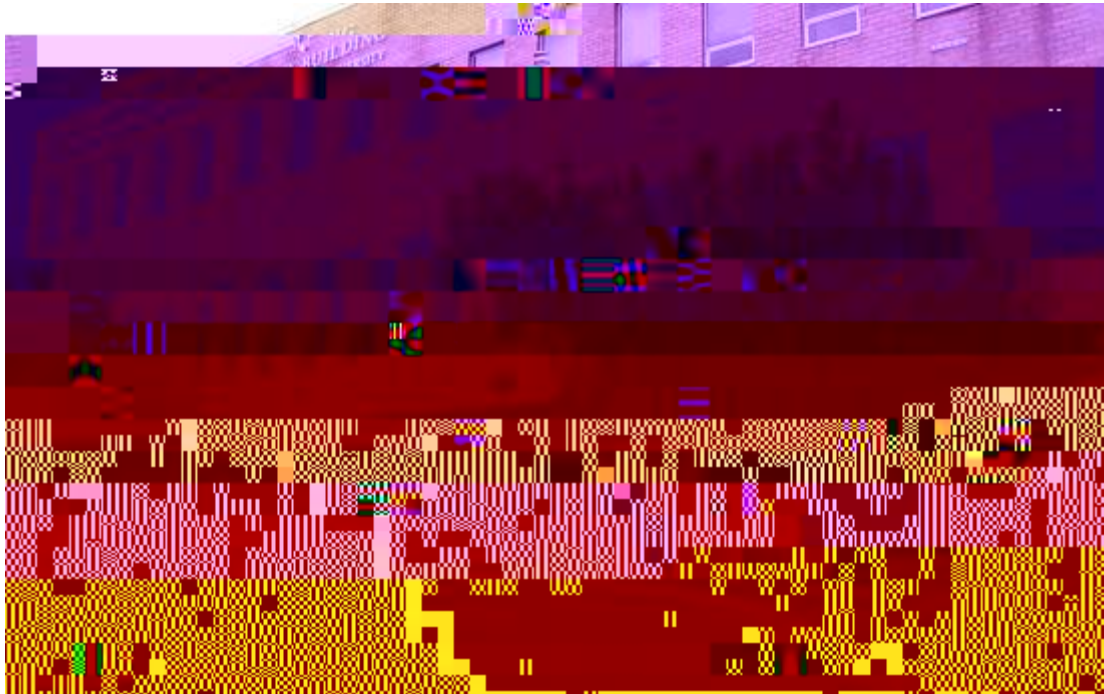




**FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY**

**ACADEMIC CATALOG**

**2018-2019**





[Maintenance of Matriculation](#)

[Cross-Campus Registration](#)

[Course Auditing Policy](#)

[Independent Study](#)

[Waiver/Substitution of a Required Course](#)

[Withdrawal from a Course](#)

[Grading Policy](#)

[Competency Examinations](#)

[Eligibility for Graduation](#)

[Commencement Exercises](#)

[Unsatisfactory Academic Performance](#)

[Academic Warning](#)

[Academic Probation](#)

[Procedures for Faculty/Students](#)

[Therapy for Students](#)

## [CHANGES OF STATUS, LEAVES AND DISMISSAL](#)

[Leaves of Absence](#)

[Involuntary Leave Policy](#)

[Readmission](#)

[Official Withdrawal](#)

[Dismissal](#)

## [CODE OF ETHICS/STUDENT CONDUCT](#)

[Academic Integrity](#)

[Ethical Violations](#)

[Social Media Use](#)

## [STUDENT GRIEVANCES AND DISCIPLINE](#)

[Student Complaint/Grievance Procedure](#)

[Student Discipline](#)

## [PROGRAMS OF STUDY](#)

### [CLINICAL PSYCHOLOGY PSYD](#)

[Program Philosophy](#)

[Curriculum](#)

[Clinical Psychology Concentrations](#)

[Research Seminar](#)

[Research Project I](#)

[Research Project II and the Oral Defense Examination](#)

[Externship](#)

[Pre-Doctoral Internship](#)

[Competencies](#)

[Master of Arts en Route to Doctorate Degree](#)

[Clinical Program \(PsyD\) Procedures for Graduation](#)

### [SCHOOL-CLINICAL CHILD PSYCHOLOGY PSYD](#)

[Program Philosophy](#)

[Curriculum](#)

[Bilingual School Psychology Extension](#)

[School-Clinical Child Psychology Concentrations](#)

[Research Seminars](#)

[Research Projects I & II and the Oral Defense Examination](#)

[Externship](#)

