empirical issues related to systematic observation of individual, dyadic, and group behavior. Methods and techniques of interviewing children and adults as part of a comprehensive multi-axial assessment program. Objective assessment of personality.

PSS 6153 Appraisal of Personality

Theory and administration of empirically based instruments for personality assessment of children. An emphasis is placed on Exner's Scoring system for the Rorschach.

Materials fee: \$100

Corequisite: PSS 6132 and enrollment in the school-clinical child psychology program.

PSS 6154 Advanced Seminar in Assessment of Children

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

PSS 6161 Advanced Issues in Assessment: Bilingual Assessment and Multicultural School Psychology

Provides students with an appreciation of ethical, clinical, and sociopolitical issues related to the assessment of culturally, racially, ethnically, and linguistically diverse children and families. Postmodern critical theory is applied to reviews of clinical test protocols and reports. Students are also familiarized with culturally responsive alternatives to traditional methods of assessment.

PSS 6189 Practicum in Multicultural Assessment

PSS 6191-6192: Child Assessment with Practicum I-II

This is a year's long course designed to develop advanced skills in diagnosis and evaluation. The course was developed to receive referrals from the Clinic. Observation, interviews and psychometric instruments are integrated for the development of an appropriate psychoeducational evaluation. The most recent research on the reliability and validity of the common procedures being used to evaluate educational and psychological performance will

be discussed. Students receive experience in reporting to parents and or guardians, school personnel and other referral sources.

PSS 6193 Advanced Issues in School Psychology I

Professional issues in the practice of school psychology; focus on issues in communication, referral, report writing, inservice education, and supervision.

PSS 6194 Advanced Issues in School Psychology II

Focus on development of the key concepts of psychodynamically oriented child therapy; issues specific to treatment of children at different developmental stages, work with parents, transference and countertransference explored through readings and discussions of case materials.

PSS 6195 Advanced Issues in School Psychology: Ethnic and Cultural Diversity

Provides students with a variety of structured learning experiences relevant to working with culturally, racially, ethnically, and religiously diverse children and their families. Focus is on the development of culturally sensitive attitudes, culturally responsive knowledge, and culturally competent skills, applicable to both self and other in therapeutic encounters, mindful of current sociopolitical realities.

PSS 6196: Gender Identity Development: A Multicultural Perspective

This course examines the social construction of masculinity and femininity from a multi-cultural perspective. It provides information about theory and research about gender identity development, cultural gender ideology and gender role socialization from a multi-cultural perspective.

PSS 6197 Social Psychology of Urban Issues

Social psychological issues in the practice of school psychology in urban settings. Social learning models are emphasized in the discussion of crisis intervention, violence in the schools, child abuse, bereavement, chronic and acute stress disorders and prevention.

PSS 6198 Contemporary Issues in School Psychology

This seminar focuses on emerging Issues In the field of school psychology that are applicable to the daily functioning of school-clinical child psychologists. Practitioners, researchers and scholars In the field will lead the course.

PSS 6199 Integrating Gender and Race/Ethnicity in Multiculturalism

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

PSS 6200 Integrative seminar/Projective Assessment

This is an upper level course, for students who have already completed a basic course in Rorschach administration and scoring and a year long practicum in assessment of school aged children and adolescents. The course will focus on deepening your understanding of the theoretical foundations, interpretations and clinical applications of projective assessment from a developmental and psychodynamic point of view, with particular emphasis on object relational theory. We will discuss the applicability of projective assessments for school based practice, for multicultural populations, and for children with specific disorders. Three specific scales will be introduced—The Social Cognition and Object Relations Scale for the TAT and the Mutuality of Autonomy Scale and Blatt et al 's Developmental Analysis of the Concept of the Object Scale for the Rorschach.

PSS 6204 Advanced Seminar in Clinical Child Psychology

For fourth-year students with prior or current clinical experience in child therapy. Integration of theoretical questions of child psychopathology with clinical treatment issues. Students' clinical material determines specific content. Class serves as both collegial supervision group and theoretical discussion group, with focus on student case presentations.

PSS 6210 The Psychology of Parenthood

Parenthood from a historical and cross-cultural perspective. Research from psychology, sociology, psychoanalysis, and family therapy is integrated to provide a broad perspective on parenting behavior. Emphasis on nontraditional and ethnic families.

PSS 6213 Empirically Supported Parenting Interventions

This course will provide an overview of selected evidence-based parenting intervention targeting common behavioral and emotional problems from pre-school to school age. Students will review the theoretical underpinnings of empirically supported parenting programs with a focus on cognitive behavioral approaches. Common approaches across behavioral parent training programs will be reviewed with a focus on implementation and collaborative tailoring of treatment goals and methods to fit the needs of racially, ethnically, and culturally diverse families. Students will become familiar with the content and therapeutic process of selected intervention programs (PCIT, IYS) as well as the empirical evidence base for these programs.

