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Welcome to Ferkauf Graduate School of Psychology. This Academic Catalog provides statements about policies and procedures which are currently operative and it is intended primarily as a source of information for graduate students. The School, however, reserves the right to change policy and procedures without prior notice and to notify all parties of such changes. In regard to curriculum requirements, students will be governed by the Academic Catalog in the year in which they entered the program.

Further information about the substance and subject matter of the specific Ferkauf programs may be expressed in one or more separate subprogram handbooks. Please note that in the event of a conflict between any of the Ferkauf handbooks, the procedures listed in this Academic Catalog will govern.

Students are ultimately responsible for knowing and observing all regulations and degree requirements that may affect their status at Ferkauf Graduate School of Psychology and paying all fees. For this reason, students should meet with academic advisors and the Office of the Registrar on a regular basis as well as read thoroughly the contents of this catalog.

YESHIVA UNIVERSITY

Now in its second century, Yeshiva University is the country's oldest and most comprehensive educational institution under Jewish auspices in America. It is an independent university that ranks among the nation's leading academic research institutions and, reflecting the time-honored tradition of Torah

New York State certification as a school psychologist and the bilingual extension to the certificate.

All three (3) doctoral programs (Ph.D in clinical health psychology, Psy.D in clinical psychology, and Psy.D in school-clinical child psychology) are accredited by the American Psychological Association.

Hegis Code	Program #	Title	Degree
2104.10	29849	Mental Health Counseling (60 credits	Master of Arts
2003	80360	Clinical Psychology	Doctor of Psychology
2099	80361	School-Clinical Child Psychology	Doctor of Psychology
2099	11055	School Psychology	Master of Science
2099	90326		

8. Be protected from retaliation by the institution, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the institution;
9. Access to at least one level of appeal of a determination;
10. Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including during all meetings and hearings related to such process; and
11. Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial or conduct process of the institution.

Nondiscrimination & Anti-Harassment (including sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence)

Yeshiva University has a long-standing commitment to equal opportunity and affirmative action, and uses good faith effort to achieve nondiscrimination and equality of opportunity in employment and in all spheres of academic life. All University decisions with regard to faculty, staff and students are based on equitable and equally applied standards of excellence. Unlawful harassment procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. The University's policy is designed to insure that recruitment, hiring, training, promotion and all other personnel actions take place, and all programs involving students (both academic and non-academic) are administered, without regard to race, religion, creed, color, national origin, sex, age, disability, veteran or disabled veteran status, genetic predisposition/carrier status, marital status, sexual orientation, gender identity or citizenship status (as these terms are used in the law). In addition, University policy is designed to maintain a work and academic environment free of harassment and intimidation.

All University faculty and staff with any knowledge, whether from firsthand observation, having been confided in or having heard about it in some other fashion, of an allegation of discrimination, harassment or sexual misconduct must report the incident. The University will respond to all complaints from faculty, staff and students promptly, thoroughly and impartially. Retali98 Tw -3c0-0.004 T12(e)4(6(i)-2(r1(hi)-((w)4(ill)]TJ 0 Tc 0.25 Tw T* [(r)3(e

- Office of the General Counsel – http://yu.edu/ogc/ – (646) 592-4400
- The University's Confidential Compliance Hotline – (866) 447-5052 – https://www.integrity-helpline.com/yu.jsp

Regarding the appropriateness of romantic or sexual relationships between University employees and students, see Yeshiva University Policy Regarding Romantic Relationships between Individuals of Unequal Power or Status (http://www.yu.edu/hr/policies/).

For more information about the University's Non-Discrimination and Anti-Harassment Policy, including information about preventing and addressing sexual assault, domestic violence, dating violence, and stalking at the University, see the University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures available on the University's website at: http://yu.edu/student-life/resources-and-services/standards-policies/; http://yu.edu/hr/policies/; and http://yu.edu/ogc/policies/ (among other places). This policy includes information about filing a report, seeking a response and options for confidential disclosure.

Sexual Violence

Programming

The University provides educational programs to its students to promote the awareness of sex offenses and the availability of victim counseling services. Live training workshops and other E-Learning programs are made available to its students. For more information, contact the University's Title IX Coordinator.

Law Enforcement

The University's first and foremost concern for anyone who has been the victim of an incident of sexual violence, stalking, domestic violence, dating violence, or any other crime is their physical safety. Thus, if anyone who has been a victim of such unlawful behavior is feeling physically unsafe, he/she should immediately call the Security Department, the local police precinct or 911 for assistance. Please see above for Security Department contact information. You can reach the NYPD 45th Precinct by calling (718) 918-2000.

In addition, if he/she is in need of immediate medical treatment, he/she should go to the nearest hospital emergency room or call 911 or Hatzalah Volunteer Ambulance Corps at (212) 230-1000. The University also has trained counselors in its Counseling Center to assist the victim. They can be reached by calling (646) 592-4210 (Beren/Cardozo Campus) or (646) 592-4200 (Wilf Campus) (or emailing counseling@yu.edu) and asking for a sexual assault coordinator. There are also [illegible]

Students seeking reasonable accommodations should bear in mind that they are responsible for the following:

- x Advising the Office of the Dean of the exact nature of the accommodation(s) desired
- x Providing supporting documentation in a timely manner
- x Submitting a Request for Reasonable Accommodations form to the Office of the Dean and receiving the form back from the Office of Disability Services
- x Discussing accommodation implementation with the Professor(s) and obtaining signature of Professor(s)
- x Returning completed form to the Program Director
- x Meeting all academic responsibilities and deadlines, taking into account any agreed-upon accommodations
- x Bringing any problems to the immediate attention of the Program Director

No accommodations will be given retroactively. Supporting documentation should be recent and come from an appropriate, licensed professional who is not a member of the student s family. The documentation must be dated, signed and on the letterhead of the professional. The

Directory Information

Please note that the following types of information are considered Directory Information by Yeshiva University:

- Name
- YU email address
- Photograph
-

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ACADEMIC STANDARDS AND EXPECTATIONS

Time Limitations

A student must complete the requirements for the mental health counseling master's degree within four (4) years of admission to the school. Requirements for a doctoral degree must be completed within ten (10) years of admission. Continuation in the program beyond the time limit is grounds for dismissal.

Evaluation of Performance

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

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

In addition to the factors above, students are required to gain and demonstrate a sense of multicultural sensitivity throughout their academic tenure. Students are expected to become aware of themselves as cultural beings and examine their own biases and prejudices. They should acquire (1) An awareness of their own cultural worldview, (2) An accepting and open attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews, and (4) The skills to understand, communicate and effectively interact with people from different cultures in their own clinical work. Most importantly, students must develop multicultural humility, recognizing that developing multicultural sensitivity and competence is a lifelong process that is challenging and anxiety provoking.

The program director reviews the student's progress with the faculty regularly. Strengths and weaknesses are considered to ensure maximal development and to avoid potential problems.

Students who are seen as unfit/unqualified to continue may be dismissed from the doctoral program.

Please refer to "Academic Performance", "Unsatisfactory Academic Performance", Academic Warning, "Academic Probation", and "Dismissal" sections for more information.

Certification of Doctoral Degree Candidacy

Admission to the doctoral programs is provisional and must be certified. Certification occurs when the student meets the requirements for and receives his/her individual program's master en route degree. Typically, this includes completing two (2) years of required coursework or its

Please refer to the “Programs of Study” section for more information regarding individual curriculum and program requirements.

Minimum Residency Requirement

All reading, directed study, and doctoral research credits must be taken at the school. No more than twelve (12)

courses after the deadline is approved. Students will be required to fill out an Add/Drop Form and have it signed by their advisor. If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of W .

Students should be aware of the refund dates each semester. Students may not receive a full refund for courses dropped even if they are dropped before the last day to drop a course without a W .

The refund schedule is listed below. Please note that fees will not be refunded.