[Pre-Doctoral Internship](#)

[Master of Science en Route to Doctorate Degree](#)

[Certification of School Psychological Services](#)

## [CLINICAL PSYCHOLOGY WITH HEALTH EMPHASIS PHD](#)

[Program Philosophy](#)

[Curriculum](#)

[Specialty Research Labs](#)

[Comprehensive Examination](#)

[Master's Thesis](#)

[Doctoral Dissertation & the Oral Defense Examination](#)

[Clinical Health Professional Development Seminar](#)

[Pre-Doctoral Internship](#)

[Master of Arts en Route to Doctorate Degree](#)

[Clinical Psychology \(Health Emphasis\) Procedure for Graduation](#)

## [MENTAL HEALTH COUNSELING MA](#)

[Program Philosophy](#)

[Curriculum](#)

[Field Placement](#)

## [DOCTORAL PROGRAM MINORS](#)

[Addictions Minor](#)

[Clinical Neuropsychology Minor](#)

[Clinical Health Psychology Minor](#)

[Gero-Psychology Minor](#)

[Research Methodology & Statistics Minor](#)

## [STUDENT LIFE](#)

[Campus and Associated Services](#)

[Max & Celia Parnes Family Psychological & Psychoeducational Services Clinic](#)

[D. Samuel Gottesman Library](#)

[Computing Facilities](#)

[Recreation and Dining Facilities](#)

[Organization of Psychology Students \(OPS\)](#)

[Graduate Teaching and Research Assistantships](#)

[Office of Student Finance](#)

[CANVAS](#)

[MY YU](#)

[YU Email Address](#)

[Liability Insurance](#)

[Identification Cards](#)

[Records and Transcripts](#)

[Change of Name and Address](#)

[Duplicate Diploma](#)

[Use of University Name](#)

## [FACULTY](#)

[Full-Time Faculty](#)

[Adjunct Faculty](#)

[COURSE DESCRIPTIONS](#)

[General Psychology](#)

[Clinical Psychology](#)

[Clinical Health Psychology](#)

[School-Clinical Child Psychology](#)

[Mental Health Counseling](#)

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. Regarding 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 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 Umadda, provides the highest quality Jewish and secular education of any Jewish university in the world. Since its inception the University has been dedicated to melding the ancient traditions of Jewish law and life with the heritage of Western civilization, and each year we celebrate as future leaders make YU their home.

In June 2017, Ari Berman was inaugurated as Yeshiva University's fifth president, succeeding Richard M. Joel, who had held the office since 2003. President Ari's three other predecessors were Norman Lamm, President from 1976-2003, Samuel Belkin, who served from 1943 to 1975, and Bernard Revel, president from 1915 to 1940.

Yeshiva University is accredited by the following agencies:

Commission on Higher Education Middle States Association of Colleges and Schools  
New York State Board of Regents

The Association to Advance Collegiate Schools of Business - AACSB

American Bar Association (for YU professional programs in Law)

American Psychological Association (for YU professional programs in Psychology)

Association of Institutions of Higher Learning for Jewish Education (for YU professional programs in Jewish Education)

Council on Social Work Education (for YU professional programs in Social Work)

Liaison Committee on Medical Education of the American Medical Association - LCME  
(for YU professional programs in Medicine)







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

- Advising the Office of the Dean of the exact nature of the accommodation(s) desired
- Providing supporting documentation in a timely manner
- Submitting a Request for Reasonable Accommodations form to the Office of the Dean and receiving the form back from the Office of Disability Services
- Discussing accommodation implementation with the Professor(s) and obtaining signature of Professor(s)
- Returning completed form to the Program Director
- Meeting all academic responsibilities and deadlines, taking into account any agreed-upon accommodations
- 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 documentation must be submitted to the Office of the Dean, along with the attached "Request for Accommodations" form. The adequacy of the documentation will be determined by the Office of the Dean, or by consultants whom the Office may engage. At times, additional documentation may be required. All documentation will be kept confidential as required by law.

For more information, please visit the Ferkauf Student Resources website:  
[www.yu.edu/ferkauf/student-resources](http://www.yu.edu/ferkauf/student-resources).

## **PRIVACY RIGHTS**

### **Federal Family Educational Rights and Privacy Act (FERPA)**

Yeshiva University strictly follows the privacy regulations outlined in the Federal Family Educational Rights and Privacy Act of 1974 which regulates a wide range of privacy related activity including: 612 792 reW\* nBT/F4 12 Tf1 0 0 1 420.58 298.73 Tm0 G[(e)4( )10 ted Tm0 G[(e)( odFF: 61





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 equivalent and competency assessments (i.e. master's thesis, research project I, and comprehensive/competency examinations) as well as completing a year-long externship.