PSS 6215 -16 Promoting Social-Emotional and Academic Competence in Early Childhood I-II

This year-long seminar provides an introduction to research on the development of social-emotional and academic competence in early childhood. Topics will include socioeconomic disadvantage, children's social and emotional development, the development of behavior problems, school readiness, parenting and family interactions in cultural context, teacher-child relationships, and innovative prevention and treatment programs delivered in home and school settings. The goal of this seminar is to provide a foundation for students to pursue research in this area. With this goal in mind, students will gain exposure to the instructor's research program and develop a related research interest to build expertise within. Only students interested in research in early childhood should take this course.

PSS 6221 Methods in School Psychology: Consultation I

This course is designed to provide students with an overview of consultation theories with particular emphasis on three models of consultation: mental health, behavioral and organizational/process. The practice of consultation and challenges to effective consultation will be introduced. In addition, instructional consultation with an emphasis on non-traditional assessment in the classroom will be introduced.

PSS 6222 Practicum in Family School/Clinical Collaboration

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

Prerequisite: PSS 6221.

PSS 6224: Treatment of the Young Adult

PSS 6231 Program Planning, Development, and Evaluation

Understanding and application of the decision-making process in the planning, development, and evaluation of service programs for children and adolescents in schools and agencies that service school-age children.

PSS 6250 – Developmental Psychopathology

This core course will focus on current theory and research in developmental psychopathology. Students will gain exposure to different approaches to understanding and conceptualizing childhood disorders, with a focus on a developmental-systems framework. Topics will include biological, developmental, familial, and sociocultural factors relevant to the development of psychopathology. We will critically examine the current knowledge base for the etiology and developmental course of childhood disorders. Students will become

familiar with the major characteristics, uses, and limitations of the DSM-IV-TR. We will discuss case examples, evaluate empirical research, and consider the implications for clinical practice. Throughout the course, we will integrate discussion of ethical issues and cultural diversity.

PSS 6251: Developmental Disorders

This course embraces both the universal and the particular with regard to understanding developmental disorders. The etiology of the disorders is examined through a developmental-transactional-biopsychosocial/contextual lens with a careful examination of the interweaving of neurobiological and psychological vectors, aiming to reframe the lingering tendency to bifurcate disorders into functional-organic/psychogenic-biological categories. The critical role of social factors in tipping the child from the imperceptibly disabled to diagnosable is explored and the multiple contributory risk factors-biological, environmental, familial and the vicissitudes of typical development itself are examined in detail. Specific disorders (regulatory disorders of sensory processing, autism spectrum disorders, developmental language disorders, mental retardation and chronic illness) are dealt with in depth. Each disorder is studied in terms of etiology, incidence, identification/assessment, natural history/trajectory across the lifespan and cross-disciplinary approaches to intervention (evidence based and science/clinical based approaches). Legal mandates and service delivery systems are discussed. The perspective is family-centered and family-driven. Empirical research and clinical wisdom inform the course throughout.

PSS 6286: Research Methods in Professional Practice

This course reviews research design and methodology for the practitioner as consumer of psychological research in applied settings. It focuses on the planning, development and implementation of research based on the critical reading of the literature in school-clinical child psychology. It also addresses basic principles of test construction; literature review and synthesis and research ethics, including research involving ethnic minority children and youth.

PSS 6311: Adolescent Psychopathology and Treatment

This course provides a comprehensive introduction to both psychopathology of adolescence and contemporary approaches to psychotherapy. The theoretical orientation will be broadly psychodynamic. However, readings in short term interpersonal and cognitive behavioral approaches to treatment of specific adolescent issues will also be included.

PSS 6314 Empirically Supported Interventions

This course introduces and reviews five empirically supported interventions currently in use with children and adolescents, and will include: Coping Cat, Dialectical Behavior Therapy for Adolescents, Cognitive Behavior Therapy for PTSD, Anger Management Training and ET/CBT-5. These interventions target anxiety, depression and self-injurious behaviors,

anger, PTSD and substance use. Class will provide an overview of the treatments and implementation

PSS 6319, 6320 School Mental Health Clinic: Adolescent Issues I-II

An advanced practicum providing experience in conceptualizing, designing, and implementing school-based mental health interventions for such common adolescent urban issues as early, unprotected sex, exposure to violence, and sexual and physical abuse.