Course withdrawn by:	Percent of tuition refunded
1st week of semester	100%
2nd week of semester	75%
3rd week of semester	50%
4th week of semester	25%
After 4th week	0%

Grading Policy

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

R (repeat) is typically used for Dissertation Planning and Research Project when students are required to register for the course continuously until they defend. Students will not receive earned credits for any course in which they are given a grade of R.

S (satisfactory completion) is used as the final grade for Dissertation Planning, which is earned during the semester the student passes his/her oral defense.

W is given when a student drops a course without prejudice or penalty.

Y is used for the fall semester of a year-long course. The student will receive a letter grade during the spring semester. In some cases, students will be graded during both the fall and spring semesters.

Please refer to the "Academic Performance", "Academic Warning", and "Academic Probation" sections for information regarding minimum GPA requirements, academic warning, academic probation, and academic dismissal.

Competency Examinations

Candidates in the clinical psychology (PsyD) program are required to successfully pass eight competency exams before they can graduate: (1) Two assessment competency exams in their first and second year that assess competency in assessment, and related competencies in ethics and diversity; (2) four clinical competency exams in their third, fourth and fifth years (including internship) that assess their competency in relationship and intervention skills, as well as in related competencies in ethics and diversity; and (3) two research competency exams in their third and fifth year that assess competency in research, as well as in related competencies such as ethics and diversity. These competency exams are based on program goals and objectives.

Candidates in the clinical health psychology doctoral program are required to pass competency examinations in assessment, clinical skills, and research

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project or dissertation to the appropriate offices by the degree date. Students who fail to complete all requirements before the date of degree conferral will need to apply for the next possible degree date. Any student who is on probation or does not meet the satisfactory academic performance standards will not be eligible to receive a degree (including the master s en route degrees).

Degrees are conferred September 30th, January 31st, June 30th, and August 31st each year. A student applies for a degree by filing an Application for Graduation form in the Office of the Registrar. Applications for the January degree are due November 1st while applications for the June, August, and September degrees are due March 31st. Students will not be eligible to receive a degree unless they have submitted the Graduation Application by the appropriate deadline.

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 two years (2) and need not be paid again unless more than two (2) years elapse between payment and award of degree.

Students are bound by the curriculum that was in effect during the year they enrolled in the program. Students are responsible for meeting regularly with their academic advisors and checking their unofficial transcripts to ensure they are on track to graduate.

Commencement Exercises

Commencement exercises take place each year at the end of May or the beginning of June. Students who graduated during the previous year are invited back to participate in the diploma ceremony. Students who plan to graduate in June, August, or September may walk in that year s ceremony if they have completed all graduation requirements (including oral defense) with the exception of their pre-doctoral internship. Eligibility to walk in the commencement exercises is at the discretion of the program director. Students who wish to participate in the ceremony must submit any required commencement paperwork, documentation, or materials prior to the diploma ceremony.

Diplomas will be mailed to the address students list on the Graduation Application within eight (8) weeks of the degree date. The last name on the student s diploma must match the last name on the student s record at the School.

Unsatisfactory Academic Performance

Students who exhibit deficiencies in regard to their academic performance, supervisor or faculty evaluations, academic progress, interpersonal skills, and professional and ethical behavior are informed of such deficiencies by faculty after faculty review. Academic performance is comprised of performance on academic, clinical, and research activities. Students with unsatisfactory performance in these areas are placed on academic warning , academic probation or are subject to dismissal. A student does not first have to be placed on academic warning to be placed on academic probation and does not need to be placed on warning or probation before she can be dismissed from the program.

Academic Warning

Academic Warning status is an initial indication of serious academic, interpersonal, or ethical deficiencies.If a student meets any of the requirements below, a faculty committee or the joint

a. When a student receives a semester or cumulative GPA below 3.0, receives two (2) C grades or more within a semester, or receives a grade of F in a course, or receives more than two (2) incomplete grades in a given semester.

PLEASE NOTE: All incompletes will convert to Fs after one (1) semester. It is the student s responsibility to insure the work is completed in a timely fashion.

If a student receives an F grade, a committee consisting of program faculty appointed by the program director will be assembled to review the reason for receiving the F grade. A decision will be made as to whether the appropriate action will be to place the student on academic probation or to dismiss the student;

b. When a student persistently fails to meet academic prog

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

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

The student must sign and return the letter acknowledging that it will be the student's responsibility to communicate his or her understanding of the identified problem, respond to communications and engage in the remediation plan or grievance procedure in a timely manner.

Involuntary Leave Policy

Introduction

When students are experiencing emotional difficulties or find themselves going through a personal crisis, they are strongly encouraged to seek out the relevant support services on campus. Depending on the campus and the specifics of the situation, counseling, guidance and/or outside referrals can be provided. While the University strives to help all students succeed academically, socially, and emotionally, there are times that safety concerns regarding a student s health and well-

- A student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official.
- Students will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with appropriate counseling staff and/or administrative official.
- Students will be informed in person, if practical, to be followed by written notification from the School, or the School s decision regarding their student status.
- A student who is placed on involuntary leave may appeal the decision to the dean within ten (10) business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The dean or his designee will review the appeal and his decision will be considered final.
- In cases of a safety emergency, a student may be removed from the University campus, provided the student is given notice and an opportunity to be heard, pending a decision regarding the student. The student is still offered the option for an appeal prior to the rendering of a final decision.
- The University reserves the right to make appropriate arrangements regarding the health and safety of the student.
- A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.
- The School will notify all relevant parties of the leave of absence.

Readmission

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the School. A student who wishes to resume studies will be required to apply for readmission . Students who withdrew from the School and wish to apply for readmission must follow the regular admissions procedures. Their admission will be subject to the usual admissions criteria in effect at the time of application for readmission.

Official Withdrawal

If the need for a leave extends beyond two (2) semesters taken together or separately the student must withdraw from the School and apply for readmission. Students who wish to withdraw must submit an Application for Official Withdrawal Form, available in the Office of the Registrar. The form should be signed by both the program director and the dean and returned to the Office of the Registrar. Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Students are responsible for contacting the Office of Student Finance regarding deadlines for tuition reimbursement.

Dismissal

Students accepted into Ferkauf Graduate School of Psychology are expected to be able to complete the program requirements successfully. When a student s academic performance,

supervisor or faculty evaluations, academic progress, interpersonal skills, or professional and ethical

i. A pattern of unsatisfactory interpersonal skills and professional behavior, evidenced despite

A student s affirmation of any examination, course assignment, or degree requirement is

Step 1: Informal Level

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

Step 2: Meet with Program Director

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

Step 3: Departmental Committee

If the program director cannot resolve the student's issue, or the student files (within thirty (30) days) a written appeal of a decision made by the program director, then the program director asks the dean to appoint a committee of faculty to address the student's concern. The faculty on the committee cannot be faculty members from the student's program. The student will have the opportunity to orally present the nature of his/her appeal to the committee. The committee will review all documentation and testimony and will notify the dean and the student of their decision to grant or deny the appeal.

Step 4: Review by Dean

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

Student Discipline

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

Areas of school disciplinary jurisdiction include, but are not limited to: 1. Ethical violations or violations ofacademic integrity, e.g. cheating, plagiarism, and forgery of academic documents; 2. Disruption of the academic process and/or academic facilities, including interference with acce

PROGRAMS OF STUDY

Ferkauf Graduate School offers the following programs:

Doctor of Psychology in Clinical Psychology

Doctor of Psychology in School-Clinical Child Psychology

Doctor of Philosophy in Clinical Psychology with Health Emphasis

Master of Arts in Mental Health Counseling

Students in each of the doctoral programs are required to receive the en route Master s degree (see individual program information for degree requirements).