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.

### **Transfer of Credit**

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Ferkauf faculty member who teaches the equivalent Ferkauf course, by the program director, and by the dean. Students must also include an official transcript showing the course they wish to transfer with a final grade and syllabi for the course. All forms should be submitted during the student's first semester, and it is at the discretion of the program director to decide which courses may transfer.

Only graduate coursework will be accepted as transfer credit. Credit will not be granted for any course transferred from another institution with a grade below B or for a P/F course, nor for any subject that is technical or commercial or in any way not ordinarily classified as a liberal arts subject. Courses that are transferred` n the stud<sup>2</sup>

Credit will not be granted for coursework completed more than ten (10) years before the date of application for transfer credit.

### **Student Status**

Students must follow the per semester credit requirements established by their individual program curriculum. In addition, students are expected to maintain full-time status, defined as a minimum of nine (9) credits per semester, for the duration of their academic tenure. Any exceptions must be approved by the program director.

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

### **Satisfactory Academic Performance and Standards**

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

**For doctoral programs**, students are required to maintain a satisfactory level of academic performance in each academic semester as defined by, but not limited to, the following criteria: 1) Minimum semester and cumulative GPA of 3.25; 2) Timely completion of ALL course work and in meeting deadlines and academic progress standards for academic, clinical, interpersonal skills, and professional and ethical requirements; 3) Passing the comprehensive/competency exams (any student who fails an exam is given one (1) more opportunity to retake the exam after receiving remediation. If the student does not pass the re-take he/she will not be permitted to continue in the program); 4) Satisfactory evaluations from clinical settings and satisfactory evaluations from clinical supervisors; 6) Satisfactory evaluations from research supervisors, 7) Maintenance of competent interpersonal skills as evaluated by program faculty; and 8) Maintenance of professional and ethical behavior as evaluated by program faculty.

Students in the **mental health master of arts** program are required to maintain a semester and cumulative GPA of 3.0 and are allowed a maximum of one (1) grade of *C* during their academic tenure.

Failure to meet or progress in any academic, clinical, research, interpersonal skills or professional and ethical requirements may prevent the student from moving ahead in the program and may be grounds for academic warning, probation or dismissal. Please refer to the

“Unsatisfactory Academic Performance”, “Academic Warning”, “Academic Probation”, and “Dismissal” sections for more information.

### **Registration**

Registration takes place through MY YU ([www.yu.edu/myyu](http://www.yu.edu/myyu)) twice a year: May for the fall semester and December for the spring semester. Students are expected to register each semester during the specific registration period. Students must meet with their assigned academic advisor beforehand to review course requirements and obtain their RAC (registration access code).

**Maintenance of Matriculation:** Students must maintain continuous full-time registration until graduation – including registering for research requirements (as specified by individual programs) each semester until the oral defense is complete. This includes registration for Research Project I and II or Dissertation Planning. Any student who neither registers nor secures an official leave of absence for any semester will be considered withdrawn from the school.

**Cross-Registration:** In certain cases, and with the permission of the program director, students may be eligible to take a course at another Yeshiva University school. The student would be responsible for paying tuition to the host school unless a previous agreement has been arranged between the host and home school and has been approved by the Office of Student Finance. Any student who wishes to take a course at another YU school must notify the Office of the Registrar prior to the beginning of the semester and receive written approval from his/her program director and from the dean or instructor of the course at the host school. The program director should indicate if the course will count towards the student’s Ferkauf degree requirements, and if so, which requirement it fulfills. Only graduate level courses can be applied toward the Ferkauf degree requirements. The host school may require the completion of additional forms.

**Course Auditing Policy:** Ferkauf students are not eligible to audit another Ferkauf course. The University does not permit students to audit or sit in on classes they are not officially registered for.

**Independent Study:** An independent study is an individualized project/course conducted under the guidance and supervision of a faculty advisor. A request to take an independent study may be granted only under the following circumstances:

1. To pursue a specialized topic that is not offered under Ferkauf’s course listings,
2. When a student is prevented from graduating because a required course is no longer offered.

Students interested in completing an independent study must submit the Application for Independent Study and a course syllabus or course outline to the Office of the Registrar. The form should be filled out by both the student and the faculty advisor and signed by the program director. Students may not use an independent study as an opportunity to do additional research on their current research projects or dissertations.



**Waiver or Substitution of a Required Course:** In some cases, where students can show proof of relevant work experience, a program director may allow a student to waive a required course.