PSS 6351 Learning Disabilities

Psychological, educational, and medical aspects of learning disorders; underlying issues, concepts, and practice regarding learning disabilities, minimal brain dysfunctions, and related diagnostic categories.

PSS 6401: Learning Disorders

The purpose of the course is to introduce students to the learning disorders that are most commonly seen in the classroom setting. Learning problems in reading, writing and arithmetic are covered. The course presents an overview of the cognitive abilities and academic skills that underlie performance in the core academic areas and the cognitively-based problems commonly associated with learning disorders. The behavioral/emotional consequences of learning issues are discussed. The theory and practice of psycho-educational diagnosis and psycho-remediation are also summarized. The aim of the course is accomplished through class lectures and discussions and assigned readings. It is hoped that through this course the students will gain an increased understanding of learning disorders and that, as a result of this greater understanding, they will be more effective diagnosticians and psycho-remediators.

PSS 6401L: Learning Disorders Lab

By hands-on experience in working with children who have learning problems, it is hoped that the student will gain a better understanding of learning disorders and differential diagnosis, and will thereby become a more effective school psychologist. The second goal will be accomplished through a year long lab and direct supervised remediation

PSS 6402: Child Neuropsychological Assessment

The purpose of this course is two fold: First, to develop skills in psychoeducational assessment of children with learning and/or behavioral problems, and, second, to translate these procedures into effective intervention programs in the hopes that the student will not only become a more effective psychologist in the school but that the student will develop a better understanding of differential diagnosis. The course will also introduce the students to a battery of tests commonly used in neuropsychological screening of children at risk for learning disorders.

PSS 6442, 6443 Behavior Therapy I & II

Principles, treatment methods, and techniques of behavior therapy, behavior modification, and cognitively oriented behavior approaches.

PSS 6448 Behavioral Therapy with Children and Adolescents

This course reviews behavioral and cognitive-behavioral models, strategies and techniques that are applicable to children, adolescents and adults in varied settings, including schools. Empirically supported interventions are emphasized.

PSS 6464: Working with the parents-the hardest part of child therapy

This course provides the student with a rigorous overview of the relatively new field of working with the parents of the children that we see in psychotherapy. First, we will underscore the importance of building an alliance with the parents and then we will identify certain mindsets and behaviors, which the therapist must undertake in order to construct this alliance. We will investigate 3 different conceptualizations of how to construct this alliance: 1) the Psychodynamic viewpoint as portrayed by Diana Siskind, 2) the Relational viewpoint as portrayed by Linda Jacobs and Carol Wachs and 3) the Cognitive Behavioral viewpoint of Ennio Cipani. The second part of the semester will be devoted to how to work with parents on specific issues in children's lives and treatments. They include: beginning the treatment, assessing and working with severely mentally ill parents, working with parents from cultural minorities, adoptive parents, same sex adoptive parents, divorce and custody, working with divorced parents and termination.

PSS 6467: Family Systems Theory

This course introduces Bowen family systems concepts to second year students. It also integrates issues of race, ethnicity, gender and sexual orientation that were presented in the first year into thinking about families. Finally, it encourages students to think about relationship patterns in their own families, both family of origin and family of choice, as a way of deepening their understanding of these concepts.

PSS 6520: Intervention: Infants and Young Children

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

PSS 6610 Introduction to Child Therapy

This course will focus on psychodynamically based psychotherapy with school aged children, with particular emphasis on play therapy and working with parents. We will study the meaning and use of play in therapy. The Children's Play Therapy Instrument will be introduced as a technique to describe play sessions and to evaluate change. We will then

discuss the processes of child therapy, including beginning the treatment, interviews of parents and children, problem definition, goal setting, therapeutic relationships, the change process and ending. Various approaches to parent involvement will be included. Issues of race and social class will be integrated throughout, as will the specific effects of the treatment setting (ie, school, clinic, hospital).

PSS 6611,6612 Practicum in Child Therapy I-II

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

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

PSS 6613, 6614 Practicum in Child Therapy III & IV

Continuation of PSS 6611, 6612 for students in school-clinical child psychology program.

Prerequisite: PSS 6611 and PSS 6612.

PSS 6616: Practicum in Behavior Therapy with Children and Adolescents

The practical applications of cognitive behavioral principles with children, adolescents and families who experience difficulties. The course includes discussion, case studies, demonstrations and self-reflection as it pertains to the students' experiences in the field and in their lives. Focus on models of intervention, therapist/counselor dynamics, principles of change, client personalities and family dynamics.

PSS 6618 Child Therapy I

Major approaches to child therapy with emphasis on psychodynamics; key concepts in the therapeutic process with children; issues in working with parents, transference,

countertransference in relation to developmental stages; understanding children's communication and working with metaphor.