CLINICAL PSYCHOLOGY – Psy.D – 116 credits

Program Philosophy

Students have received doctoral training in the Clinical Program at the Ferkauf Graduate School of Psychology of Yeshiva University for more than 50 years. The Clinical Program (PsyD), which was established in 1979, has been fully accredited by the American Psychological Association (APA) since 1985.

foundation courses in psychology and clinical psychology, a research sequence culminating in

Students learn the skills to become critical consumers and producers of research during their graduate studies in the clinical program. Students learn the strengths and limitations of different study designs, are trained in statistical methods, and learn how to critically evaluate the research literature. Students are also required to produce two (2) original doctoral research projects (Research Project I and Research Project II). Using principles or evidence-based practice, students are trained and supervised in the application of scientific thinking to practice by applying the research literature to the care of their clients.

PSA 6280 Statistics I
PSC 6287 Research Methods & Design
PSC 6288 Integrating Clinical Practice and Research
PSC 6537 Data Analysis
PSC Research Seminar (taken two (2) semesters) – see Research Seminar section below
PSC 6915 Research Project I
PSC 6916 Research Project II

Theory of Intervention Courses

Students receive intensive training in theories, research and applications of clinical practice and are taught skills to integrate clinical practice with research. Students are trained in all aspects of the evidence cycle: 1) development of searchable questions based on a client's presenting problem; 2) searching of the literature to find the highest quality evidence for their clinical question; 3) critical appraisal of the literature; and 4) understanding and applying the results of those studies to the care of their clients.

They are required to successfully complete a course in Concepts of Psychotherapy and a Basic Individual Psychotherapy Practicum course in their first year (see Clinical Foundation Courses). They are also required to successfully complete two (2) courses in psychodynamic psychotherapy (Psychoanalytic Theory and a Category A course) and two (2) courses in cognitive behavior therapy (Cognitive Therapy and Behavior Therapy).

Intervention Course A – students must take PSC6195 Psychoanalytic Theory plus choose one (1) course from below

PSC 6498 Interpersonal Psychotherapy
PSC 6175 Object Relations Theory
PSC 6491 Self Psychology

Intervention Course B – both required

PSC 6478 Behavior Therapy
PSC 6497 Cognitive Therapy

Intervention Course C – choose one (1)

PSC 6463 Couples Therapy

PSC 6465 Family & Couples Therapy I
PSC 6448 Assessment & Treatment w/ Older Adults

In some instances, students may take a pre-approved course from another program to count towards their Intervention C requirement. Students interested in courses outside of their program must receive permission from the instructor prior to registration and must send email notification to the Registrar's Office explaining that they received permission to take an Intervention C course outside of their program.

Psychotherapy Sequence

Once students have completed their intervention course requirements, s

PSC 6552B Proseminar II (.75 credits)
PSC 6553A Proseminar III (.75 credits)
PSC 6553B Proseminar III (.75 credits)
PSC 6554A Proseminar IV (.75 credits)
PSC 6554B Proseminar IV (.75 credits)
PSC 6944 Clinical Psych Externship (0 credits)
PSC 6945 Clinical Psych Externship I (0 credits)
PSC 6946 Clinical Psych Externship II (0 credits)
PSC 6947 Clinical Psych Externship IV (0 credits)
PSC 8941A

5) Family & Couples Therapy I & II (PSC 6465/6466)
6) Psychodynamic Individual Psychotherapy Practicum I & II (PSC 6492A/6493A)
7) Advanced Psychodynamic Individual Psychotherapy Pract. I & II (PSC 6494A/6495A)
8) Research in psychodynamic principles or strategies
9) Externships in Psychodynamic Therapy

Clinical Gero-Psychology Concentration:

The Gero-psychology Concentration follows the guidelines of the APA Council of Specialties definition of a "Major Area of Study". The concentration thus requires completion of two research seminar courses, a total 15 credits of coursework; and a clinical aging empirical research project, in addition to fulfilling the requirements for the geropsychology minor.

Required Coursework (15 credits):

1) Assessment & Treatment w/ Older Adults (PSC 6488)
2) Depression and Personality Disorders in Older Adults I & II

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Theory and Research in Anxiety and Depression I & II (PSC 6474/6475)
Depression and Personality Disorders in Older Adults I & II (PSC 6529/6530)
Research in Couples, Families, and Psychoanalysis (PSC 6468)
Couples Therapy (PSC 6463)
Psychopathology & Socio-Economic Contexts I & II (PSC 6542, 6543)
Mood Pathology I & II (PSC6540/6541)
OCD, Hoarding & Related Disorders (PSC 6546, 6547)
Violence, Emotional Regulation & Substance Abuse (PSC 6548, 6549)

Research Project I

The first part of the doctoral research project is a comprehensive critical review of the literature in an area of interest to the student (typically in the area of a research seminar). It is anticipated that the review will lead to the Research Project II. This part of the research project should be submitted to the student s research advisor on the first day of classes during the student s third year. The final draft of the Research Project I is due on June 1st of the student s third year in the program.

Students should register for Research Project I while they are working on this part of their doctoral research project.

Research Project II & Oral Defense Examination

Research Project II is usually an outgrowth of the first project and may take the form of any one of a wide spectrum of possibilities including an original quantitative or qualitative empirical study, replication of an empirical study, development of an instrument, evaluation outcome research, treatment integrity, single case experimental design, or a meta-analysis. Students will work closely with their research advisors to create a proposal and prepare the research. It should be prepared either in four chapters (Introduction, Methods, Results, and Discussion) or in a peer-reviewed journal article format at the research advisor s discretion. Copies are submitted to the student s research advisor and two (2) outside readers.

Students are expected to present their Research Project II work during the Oral Examination. They will receive a grade for Research Project II during the semester in which they pass their oral defense. Students will also be required to complete any revisions and submit two copies of the project on CD to the Psychology Office before a degree can be conferred.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on the second part of their research project. Once they begin work on this part of the project, they must register for Research Project II each semester until they successfully complete their oral defense.

Externship

Students are required to complete a minimum of two year-long exter2(n)1 141.6 Tm [(E)-7(x)-4(t)-1isle, th p

SCHOOL-

Because the program is accredited as a combined school and clinical psychology program, it requires students to complete one foundation course in adult psychopathology and encourages students to gain an externship experience that includes working with adults and caregivers.

Required Courses (106 credits):

PSS 6131

PSS 6250 Developmental Psychopathology

PSS 6611 Practicum Child Therapy I: Psychodynamic OR
PSS 6625 Practicum Child Therapy I: CBT

PSS 6612 Practicum Child Therapy II: Psychodynamic OR
PSS 6626 Practicum Child Therapy II: CBT

PSS 6118 Psychodynamic Theory & Practice with Children and Families Psychotherapy I

PSS 6119 Psychodynamic Theory & Practice with Children and Families Psychotherapy II

PSS 6286 Research Methods in Professional Practice

PSS 6197 Contemporary Issues in School Psychology

PSS 6814 Adult Psychopathology & Assessment

PSA 6071 Psychopharmacology

PSA 6405 Social Psychology

PSA 6601 History and Systems of Psychology

PSS 6915 Research Project I

PSS 6916 Research Project II

PSS 8943A School Clinical Externship I (1 credits)

PSS 8944A School Clinical Externship II (1 credits)

PSS 8945A School Clinical Externship III (1 credits)

PSS 8946A School Clinical Externship IV (1 credits)

PSS 8947A School Clinical Externship V (1 credits)

PSS 8948A School Clinical Externship VI (1 credits)

PSS 8941A School Clinical Internship (1 credit)

PSS 8942A School Clinical Internship (1 credit)

Elective Courses (10 credits):

Students work with their academic advisor and program director to choose electives. Students who

Psychodynamic Theory and Practice with Children and Families Psychotherapy I and Practicum in Child Therapy-Psychodynamic I-II. This year long sequence is conducted through the Parnes Clinic and provides both group and individual supervision. The latter is provided by independent practitioners with expertise in CBT with children, adolescents, and families.

Students may also take elective courses in Self Psychology, Psychoanalytic Theory and conduct their doctoral research with faculty whose primary orientation is psychodynamic psychotherapy.

Research Seminars

Students take research seminars conducted by full-time faculty that facilitate completion of Research Project I and II.