Students who wish to waive a course requirement or substitute a Ferkauf elective for a required course must submit a Waiver or Substitution of Credit Form to the Office of the Registrar by the end of the student's first semester. Students who are waived from a required course will not receive credit for the course but will no longer have to fulfill that course to meet graduation requirements.

\*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 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 Ferkauf Graduate School; only credit is granted for transfer courses.

**I** (incomplete) may be given by faculty to accommodate unavoidable delays in the completion of course requirements and to allow for excused medical emergencies. A student is given until the end of the following semester to receive a grade; otherwise, the *I* will automatically become an *F* grade. An Incomplete Contract must be completed by the student and the professor.

**P** (pass) is used for courses bearing less than one and a half (1.5) credit and for approved externships and internships.

**R** (repeat) is typically used for Dissertation Planning and Research Project I and II 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 an *R* grade.

**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: (1321 Tm0 g00440057004C00520051>200B40003}TJETQq0.000



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 regarding 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 rmae is

f. When interpersonal skills are judged to be unsatisfactory as defined by individual program standards;

g. When professional and ethical behaviors are judged to be unsatisfactory as defined by individual program standards;

h. When a student falls more than one (1) semester behind in his/her progress in the program as defined by individual program standards;

Students who meet any or all the criteria above will be placed on academic probation immediately and/or for the following semester (depending on the reason for the probation). Students who are placed on academic probation are not permitted to apply for their next externship or internship or attend an externship or internship they already received while they are on probation. If the problems above persist after the following semester, the student will be dismissed from the program.

### **Procedure for Faculty/Students**

If a student is placed on academic warning or academic probation, the student must meet with his/her academic and research advisor prior to the following semester to develop a remediation plan and/or schedule for the completion of remaining degree requirements. Elements of a remediation plan may include, but are not limited to, academic performance benchmarks, deadlines for completing requirements, closer supervision of clinical responsibilities, etc. If the student misses a subsequent deadline he/she risks the consequence of being dismissed from the

Students who are not taking any coursework or working on research but who expect to return at some future time should file a Request for Leave of Absence Form, available i

When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, the individual should immediately take reasonable steps to notify their supervisor, a program director and/or the dean of the school. The program director should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation with others including counseling and other relevant support services. In accordance with the U.S. Department of Education's Office of Civil Rights, procedures should be followed to ensure that a student considered for involuntary leave under this policy is not be subject to an adverse action based on unfounded fears, prejudice, or stereotypes.

A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if a leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from his/her healthcare provider. 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, 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





h. A pattern of unsatisfactory research performance, despite remediation efforts, including but not limited to the following: i) more than one (1) unsatisfactory evaluation of a research course or experience or ii) failure to meet research deadlines within the timeframes specified by the program.

i. A pattern of unsatisfactory interpersonal skills and professional behavior, evidenced despite remediation efforts, including but not limited to the following: i) inappropriate interpersonal or professional behavior. This refers to conduct in classes and on campus, in private meetings with faculty, and to behavior in our Clinic and at externship or internship sites. In all venues with which the students may have contact with patients and supervisors, students are expected to conduct themselves in a manner which adheres to ethical and professional standards; ii) psychological problems that impair professional functioning, academic performance, or progress throughout the program; iii) failure to evidence compliance with faculty recommendations for remediation of impaired interpersonal skills or professional behavior.

In the **Mental Health Counseling master's program**, two (2) C grades and/or a failure to maintain a semester or cumulative GPA of 3.0 will result in dismissal from the program.

## **CODE OF ETHICS/STUDENT CONDUCT**

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

### **Academic Integrity**

Academic integrity is the guiding principle for all that students do during their academic tenure;



b. When the initial discussion is completed, the director may inform the program's faculty and then form a subcommittee of the program faculty – usually two (2) members – to meet with the student and access all relevant information about the charges and clarify all issues. The student will have the opportunity to present his/her own views on all points. The subcommittee will report to the program's faculty and a recommendation will be forthcoming.

c. The program director will meet with the student to discuss the recommendation. This procedure is not a litigious one.

d. The recommendation may be forwarded to the dean who has the option to review the issues or to form a faculty committee to advise him about the problem.

### **Social Media Use**

Students are required to adhere to the Social Media Policy established by the University.

*YU Student Technology Resources Use Handbook:*

[https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Offices\\_and\\_Services/Information\\_Technology/Home/Yeshiva%20University%20Student%20Technology%20Resources%20Use%20Handbook.pdf](https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Offices_and_Services/Information_Technology/Home/Yeshiva%20University%20Student%20Technology%20Resources%20Use%20Handbook.pdf)

*YU General Guidelines for Use of Social Media:*

<http://www.einstein.yu.edu/docs/administration/communications-public-affairs/social-media-general-guidelines.pdf>

Any student who posts content (on a personal or University website) that is deemed inappropriate and/or a violation of Ferkauf's code of ethics will be subject to disciplinary action.