Prerequisite: PSS 6812.

PSS 6619 Child Therapy II

Intensive readings in psychoanalytic developmental theories that relate to theory and technique of child psychotherapy.

Prerequisite: PSS 6618.

PSS 6620 Counseling as a Related Service—Advanced Practicum

This course has as its goal the enhancement of counseling skills of the practicing school psychologist. Prior course work and counseling experience is required. Through in depth case presentations and readings the students will develop a heightened awareness of the counseling process and will be assisted in the further development of abilities to structure the counseling relationship in the school setting.

Prerequisite: PSS 6618.

Corequisite: three-year school psychology track only.

PSS 6623: Relational Perspectives in Psychotherapy with Children and Adolescents

This course will focus upon treatment approaches which are derived from Interpersonal, Object Relations, and Attachment Theory, all of which are considered to be Relational approaches to therapy. Theory that underlies technique and the commonalities and differences in these approaches will be explored, with the goal of extracting some core therapeutic principles that can be incorporated into work with children, adolescents and their parents. Empirical research resulting from a growing rapprochement between contemporary Attachment Theory and psychoanalytic Interpersonal and Object Relations Theories will be discussed, with implications for treatment. Clinical material will be presented to enhance understanding.

PSS 6629, 6630: Practicum in Family Counseling in the Schools I & II

This course is a practicum that trains students in working with individual families in school settings. Students are trained to engage families around issues related to school functioning: e. g. assessment and evaluation, referral to special education, and managing behavior problems. Special emphasis is placed on multicultural competence.

PSS 6633, 6634 School Ecology Lab I & II

Companion course to the externship in family-school collaboration. Its goal is to develop expertise in assessing family-school climate and identifying opportunities for family-school collaboration in all aspects of educational practice.

PSS 6801: Professional and ethical issues in School-Clinical Child Psychology

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

PSS 6802: Role and Function of the School Psychologist

The course focuses on the every day realities of working in a school setting as a member of an interdisciplinary team. Emphasis is placed on practical applications of theory and expanding knowledge of the changing role of the school psychologist in the 21st century.

Co-requisite: Externship placement in a school

PSS 6810 Advanced Educational Psychology

Focuses on psychological principles with potential for transfer to educational issues in the classroom. Addresses these questions: What is learning? What processes are involved in the acquisition of new information? What principles govern the learning process and how are they applied to instruction and education? What evidence exists for the efficacy of various educational practices?

Prerequisite: PSA 6241.

PSS 6812: Childhood Psychopathology

This course presents a developmental psychodynamic approach as a framework for understanding pathology in childhood. Current thinking on neurobiological contributions are also considered. Selected childhood syndromes are examined, including borderline personality functioning, depression, anxiety, attentional disorders, conduct disorders and pervasive developmental disorders. Clinical case material is used whenever possible

PSS 6915 Research Project I

The student works with a faculty member to meet the requirements of the first PsyD project—a comprehensive review of the literature.

PSS 6916 Research Project II

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

PSS 6961, 6962 Readings in Psychology I & II

For advanced students. Individual research with a faculty member. May not be used to meet minimum residence requirements.

Prerequisite: permission of the program director.

PSS 8941-8942: Doctoral Internship in School-Clinical Child Psychology

Provides group supervision and discussion of ongoing issues that are relevant to the student's year long internship. Placement may be in a school, medical center, mental health facility or other related facility.

PSS 8943, 8944: School-Clinical Child Psychology Externship/Practica I-II

Provides group supervision and discussion of ongoing issues that are relevant to the student's year long, school-based placement.

Prerequisite: Satisfactory completion of first year's courses in school-clinical child psychology program.

Co-requisite: Enrollment in PSS 6802

PSS 8945-8948: School-Clinical Child Psychology Externship/Practica III-VI

Provides group supervision and discussion of ongoing issues that are relevant to the student's year long placements in their third (in a mental health facility or medical center) and fourth years (in a school, mental health facility or other related placement).

PSS 8949, 8950 Bilingual and Multicultural School Psychology: Internship and Seminar I & II

Group supervision for interns/externs who are working with bilingual and/ or multicultural populations. Emphasis on ethical and professional issues and day-to-day practices. Seminar topics relevant to issues presented on site.

Registrarial Courses

These designations are used on the record of a student taking a leave of absence or maintaining status.

REG 0901A through 0904A

Leave of Absence (0 credit)

REG 0910A Maintenance of Status (0 credit)

REG 9900 Official Withdrawal

See Tuition and Fees section for Registrarial Course charges.



This is a working document. Your comments and suggestions are encouraged. Please feel free to contact [Michael S. Gill](#), Assistant Dean.