The seminars are 1 credit each and are

Externship

Students are required to complete a minimum of 600 hours of supervised experience in the second, third and fourth year placements. The second year placement occurs in a schooling facility. This requirement meets standards set by the Council of Directors of School Psychology Programs. The third year may be in a mental health facility, medical center, early childhood center, hospital, or special-needs school. The fourth year placement can be in a school or any of the alternatives mentioned above. At the end of the fourth year, the student will have acquired the equivalent of one (1) full year of experience 1800 hours.

While students are on externship, they should register for the appropriate externship course each semester. Faculty members monitor externship experiences on site and in class.

Pre-Doctoral Internship

Assuming all other program requirements have been successfully completed, the full time internship can commence in the fifth year of the program. The internship can occur in a school, hospital, early childhood center, medical center, rehabilitation center, community or mental health agency. The internship is the culminating educational experience for students and provides an opportunity to advance their skills and knowledge base and to demonstrate the high level of competence that they have achieved across all skills and knowledge domains during the prior four years of training. While the majority of students complete internships at APA approved clinical settings, it is not a requirement to do so.

A full-time internship, in facilities other than schools, consists of a minimum of 35 hours per week, for a full year (12 months) or 1750 hours. In the case of a school placement, a full-time internship usually lasts about ten (10) months approximately 1500-1600 hours. In 0(I1 Tf0I5y)30(ns)-1(hi)

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Education Department, Division of Teacher Certification. Students who wish to be certified in other states need to request information from the individual state Department of Education.

Goal 5: Provide sequential and comprehensive training in clinical practice, theory, and research emphasizing the intersection between clinical psychology and health.

Goal 6:

PSH 6544 Behavioral Medicine Therapy & Practicum II

PSH 6938 Physiobgical Health Psychology

PSH 6014 Science of Cognitive & Affective Function

PSH 6500 Cognitive Behavior Therapy

PSA 6405 Social Psychology

PSH 6935

Elective Courses

Students are not required to complete electives but may do so if they wish to take additional classes beyond the credit requirements for graduation. Students should speak with their advisors before registering for elective courses.

Research Labs

Each student is required to participate in a faculty member s research lab. By doing so, students develop close links with a m

Doctoral Dissertation & the Oral Defense

with the Director of Clinical Training to determine readiness and plan and prepare their application materials.

Typically, the internship will consist of a twelve (12) month, full-time experience. Students should obtain an internship at an APA accredited training facility, if possible. Therefore, students are also strongly encouraged to apply nationwide to maximize their chances of matching with APA accredited internships. Typical placements include rehabilitation hospitals, medical centers and psychiatric hospitals that have specialty tracks in health psychology, rehabilitation, behavioral medicine or neuropsychology. Students are evaluated by supervisors at the middle and end of the year. While on internship, students should be registered for Doctoral Internship for each semester. At the end of the internship, students will be required to submit attestation forms signed by their internship supervisors.

Master of Arts en Route

Students are required to complete requirements for and obtain the Master of Arts degree en route to the doctorate degree. Students who do not apply for and obtain the MA en route are not eligible to continue in the program. In order to receive a Master of Arts en route to the doctorate degree, students must complete the first two years of required coursework, pass their comprehensive examinations, and submit a Master s Thesis. The degree is not automatically conferred. Students must submit a Graduation Application to the Office of the Registrar by the deadline (see Graduation Eligibility section for dates) to be considered for the MA en route degree.

Clinical Psychology Ph.D Program (Health Emphasis) Procedures for Graduation

In order to receive the Clinical Psychology PhD degree, students must meet all academic, research, and clinical training requirements and complete the PhD Attestation Form and Graduation Application by obtaining the necessary signatures attesting to successful completion of these requirements. Specifically, in order to meet the academic requirements for graduation, students must successfully complete all the required coursework, pass the comprehensive examination, complete their master s project, and successfully defend their dissertation (written and oral components) including all changes/revisions required by the five member dissertation committee. In addition, the dissertation document must be submitted by the student for binding before a degree can be conferred. Clinical training requirements include successful completion of in-house training at the Parnes Clinic and approved externship sites as well as one year of internship.

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

PSM 6816 Advanced Issues in Psychopathology and Diagnosis

PSM 6371 Ethics & Issues in Professional Practice (includes New York State required syllabus on identification and reporting of child abuse and maltreatment)

PSM 6515 Lifespan Development

PSM 6500 Advanced Issues in Mental Health Counseling

PSM 6503 Lifestyle and Career Development

PSM 6405 Social and Cultural Foundations of Counseling

PSM 6181 Multicultural and Diversity Issues in Counseling

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

PSM 6461 Principles in Group Therapy

PSM 6430 Statistics, Research, and Program Evaluation

PSM 6483 Substance Abuse and Treatment (graduates qualify for 5-credit CAC certification)

PSM 6945 Counseling Practicum I

PSM 6943 Supervised Field Placement I (1.5 credits) (includes group supervision requirement)

PSM 6944 Supervised Field Placement II (1.5 credits) (includes group supervision requirement)

PSM 6946 Supervised Field Placement III (1.5 credits) (includes group supervision requirement, Proseminar on Professional Identity Development, and Comprehensive Exam Part 1)

PSM 6947 Supervised Field Placement IV (1.5 credits) (includes Comprehensive Exam Part II)

Electives (6 credits):

Choose a minimum of two (2) from the following additional coursework acceptable upon

PSM 6622 Counseling in Public Settings

PSM 6485 Crisis Counseling

PSM 6170 Sexuality and Gender Counseling

PSM 6510 Cognitive and Behavioral Therapy Principles for Counseling

PSM 6194 Principles of Psychodynamic Psychotherapy for Counseling

PSM 6440 Couples and Family Counseling

PSM 6450 Counseling with Children and Adolescents

PSM 6484 Grief, Loss and Bereavement Counseling

PSM 6182 Attachment across the Lifespan

PSM 6195 The Resilient Counselor

PSA 6601 History and Systems of Psychology

PSA 6930 Physiological Psychology

PSA 6071 Psychopharmacology

Field Placement

Students are required to complete a minimum of 600 hours in supervised field placement before graduation. The program's field placement options span the New York metropolitan area, and many of the long-established community mental health centers, hospitals and agencies are willing to accept students as externs to fulfill this requirement. The program maintains an active directory of field placements that is frequently updated. Students will also work with the program director and faculty members in choosing a field placement.

DOCTORAL PROGRAM

been active; and
4. Earn some experience in research or clinical practice in Health Psychology.

Advisor: Dr. Roee Holtzer

Gero-Psychology Minor

The Ferkauf Older Adult Program (FOAP) offers a minor in the newly emerging field of Clinical Geropsychology comprised of didactic coursework and clinical training experiences.

Didactic Training Requirement: Students who seek a minor in Clinical Geropsychology must complete 9 credits (see below) to meet the didactic coursework requirement; one of these must include PSC6448 Assessment and Treatment of Older Adults, an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults.

Required Coursework:

1. PSC6448 Assessment and Treatment of Older Adults

2. Two of the following courses:
PSH6014 Science of Cognitive and Affective Function
PSC6449, 6450 Geropsychology Lab I&II
PSC6529 Research in Depression & Personality Disorders in Older Adults I
PSC6530 Research in Depression & Personality Disorders in Older Adults II
PSH 6011, 6012 Clinical Neuropsychology I &*II
PSC 6449L/6450L Geriatric Neuropsychology Practicum I*& II

*Please note that PSC6449/6450L is open to participants in the FOAP geropsychology externship ONLY

**Please note that PSH6011/6012 are only open to students pursuing the Neuropsychology concentration

Advanced Clinical Training Requirement: Students who seek the minor may satisfy the advanced clinical training requirements through participation in an externship that emphasizes supervised clinical work with older adults (minimum experience of nine (9) months of applied supervised training for at least ten (10) hours per week).