## **STUDENT GRIEVANCES AND DISCIPLINE**

### **Student Complaint/Grievance Procedure**

#### **Policy**

Yeshiva University's Ferkauf Graduate School of Psychology is committed to a policy of resolving all student grievances through a set of appeal procedures designed to resolve the student's issue or concern fairly. Students may appeal evaluation decisions by instructors or supervisors when they believe they were subject to harassment, discrimination unsubstantiated claims of unsatisfactory performance that deviate significantly from standard evaluation procedures used by that faculty member. Harassment or discrimination represent an infringement on individual rights on the basis of sex, religion, age, race, socio-economic status, disability, marital status, color, national or geographical origin, or sexual orientation. If a student has a grievance against a faculty member, a student, or as a result of any program procedure, he/she is assured of all due process, respect, and confidentiality.

## **Procedure**

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

Step 1: Informal Level

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.

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),





PSC 6287 Research Methods & Design  
PSC 6288 Integrating Clinical Practice and Research  
PSC 6537 Data Analysis (option A)  
PSA 6289



PSC 6554A Proseminar IV  
PSC 6554B Proseminar IV  
PSC 6944 Clinical Psych Externship I  
PSC 6945 Clinical Psych Externship II  
PSC 6946 Clinical Psych Externship III  
PSC 6947 Clinical Psych Externship IV  
PSC 8941A Doctoral Internship  
PSC 8942A Clinical Psych Doctoral Internship

**Elective Courses (15 credits):**

Students work with their academic advisor and program director to choose electives. Students may select from a variety of different elective courses or may wish to pursue a concentration (see below).

**Clinical Psychology Concentrations**

Clinical Psychology students are given the option of completing a concentration. A concentration is an intensive study in which students take a group of courses in a specific area of interest beyond what may be required by the program. Students who are pursuing concentrations may also elect to focus their externship experiences in the same area of study. In addition, students may choose to concentrate their elective studies in areas offered by the other programs in the school. Finally, students are free to select individual elective courses in any area and are not required to concentrate in any area of study.

The following is a list of areas in which the Clinical program offers concentrated study (note that some of the courses also fulfill requirements noted above):

**CBT Concentration:**

- 1) Cognitive Therapy (PSC 6497)
- 2) Behavior Therapy (PSC 6478)
- 3) CBT for Anxiety & Depression I & II (PSC 6470/6471)
- 4) CBT Individual Psychotherapy Practicum I & II (PSC 6502A/6503A)
- 5) Advanced CBT Individual Psychotherapy Practicum I & II (PSC 6504A/6505A)
- 6) Research in cognitive behavioral principles or strategies
- 7) Externships in CBT

**Psychodynamic Therapy Concentration:**

- 1) Evidence Based Psychodynamic Therapies (PSC 6486)
- 2) Interpersonal Psychotherapy (PSC 6498)
- 3) Object Relations Theory (PSC 6175)
- 4)

8) Externships in Psychodynamic Therapy

**Clinical Gero-Psychology Concentration:**

**The Gero-psychology Concentration**

Psychopathology & Socio-Economic Contexts I & II (PSC 6542, 6543)  
Trauma, Resilience, Interpersonal Violence and Emotion I & II (PSC 6548, 6549)  
Psychodynamic Processes and Trauma Narrative I & II (*PSC TBA*)  
Moral Foundations of Self Change I & II (*PSC TBA*)  
Cognitive Processes in Depression and Anxiety I & II (*PSC TBA*)

### **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 1<sup>st</sup> 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 advisor to create an



and Graduation Application by obtaining the necessary signatures attesting to successful completion of these requirements. In order to meet the academic requirements for graduation, students must successfully complete Research Projects I & II, including the oral defense and completion of all changes/revisions required by the oral defense committee. Clinical training requirements include successful completion of two (2) years of externship, two (2) years of in-house training at the Parnes Clinic, and one (1) year of internship. Students are also required to submit copies of their research projects in electronic form to their research advisors and the Psychology Office along with a variety of associated materials (listed in the PsyD Completion Form).

This program is accredited by the American Psychological Association as a Combined Clinical-School Psychology Program. It was accredited in 2010 for a maximum seven-year period and will be site visited again in 2017. The Program is also approved by the National Association of School Psychologists. Students are eligible to sit for the NYS Licensing Examination upon graduation.