Advisor: Dr. Richard Zweig

Research Methodology and Statistics Minor

The Research Methodology and Statistics Minor emi10(h p)-10m5.92pi-2emin2min8min0e2(tc 0 tip)-1t2(

and test construction (PSH6321). Students will also practice advanced research methodology and statistics skills through an applied project consisting of either an academic research project, an abstract submitted to a conference, or a peer-reviewed publication, and a paper describing the methodology used in the study.

Advisor: Dr. Elizabeth Seng

Adult Clinical Psychology Minor

Only candidates in the School Child Clinical PsyD program are eligible for this minor

Students are required to take:

1. PSC6813 Adult Psychopathology

2. Three of the following courses:
PSC6497 Cognitive Therapy
PSC6478 or PSH6500 Behavior Therapy
PSC6491 Self Psychology
PSC6175 Object Relations Theory
PSC6498 Interpersonal Psychotherapy

In addition to required coursework, students must complete an approved year long externship dedicated to adult therapy and assessment OR complete a research project to be approved by the minor coordinator.

Advisor: Dr. Lata McGinn

D. Samuel Gottesman Library

The D. Samuel Gottesman Library, located on the first floor of the Forchheimer Building, houses state-of-the-art resources to serve the information needs of faculty, students, and staff on the Jack and Pearl Resnick Campus. The Library s website (http://www.library.einstein.yu.edu) is the

Graduate Teaching and Research Assistantships

Each year, there are several TA positions available in the Office of the Program Director, the Parnes Clinic, the Admissions Office, and with faculty members. Teaching Assistants (TA s) are selected from among graduate students in good standing. Faculty members make recommendations to the Dean of the Graduate School who makes appointments. A number of positions are available each semester, usually for eight (8) hours per week.

Teaching Assistants are expected to help the classroom instructor with library research, reading papers, preparation of instructional materials, and a myriad of administrative, clinical, and research tasks. The tasks vary with the project. TA positions in the Program Director s office involve coordinating all activities of the program. TA positions in the Parnes Clinic involve coordinating

Liability Insurance

The doctoral programs strongly recommend that students carry their own professional liability insurance through APA. Please visit their website at http://www.apa.org/membership/insurance.aspx

Identification Cards

All students are required to wear their student ID while on campus. Students will be taken to the security office in the Forchheimer building during orientation to receive their ID cards. IDs are also processed on Tuesday afternoons between the hours of 1:00 PM and 3:00 PM at the security office in the Forchheimer building.

If you lose your ID card, you will need to obtain proof of enrollment from the Registrar s Office before going to the security office for a new ID-(54 TwCr.03vin t)-2(he)4hro 10(r)12(s)-5(c)-10e6(c)-1

Transcripts will only be issued to students whose financial records with the University are

Lawrence Siegel, Ph.D
Dean, Ferkauf Graduate School
Professor

Louise Silverstein, Ph.D
School-Clinical Child Psychology
Professor

Esther Stavrou, Ph.D
School-Clinical Child Psychology
Associate Clinical Professor

Charles Swencionis, Ph.D
Clinical Health Psychology
Director, Research Training
Associate Professor

Ana Van Meter, Ph.D
Clinical Psychology
Associate Professor

Melanie Wadkins, Ph.D
School-Clinical Child Psychology
Assistant Professor

Vance Zemon, Ph.D
Clinical Health Psychology
Professor

Richard Zweig, Ph.D
Clinical Psychology
Associate Professor

Adjunct Faculty

Maureen Arnold, Ph.D
School-Clinical Child Psychology
Ronald Aviram, Ph.D
Clinical Psychology

Marla Baum, Psy.D
School-Clinical Child Psychology
Barbara Belch, Psy.D
Clinical Psychology

David Bergstein, MA, LMHC, PC
Mental Health Counseling

Steven Boksenbaum, Ph.D
School-Clinical Child Psychology

William Bracero, Ph.D
Mental Health Counseling

Jill Brickman, Psy.D
Clinical Psychology

Rosemarie Chatterton, MA, LMHC, PC
Mental Health Counseling

Geri D Alessio, MA,LMHC, PC
Mental Health Counseling

Irit Felsen, Ph.D
Mental Health Counseling

Lisa Fox, Psy.D
Clinical Psychology

Stephen Glicksman, Ph.D
Mental Health Counseling

Amy Goldin, Psy.D
School-Clinical Child Psychology

David Gottesfeld, Psy.D
School-Clinical Child Psychology

Karen Hazel, Psy.D
School-Clinical Child Psychology

Irene Javors, MA, LMHC
Mental Health Counseling
Craig Kordick, Ph.D
School-Clinical Child Psychology

Zev Labins, M.D.
Clinical Psychology

Gary McClain, Ph.D
Mental Health Counseling

Abigail Merin, Psy.D
Clinical Psychology

Nicholas Naccari, Ph.D
School Clinical Child Psychology

Vicki Passman, Ph.D
Clinical Psychology

Amy Price, Psy.D
School Clinical Child Psychology

Dena Rabinowitz, Ph.D
Clinical Psychology

Fatima Ramos Marcuse, Ph.D, NPP
Clinical Psychology

Errol Rodriguez, Ph.D
Clinical Psychology

Pascal Sauvayre, Ph.D
Clinical Psychology

Rona Shalev, Psy.D
School Clinical Child Psychology

Vicki Passman, Ph.D
Clinical Psychology

Joyce Weil, Ph.D
School Clinical Child Psychology

Molly Zimmerman, Ph.D
Clinical Psychology

Liza Zweibach, MA
Clinical Psychology

COURSE DESCRIPTIONS

Genera

Pre-requisites: PSA 6280 Statistics I

PSA 6289 Introduction to Qualitative Research

The course is geared to students training to be practicing clinical, school, or health psychologists, who want to learn how to do qualitative research. The aim of this course is to introduce them to qualitative, hypothesis-generating research. The course is organized so as to present the qualitative alternative to the more standard quantitative research process, beginning with defining a research problem and proceeding to writing up the results.

PSA 6290 Advanced Qualitative Research

The course objective is to enable students to achieve competence in coding qualitative research and to use the resulting analysis to create a doctoral dissertation or a Research Project II document. This involves coding qualitative data, using both a bottom up and top-down approach. For those students who are motivated, they can work toward creating a publishable manuscript.

Pre-requisites: PSA6289 Introduction to Qualitative Reseaub(d[(P)19 [(P e)4(s)m Td [(r4rTc -0.0 3 109e

behavior. Three subsequent blocks of lectures present an overview of: a) basic cognitive structures and processes (e.g., attention, memory, rationality, etc.); b) the functional and dysfunctional aspects of emotions (e.g., psychoevolutionary theory, emotion recognition, expression, and regulation, and emotions in psychopathology); and c) some of the theories and research on how cognition and affect interact during both typical and atypical functioning.

PSA 6501, 6502 Eating Disorders I & II

This introductory course is designed to provide students with a broad overview of the field of eating disorders (ED) its prevention and treatment. Topics include: historical, clinical, epidemiological, etiological and treatment perspectives of anorexia nervosa, bulimia nervosa, binge eating disorders, night eating syndrome and Eating Disorders Not Otherwise Specified. This course is highly interactive in nature, and students will be expected to share their views on

PSC 6466 Family & Couples Therapy II with Practicum (4.5 credits)

In this second half of the intensive yearlong practicum in family and couples therapy we focus primarily on the specific therapeutic problems and particular systemic issues presented by the students cases obtained through this course. In addition, we continue to highlight more general theory and practice problems. N.B., additional readings, or changes in the readings may occur as the student caseload requires our focus to shift. The goal of this second semester is for students to gain experience as family and couple therapists, and to increase their knowledge and preparedness for specific challenging problems that may arise in their and their fellow students cases.

Pre-requisites: PSC 6465 Family & Couples Therapy I

PSC 6467 Family Systems Theory

This course teaches the principles of family systems theory, i.e. how each individual s behavior is a function of the entire multigenerational family system. The goal is for students to see the family, rather than the individual as the client. Each student is required to do a family of origin paper in which they trace the multigenerational transmission of their own family across at least three generation. The course also continues to enhance multigenerational competence by examining how racism, sexism, and classism construct family experiences.

PSC 6468 Research in Couples, Family & Psychoanalysis (Research Seminar)

This course, offered every other academic year starting inic E5(.)]TJ 0 Tc 0d 0 Tc 0 Tw -8.s 8t* [(ex)4 P

Pre-requisites: PSC 6497 Cognitive Therapy & PSC 6478 Behavior Therapy

Co-requisites: PSC 6502A, 6503A CBT Psychotherapy Practicum I & II

PSC 6474 Theory and Research in Anxiety and Depression I (Research Seminar)

taking the course should have some acquaintance with psychoanalytic theory and some experience doing psychotherapy.

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

Students enrolled in the Individual Psychodynamic Psychotherapy Lab are either in their third year at Ferkauf, or are fourth year students taking a psychodynamic lab for the first time. They are assigned three individual psychotherapy patients from the Parnes Psychology Clinic, which is located at Ferkauf. Pre requisites for this lab, sometimes called the third year/first timer lab, include Psychoanalytic Theory, as well as a psychodynamic theory of intervention course such as Interpersonal Therapy, Self Psychology, or Object Relations. Individual Psychodynamic Psychotherapy Lab enrollment includes participation in a one hour fifty minute weekly group supervision on site where students present their individual cases to their lab. All lab students are also assigned an individual supervisor for one hour weekly supervision. With few exceptions, the clinical professors and adjunct clinical supervisors associated with the psychodynamic labs have received extensive postdoctoral training and are graduates of highly esteemed psychoanalytic institutes. These include, for example, The William Alanson White Institute, the New York University Post Doctoral Program in Psychoanalysis and Psychotherapy, The Institute for Psychoanalytic Training and Research, and the National Institute for the Psychotherapies.

Individual Psychodynamic Psychotherapy Labs address issues common to students starting their first intensive, relatively long term (potentially two year) psychodynamic treatments, including but not limited to anxieties related to beginning treatments, case conceptualization, how to maintain good boundaries while connecting well, when to refer for a psychopharmacological consultation, how to interact with other psychological professionals in the patient s life (the first year testing student or a disability agency, for example), and transference/countertransference phenomena. The particular issues related to the individual patient often prompt readings as well as discussion for the lab, for example in the areas of race, culture, and sexual orientation. Students who are in their third year of the Individual Psychotherapy Lab prepare for their Clinical Comprehensive Exam with the help of the lab cohort, instructor, and adjunct supervisor. Once a patient is picked from the student s caseload, the student is helped towards being able to formulate a case conceptualization, which forms the main body of the comps. Comps are due at the end of the third year.

Pre-requisites: PSC 6195 Psychoanalytic Theory & PSC6491 Self Psychology OR PSC6498 Interpersonal Psychotherapy OR PSC6175 Object Relations Theory

PSC 6494A, PSC 6495A Advanced Psychodynamic Individual Psychotherapy Practicum I & II

Fourth year students in the Psychodynamic Track are placed in the Advanced Psychodynamic Lab. The pre-requisites for this lab are that the student must have taken Psychoanalytic Theory and either Interpersonal Therapy, Self Psychology, or Object Relations, and taken the Individual Psychodynamic Psychotherapy Lab in the third year. Students in the Advanced Lab meet as a group of five or six once weekly for one hour and fifty minutes on site, as well as going to

PSC 6504Ą PSC 6505AAdvanced CBT Psychotherapy Individual Practicum I & II

This course consists of group supervisory sessions for students providing individual Cognitive Behavioral Therapy (CBT) for the second year to University clinic patients. Students will continue to learn and

The IMPACT lab studies environmental and biological influences on the development and trajectoryof the bipolar mood spectrum. Topics of particular interest include: cyclothymic disorder and other chronic presentations of dysregulated mood, the role of emotion sensitivity and the onset and maintenance of severe mood pathology, and the identification of biomarkers to aid in prognostication and intervention. Students in the IMPACT lab will participate in research

Prerequisite/Corequisite: PSC6145 Psychological Trauma I

PSC 6551A, PSC 6551B Proseminar I

This course is designed as an introduction to the clinical psychology program with a focus on helping students become oriented to the expectations of the program and their role as members of the Ferkauf community. The course also serves to familiarize students with relevant issues in the field of clinical psychology. Guidance and preparation for the externship process will be a main focus.

PSC 6552A Proseminar II, PSC 6552B Proseminar II, PSC 6553A Proseminar III, PSC 6553B Proseminar III, PSC 6554A Proseminar IV, PSC 6554B Proseminar IV

The course serves as a forum to discuss all aspects of externship experience, familiarize students with current research on clinical supervision and professional consultation in clinical psychology. The class allows for group supervisions of externship cases and discussion of issues that arise at students' externship sites.

PSC 6813 Adult Psychopathology I

This course focuses on the etiology, epidemiology, and classification of adult psychopathology. The topic will be considered from various angles, including social, cultural, historical, and phenomenological.

Specific emphasis will be placed on reviewing the empirical evidence for the cognitive, behavioral, affective, genetic, neurobiological, and psychosocial bases of psychopathology.

PSC 6814 Adult Psychopathology II

PSC 6817 Assessment & Treatment of Severe Mental Illness I

This course will provide students with a comprehensive foundation of psychotic illnesses. Throughout the semester, there will be a focus on historical approaches to understanding psychosis, the etiology of disease, diagnosis, formal assessment, treatment approaches, recovery, and relapse prevention strategies.

Prerequisite: PSC6813 Adult Psychopathology I

PSC 6915 Research Project I

PSC 6916 Research Project II

PSC 6944 Clinical Psychology Externship I, PSC 6945 Clinical Psychology Externship II, PSC 6946 Clinical Psychology Externship III, PSC 6947 Clinical Psychology Externship IV, PSC 6948 Clinical Psychology Externship V, PSC 6949 Clinical Psychology Externship VI

Training and supervision will be provided to improve student diagnostic skills for psychiatric disorders in medical patients.

- x Research Supervision: Students will be trained to develop research proposals in the field of behavioral research in diabetes and other illnesses, as relevant to the activities of Dr. Gonzalez s research lab. Students will present their research proposals and receive feedback from their fellow students and Dr. Gonzalez. Students are expected to enhance their research presentation and conceptualization skills.

PSH 6014 Science of Cognitive and Affective Functioning

The course will provide overview of cognitive and affective function in humans by reviewing the structure and function of the central nervous system. Integrating different disciplines including cognitive psychology, neuropsychology and the cognitive neurosciences to examine classic and current literature pertaining to normal and abnormal cognitive and affective function. The course will cover

PSH 6363 Externship Planning (1 credit)

Students register for this course Fall and Spring of their first year to prepare for their first year-long externship experience which begins during their second year.

PSH 6371 Research Methods: Clinical Health Psychology

This course focuses on teaching an introduction to the body of knowledge of Clinical Health Psychology, including research methods, basic theories, and clinical applications. It is taught through current journal articles and a text. Students will develop critical reading and writing skills, to more effectively evaluate research and become able to write critical reviews. The final project is a review paper in a content area chosen by the student.

PSH 6464 Psychopathology and Illness

PSH 6543/PSH 6544 Behavioral Medicine Practicum I and II

This seminar provides an introduction to the practice and science of behavioral medicine. All students are assigned individual supervisors (licensed psychologists) and clinical case referrals through the Parnes Clinic. Clinical cases include patients preparing for bariatric surgery, patients with asthma and other chronic diseases, and patients referred by their primary care physician for psychological assessment and treatment.