### **Curriculum**

The school-clinical child psychology program, Psy.D (five-year program; 117 credits), provides students with the knowledge and skills to assume the role of a professional psychologist who can work in diverse settings across the lifespan. The Program provides a full-time sequence of training that consists of four years of



- PSS 6191L Child Assessment I Lab (*1 credit*)
- PSS 6192 Child Assessment w/ Practicum II
- PSS 6192L Child Assessment II Lab (*1 credit*)
- PSS 6221 Consultation and Supervision

- 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*)

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

**Cognitive Behavior Therapy:**

Research Projects I & II are required for graduation. Students begin to work on their research in the first semester of their second year. Both projects are completed under the supervision of full time faculty. It usually takes two to three years to complete the research requirements. Research Project I is a focused review of the literature that leads to Research Project II, which is the empirical study.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on their research project. Students should register for the appropriate Research Project I section each semester they work on the literature review portion of the project. Once students are ready to begin work on the second part, they must register for Research Project II each semester until they successfully complete their oral defense.

Students are expected to submit a written copy of their doctoral research two weeks prior to the oral examination and to complete an oral defense of their research study during the Oral Examination. They will receive a grade for Research Project II for the semester during which they pass their oral defense. Students are required to complete any revisions and submit two (2) copies of the project on CD to the Psychology Office before a degree can be conferred.

### **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 alternative

While students are on internship, they should be registered for Doctoral Internship for each semester.

### **Master of Science en Route**

Students are required to obtain a Master of Science en-route to the doctorate degree upon completion of the first two (2) years of required coursework (60 credits). In addition, students are required to pass their first and second year competency examinations and their school-based externship to be eligible for the Master's degree. 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 MS en route degree.

### **Certification in School Psychological Services**

Students are eligible to apply for New York State Certification as a School Psychologist after they have completed a pre





## **Curriculum**

The curriculum is a five-year, 99 credit hour program. Coursework declines in the third and fourth years to allow time for increased clinical work and research.

### **Required Courses (99 credits):**

- PSA 6280 Statistics I
- PSH 6191 Concepts in Psychotherapy
- PSH 6371 Research Methods: Clinical Health Psychology
- PSH 6431 Intellectual & Cognitive Assessment
- PSH 6431L Intellectual & Cognitive Assessment Lab
- PSA 6283 Statistics II
- PSA 6371 Issues in Professional Practice
- PSH 6543 Behavioral Medicine Therapy & Practicum I
- PSH 6432 Personality Theory and Assessment
- PSH 6432L Personality Theory and Assessment Lab
- PSH 6464 Psychopathology & Illness
- PSA 6601 History & Systems of Psychology
- PSH 6544 Behavioral Medicine Therapy & Practicum II
- PSH 6938 Physiological Health Psychology
- PSH 6014 Neuroscience of Human Behavior Cognition and Affect
- PSH 6500 Cognitive Behavior Therapy
- PSH 6935 Social Psychology in Health
- PSA 6515 Lifespan Development
- PSA 6181 Multicultural & Diversity Issues
- PSA 6472 Cognitive & Affective Bases of Behavior



PSH 6321 Test Construction

PSA 6071 Psychopharmacology

PSH 8931 Dissertation Planning

PSH 8943A Clinical Health Professional Seminar I

PSH 8944A Clinical Health Professional Seminar II

PSH 8945A Clinical Health Professional Seminar III

PSH 8946A Clinical Health Professional Seminar IV

PSH 8947A Clinical Health Professional Seminar V

Each student is required to participate in a faculty member's research lab. By doing so, students develop close links with a member of the clinical health psychology core faculty and senior students working with that faculty member via common research interests. Research labs provide exposure to each faculty member's research area including background information, research, clinical and theoretical aspects, research methods, methods of analyses, potential career options, and preparation for careers in specific areas of interest. The professor of the research lab will serve as the student's research mentor for his/her master's thesis and dissertation projects.

complete their oral defense and submit the final document, with any required final modifications, to the registrar's office.

Students are expected to write a complete dissertation document and present their work during the Oral Examination. A dissertation committee, which consists of the three faculty members who originally approved the project and two additional readers, then determines whether the student's written document and oral defense pass or fail.

Students will receive a grade of S for Dissertation Planning during the semester in which they pass their oral defense. They are required to complete any revisions and submit their dissertation for binding before a degree can be conferred. Please contact the Office of the Registrar for information regarding submitting a dissertation for binding.

**Clinical Training: Externships**

Students are required to complete supervised clinical experiences in approved training sites in the second, third, and fourth years of training. Training in a typical clinical site consists of two full days per week (16 hours) at the site. Students must complete a minimum of 1200 clinical hours before they apply for a predoctoral internship.

Clinical training is completed concurrently with the Clinical Health Professional Development

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 competency and comprehensive examinations, and successfully complete 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 competency and comprehensive examinations, 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.

## **MENTAL HEALTH COUNSELING – M.A. – 60 credits**

### **Program Philosophy**

The program provides students with the knowledge and skills to assume the role of a mental health counselor in diverse settings. Its mission is to provide graduate-level training through an interdisciplinary model that concentrates on core counseling requirements and a diverse set of electives for students to choose from as they begin to explore potential specializations and niche areas. Students are prepared to deliver counseling services to adults, children, adolescents and their families in urban mental health settings, hospital psychology departments, university counseling centers, and other mental health service environments.

The training model is that of Practitioner-Scholar, with an emphasis on the major required areas that are generally accepted as national standards for all counselors. Students are required to gain more than 600 hours of supervised field experiences in diverse environments, hospitals, substance abuse treatment centers, and mental health facilities, usually in urban centers with largely multi-cultural populations. The program also provides specialized training in Substance Abuse Treatment and a rotating array of electives in specialized areas such as, Cognitive Behavior Therapy Principles for Counseling, Crisis Counseling, Sexuality and Gender Counseling, Couples and Family Counseling, Counseling with Children and Adolescents, and Grief, Loss and Bereavement Counseling.

The program provides students with a pedagogical orientation that is eclectic in both theory and practice. The program's faculty members are trained in psychodynamic, cognitive behavioral and family systems approaches for working with children, adolescents, and adults and the students are taught to work with all these approaches. Students are taught to respect the value of each approach and to integrate theory and practice across orientations. We recognize that a value of this type of program is the high regard for each orientation, in its own right, that permits students to integrate an approach that is truly their own, but one that is also respectful of empirically supported treatments from all orientations.

The program has been approved by the New York State Education Department as licensure qualifying in Mental Health Counseling (LMHC).

### **Curriculum**

The Mental Health Counseling program is a full-time sequence of training that consists of two and one-half years of coursework, practica, and field placement.

#### **Required Courses (42 credits):**

PSM 6515 Developmental Psychology Across the Lifespan

PSM 6405 Social and Cultural Foundations of Counseling

PSM 6120 Basic Principles in Counseling



Choose a minimum of two (2) from the following additional coursework acceptable upon approval of the program director.

PSA 6071 Psychopharmacology

PSA 6601 History and Systems of Psychology

PSA 6930 Physiological Psychology

PSM 6100 Neuropsychology Basic Principles

PSM 6170 Sexuality and Gender Counseling

PSM 6182 Attachment across the Lifespan

PSM 6194 Principles of Psychodynamic Psychotherapy for Counseling

PSM 6195 The Resilient Counselor

PSM 6440 Couples and Family Counseling

PSM 6450 Counseling with Children and Adolescents

PSM 6484 Grief, Loss and Bereavement Counseling

PSM 6485 Crisis Counseling

PSM 6486 Play Therapy

PSM 6510 Cognitive and Behavioral Therapy Principles for Counseling

PSM 6622 Counseling in Public Settings

### **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 agency affiliates 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 MINORS**

Students in the doctoral programs have the option to complete requirements for minors in the following areas:

Students are eligible to declare a minor once they have completed all courses required for the minor and any required externships and/or research projects. A Minor Declaration Form should be signed by the minor's coordinator an



**Clinical Neuropsychology Minor**

The Ferkauf Older Adult Program (FOAP) offers a minor in the newly emerging field of Clinical







more powerful desktops include the statistical program SPSS as well as test scoring software for select psychological assessments. Students also have access to multiple on-line databases including PsycINFO, MEDLINE, and ERIC as well as over 1,000 full-text online journals. The computers are connected to a printer in the lab, and each student has \$60 in free printing per semester (copies are 10¢ per page), and a station for adding value to one's account is located in the computer lab.

Students may also use other nearby computer labs including the Gottesman Computing Room that includes 12 Pentium-based PC's loaded with SPS

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 class 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 the provision of clinical services to clients by student-therapists from all clinical programs within Ferkauf. TA positions in the Admissions Office include coordinating all activities related to the admissions office. Opportunities also exist for students to participate in the research of advanced students, which provides valuable opportunities for data sharing and small group interaction.