Course Objectives:

- Assessment: Students will be trained in psychological assessment techniques used in behavioral medicine. Emphasis will be placed on assessment tools used in initial psychological interviews (SCID) and instruments used to monitor progress in treatment. Training will include suicide risk assessment, differential diagnoses, and overlap between psychiatric and medical conditions.
- Report Writing: Students will learn how to write psychological reports based on their evaluations. This course will emphasize the differences between in-depth, psychological reports and brief reports used in medical charts. Ethical concerns in report writing will also be discussed.
- Case Presentation: Students will be trained in case presentation and conceptualization skills. Instruction will include how to communicate findings to medical care providers and serve as a consultant-liaison.
- Treatment: Students will develop skills used in short-term psychotherapy to facilitate health behavior change.
- Supervision: Students will learn about the process of supervision and how to effectively use supervision time. Class time will also be devoted to discussion of cases and provide an opportunity for students to provide feedback to each other.

PSH 6933 Cardiovascular Research I

PSH 6934 Cardiovascular Research II

PSH 6935 Social Behavioral Dimensions of Public Health I

PSH 6936 Social Behavioral Dimensions of Public Health II

PSH 6938 Physiological Health Psychology

This course provides a broad and general background into the biological aspects of behavior by covering a range of topics in both human physiology and physiological psychology (e.g., basic cellular mechanisms, neuroanatomy, neurophysiology, neuropharmacology, neural systems and diseases that affect these systems).

PSH 6941 Neuropsychology and Cognition Research I

The goal of this course is to introduce the student to research in cognitive aging. This course will cover theoretical and practical issues relevant to cognitive assessment and prevention in

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 6118 Psychodynamic Theory and Practice with Children and Families I

Issues of ambivalence and longing around parenthood, neuroscience, attachment research, the effects of trauma on the brain, psychoanalytic theories (Klein & Bion, the British Middle Group, Contemporary Freudians, Ego Psychology, Modern Conflict Theory, Freudians, Self-Psychology, Interpersonal and Relational Theories and Social Constructionism, Lacanian theory), theory of mind/emotional intelligence, and the development of the self and the representational word (e.g. dreams, metaphors, play).

PSS 6119 Psychodynamic Theory and Practice with Children and Families II

The second half of the year will cover more specific issues of treatment. This will include working with transference and countertransference from a variety of perspectives, resistance, the frame, the therapist s own developmental history, play therapy, working with parents and schools, and a series of specific topics such as working with traumatized children, anxious children, aggressive children, developmental delays, and varieties of personality organization and termination.

PSS 6131 Cognitive Assessment I

This course is an introduction to the use of individual intelligence tests within the assessment process. The Wechsler scales will serve as a foundation with other scales gradually introduced. The historic and theoretical foundations to intelligence testing will be discussed, as will factors affecting intelligence test scores. The basic structure and organization of a written psychological testing report will also be presented.

Only open to School Clinical Child Psychology students

PSS 6189 Practice in Multicultural Assessment

Students will become knowledgeable about cross-cultural and socio-political issues and controversies in the intellectual/cognitive and personality/psychodiagnostic assessment of racially, ethnically and culturally diverse children and their families. Students will be able to interpret and score psychological test measures in a culturally sensitive way and learn to write integrative psychological reports.

PSS 6191-92 Child Assessment with Practicum I and II

This is a year long course designed to develop advanced skills in diagnosis and the evaluation. Assessment is conceptualized as a comprehensive process whereby data from observations, 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 in detail. Students will provide services to families through referrals received from the University s Center for Psychological and Psychoeducational Services. They will also receive experience in reporting back to parents and/or guardians, school personnel, and other referral sources. This feedback will be in the form of both face to face contact, and formal written reports.

Materials Fee

Prerequisites: This is a year-long course (second semester requires the first as a prerequisite)

PSS 6198 Contemporary Issues in School Psychology

This course will focus on building the functional competencies of (a) data-based decision making and accountability and (b) system-wide service delivery as outlined in NASP s Blueprint for Training and Practice III. Through the examination of current research in school psychology, students will be exposed to evidence based strategies intended to prevent problems and promote student academic and behavioral success. In addition, school wide interventions and strategies for designing and maintaining safe and effective schools will be discussed. The role of the school psychologist as a leader for improvement and change will be emphasized.

PSS 6199 Integrating Race and Gender in Multiculturalism

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

PSS 6200 Seminar in Projectives

This is an upper level course for students who have already completed a course in Rorschach administration and scoring and a year long practicum in assessment of children. This course

This 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, parenting and family interactions in cultural context, and innovative prevention and treatment programs

approaches to treatment of specific adolescent issues will also be included. Requirements include extensive readings, participation in class discussions, and completion of a final examination.

PSS 6315 Working with Young Adults

In this course, we will explore the developmental, psychopathological, and clinical issues that

PSS 6402 Neuropsychological Assessment

This practicum is designed to help students develop skills in neuropsychological assessment. Topics will include the neuropsychology of attention, visuospatial processes, language, memory and learning, sensory motor and executive functions. Students will be exposed to the latest neuropsychological instruments and will be expected to administer, score and interpret the resulting data. A review of neurodevelopmental disorders and their concomitant neuropsychological symptomatology will also be explored. Lectures, class demonstrations and case presentation will be used to assist the student in developing his or her skills. Students will provide a neuropsychological evaluation to an individual referred through the University s Center for Psychological and Psychoeducational Services. Only students interested in advanced assessment training should take this course.

Prerequisites: PSS6191, 6192 Child Assessment w/ Practicum I&II; & PSS 6131 Cognitive

PSS 6450 Research Seminar: Treat

Pre-requisites: PSS 6213 Evidence Based Interventions for Youth I & PSS6449 Evidence Based Interventions for Youth II

PSS 6621 Principles and Techniques of Group Therapy with Children and Adolescents

This course examines theoretical and practical issues in running therapy groups for children and adolescents. Multiple therapeutic orientations will be discussed along with ways of integrating different perspectives. The nuts and bolts of maintaining groups will also be address. Although primarily a didactic course, class participation in discussion and exercises is expected

PSS 6622 Trauma in Children and Adolescents

In this course we will explore theory and clinical interventions around trauma in infants,dren and

This course introduces the student to defining features of adult psychopathology. The student will acquire: (a) a practically-focused introduction to the use of the DSM-IV/DSM-V diagnostic system in the contemporary health care system; (b) a grasp of central concepts important in the description, classification, and treatment of psychopathology, including relevant aspects of the historical and cultural context of these concepts; and (c) an introduction to substantive scientific theories accounting for most important categories of psychopathology; (d) an awareness of the wider human context of diagnosis, including both the individual client s psychosocial setting and the larger social contextual factors, such as population dynamics, social structure, and the like. While treatment will be surveyed and theory will be discussed, the primary focus of Adult Psychopathology is descriptive, with an emphasis on psychopathology rather than intervention. Additionally, the course will include exposure to standardized personality assessments, such as the MMPI-2 and PAI. Specifically, we will look at administration and interpretation of these measures.

PSS 6915 Research Project I

The student works with a faculty member to meet the requirements of the first PsyD project comprehensive review of the literature that culminates in the development of a research question for RPII

PSS6916 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, a meta-analysis or a program evaluation.

PSS 8941A-42A School-Clinical Child Doctoral Internship

This is the fifth year culminating educational experience. It is a full-time, supervised experience in a medical center, hospital, community based mental health facility or a school. The student completes a minimum of 1750 hours in a clinical facility or 1500 hours in a school during the course of ten to twelve months. The experience must be supervised by a licensed psychologist

PSS 8943A School-Clinical Child Externship I, PSS 8944A School-Clinical Child Externship II, PSS 8945A School-Clinical Child Externship III, PSS 8946A School-Clinical Child Psychology IV, PSS 8947A School-Clinical Child Psychology V, PSS 8948A School-Clinical Child Psychology VI

The fourth year externship (RS 8947-

e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);

f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;

h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and

i. ethical and legal considerations.

j. presenting testing results both verbally and in written form in relationship to treatment goals.

k. reading, evaluating, and understanding test manuals to be able to assess the appropriateness of an assessment tool for a particular population.

PSM 6225L MHC Labs

This is a required lab that supplements the material for the Appraisal of Individuals, Couples, Families, and Groups course (PSM 6225). In Lab students will work with Teaching Assistants in small groups to examine, practice and use several various assessment instruments that were discussed in class. This lab is designed to provide students with practical experience of using various quantitative assessment tools related to treatment planning.

PSM 6371 Issues in Professional Practice

This is a broad-based course that covers a wide range of issues confronting the professional counselor. Ethical principles that guide professional conduct as counselor, in training, practitioner, teacher, and consultant are emphasized. Case examples will accompany lecture and discussion. The course is designed to expose students to the ethical questions and challenges that professional counselors are facing in their current work. This course includes training on the New York State required Syllabus on Identification and Reporting of Child Abuse and Maltreatment.

PSM 6430 Stats, Research, and Program Evaluation

This research seminar will focus on readings and discussions of evidence-based treatment and practices. This is a crucial area all too often overlooked by clinicians who hold the belief that psychotherapy research is virtually irrelevant to their clinical practice. Research and program evaluation has much to teach us and is essential and crucial to the viability of clinical practice today. This seminar will spend a good deal of time on the methods as well as the findings of research.

Course Objectives: To gain an appreciation of evidence-based research and program evaluation. Students will demonstrate the ability to research an area of interest, critique the research studies, and comprehend the importance and clinical application of the findings.

PSM 6440 Couples and Family Counseling

The course will focus on the practice of couples and family counseling. The early lectures will provide a discussion of the foundations of family therapy, including the major models of couples and family counseling. The second part of the course will have a strong emphasis on clinical interventions and treatment.

Throughout the course, attention will be directed to cultural and individual diversity in families, and to what we as people and as counselors bring to our professional practice.

PSM 6450 Counseling Children and Adolescents

This course provides a didactic foundation to conduct individual oriented child and adolescent counseling. After developing an awareness of the unique challenges that are involved in working with children and adolescents, we will review relevant treatment techniques and helping strategies.

Course Objectives: 1) gain an understanding of intervention strategies to effectively counsel youth; 2) acquire an awareness of the importance and development of prevention and intervention programs to address the problems of youth; 3) explain the systems theories and relationship of influences such as peers, schools, communities on the lives of children; 4) recognize unique developmental issues related to children and adolescents; 5) demonstrate the counseling process and skills in individual counseling with children and adolescents; and 6) explain and defend their personal approach to counseling children.

PSM 6451 Counseling Older Adults

In addition to highlighting the practices in counseling older adults in the traditional areas, this course provides insight into new and emerging areas of geropsychology. The field of counseling psychology is characterized by long roots in prevention, primary interventions, advocacy, and an emphasis on a growing aging popr4t-2(a)10m2--16(y)24t-2((, a)4pe)4( )-10(uni) in/P <y(, a)496(r)-7(a)4

group therapy as an effective intervention, and provide students with the necessary tools for forming and conducting groups.

1. Academic Learning: Through textbooks, journals articles, lectures and discussion.
2. Experiential Learning: Through participation in this class students will have to opportunity to examine their role in a group context. This will be part of class discussions. Experiential learning can also come from your own therapy. Whether you decide to choose group, individual or family therapy is a question worth exploring.
3. Observational Learning: Through videos and role playing in class. Your placements hopefully will provide opportunities to observe groups being run by those in the field.

PSM 6483 Substance Abuse and Treatment

This course will provide an overview of the current theories of substance abuse and its treatment. Methods of assessment, intervention and prevention will be explored. We will review the eleven classes of substances according to the DSM IV and specific aspects of dependence, abuse, intoxication and withdrawal for each. Through weekly reading and writing assignments, class discussions and presentations, students will gain a deeper understanding of the issues and complexities of addiction.

PSM 6484 Grief Counseling

Regardless of the practice settings, counselors will inevitably work with clients who are coping with loss (death and and non death related), grief and bereavement. This course is designed to (1). Introduce students to contemporary theories on loss, grief and bereavement and (2). Demonstrate how these theories are applied to clinical practice.

1. Students will become familiar with loss and grief terminology.

2. Students will learn contemporary theories on loss, grief, and bereavement.

3. Students will become knowledgeable of critical guidelines for conceptualizing loss, grief and bereavement.

4. Students will learn the different meanings of loss and the impact of loss on those grieving and on caregivers.

5. Students will examine how race, religion, ethnicity, socio-economic status, gender, age, immigration status and sexual orientation may influence the experience of loss, grief and bereavement.

6. Students will become familiar with the concepts: complicated grief and mourning as well as come to understand the effects of multiple losses, traumatized loss, disenfranchised or

stigmatized loss, genocide and the historical transmission od loss on an individual; learning to identify PTSD.

7. Students will learn about companion animal loss.

8. Students will learn skills to help avoid compassion fatigue

PSM 6485 Crisis Counseling

An examination of diverse crisis situations and the assessment and treatment strategies used by mental health professional

paradigm for this rapidly growing and diverse field. This paradigm sheds light on the many purposes religion serves, the rich variety of religious and spiritual beliefs and practices, and the capacity of religion and spirituality to do both good and harm. The course provides in-depth and varied perspectives of leading scholars and practitioners on some of the most vial questions in the field.

PSM 6510 CBT Principles for Counseling

This course will provide an introduction to Cognitive Behavior Therapy (CBT), including the history and theoretical underpinnings of CBT and the evidence base for its effectiveness. Lectures and exercises will emphasize case conceptualization and application. Students will learn to apply some of the most commonly used CBT techniques with their clients in the context of counseling.

PSM 6515 Lifespan Development

PSM 6622 Counseling in Public Settings

PSM 6815 Psychopathology: Child, Adolescents, and Adults

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, 2000). The class will focus on description, etiology, assessment and diagnosis of major categories of mental illness across the lifespan (child, adolescent and adult). Students will become familiar with multiaxial assessment and diagnosis. Developmental, environmental and dynamic elements of etiology will be considered in the context of case studies. Evaluation and management of high-risk clients and the preparation of mental status exams and intake summaries will be covered.

At the end of the course, students will be able to:

1. Demonstrate an understanding of the concept of psychopathology and apply critical thinking to questions of diagnosis in mental health counseling.
2. Demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders.
3. Demonstrate knowledge of multiaxial assessment and diffprd 3.t-412(n)2(o)2(s)1(is)1(.)2(0 Tc Manual of Mentl6(.)2(ilitT3 1 Tf an)-o 0 Tiromp(.)]e(en)-4(t)me fa5(en)u-4(f)-1 (me)6c 0 Tl f p(.)(n)2(ta

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, 2000). Psychodynamic, cognitive and person-centered 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, sexual addiction, eating disorders, borderline personality; etc.

At the end of the course, students will be able to:

8. Demonstrate an understanding of the major psychodynamic, cognitive, and person-centered theories of psychopathology and pathogenesis.
9. Demonstrate an understanding of pathological character and personality beyond the DSM.
10. Demonstrate an understanding of defense mechanisms and their implication for understanding a client s pathology and mental organization.
11. Understand the basic neuropsychological theories of trauma and traumatic brain injury.
12. Demonstrate an in-depth understanding of various specific pathologies including anorexia nervosa, sex addiction, borderline personality, etc.
13. Be able to diagnose and understand clients in a complex, multidimensional way.

PSM 6943, 6944 Supervised Field Placement I, II

This year-long proseminar and part-online course 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 be actively engaged in a field placement in which this class will also serve as a point for individual and group supervision (this course monitors the New York State Education Department s pre-graduation requirement for 600 supervised contact hours). This course includes the group supervision requirement which includes discussion of pertinent aspects of your field placement. This process includes intense supervision and critiques from your peers.

The readings will include topics such as: clinical supervision models and techniques, estab:-

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 are doing.

This course will involve familiarizing you with important online professional information and documents; part seminar, part skills training, and part clinical experience in supervision.

PSM 6946, 6947 Supervised Field Placement III, IV

PSM 6945 Counseling Practicum I

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, written case presentations.