Students interested in a TA position should speak to the faculty member with whom they would like to work or they may contact the program director to indicate a general interest in serving as a TA and the nature of tasks they may be able to perform. TA selections are usually made in the spring semester and go into effect during the following academic year.

### **Office of Student Finance**

The Office of Student Finance is located in the Van Etten building in room 230. The staff is available to assist students with applying for financial aid, learning how to create a budget for the school year, understanding aid options, answering billing or refund questions, and a variety of other financial issues.

Students who are interested in applying for scholarships and/or loans must submit a FAFSA and a Ferkauf Student Financial Aid application each May. International Students interested in loans should contact the Student Finance Office.

For more information, please visit the Student Finance website at <http://www.einstein.yu.edu/education/md-program/financial-aid/ferkauf-school-of-psychology/>

### **Canvas**

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

To access Canvas, you can visit

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

For more information, including links to tutorials and dedicated 24 x7 Canvas support, visit <https://yu.instructure.com/courses/4135/pages/student-canvas-faq>

**MY YU**



All students are required to have their YU Student ID on hand while on campus. Incoming students will have their ID card pictures taken on Fall Orientation Day and card will be produced by the Yeshiva University Wilf Campus Office.

If you lose your ID card, please stop by the Admissions Office for further details. Students will be charged a fee for a replacement card.

### **Records and Transcripts**

Students may generate unofficial transcripts online at [www.yu.edu/myyu](http://www.yu.edu/myyu). Current or former students who want official transcripts can order them online by following the instructions listed at [www.yu.edu/transcript](http://www.yu.edu/transcript).

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.

The issuance of transcripts, and general release of any information about a student, is subject to the provisions of the federal Family Educational Rights and Privacy Act of 1974 (FERPA). Yeshiva University has adopted regulations to implement the act. A copy of these regulations is available upon written request, accompanied by a self-addressed envelope, in the Office of the Registrar.

Records of students are sent only in the form of a complete transcript. No partial records are sent, nor are records listing only courses without gra 12 T0.00000912 69s -4( gra)7( 12 T0.000312 7926 3516a)3

Duplicate or revised diplomas may be secured under certain circumstances. Students must submit a Duplicate Diploma Request Form, found in the Wilf forms section of the Registrar's website (



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

Kate Walsh, Ph.D  
*Clinical Psychology*  
*Assistant Professor*

Andrea Weinberger, Ph.D  
*Clinical Health Psychology*  
*Assistant Professor*

Vance Zemon, Ph.D  
*Clinical Health Psychology*  
*Professor*

Richard Zweig, Ph.D  
*Clinical Psychology*  
*Associate Professor*

**Adjunct Faculty**

Ronald Aviram, Ph.D  
*Clinical Psychology*

William Baker, Psy.D.  
*Clinical Psychology*

Alison Baren, Ph.D  
*All Programs*

David Bergstein, MA, LMHC, PC  
*Mental Health Counseling*

Jill Brickman, Psy.D  
*Clinical Psychology*

Jennifer Buchwald, Psy.D.  
*Clinical Psychology*

Alexander Camargo, Psy.D  
*School-Clinical Child Psychology*

Rose Marie Chatterton, MA, LMCH  
*Mental Health Counseling*

Tiffany Cohen, Psy.D  
*School-Clinical Child Psychology*

Raquel Crespo, MA, LMCH  
*Mental Health Counseling*

Irit Felsen, Ph.D  
*Mental Health Counseling*

Stephen Glicksman, Ph.D  
*Mental Health Counseling*

Rebecca Grief, Psy.D  
*Clinical Psychology*

Tara Hannon, Psy.D.  
*School-Clinical Child Psychology*

Karen Hazel, Psy.D  
*School-Clinical Child Psychology*

Irene Javors, MA, LMHC  
*Mental Health Counseling*

Zev Labins, MD  
*All programs*

Henry Love, Ph.D  
*Clinical Psychology*

Gene Lubow, Ph.D  
*Clinical Psychology*

Jeannette Mahoney, Ph.D.  
*Clinical Health Psychology*

David Masur, Ph.D.  
*Clinical Health Psychology*

Gary McClain, Ph.D  
*Mental Health Counseling*

Jessica Meister, Psy.D.  
*School-Clinical Child Psychology*





The theoretical basis of multivariate statistics is presented along with applications to psychology and health-related fields. Topics include data screening, matrix algebra, multiple regression, the general linear model, multivariate analysis of variance and covariance, principal component analysis, and logistic regression. The SPSS statistical package is covered and quizzes and tests are based on this software.

*Pre-requisites: PSA 6280 Statistics I*

**PSA 6289 Introduction to Qualitative Research (3 credits)**

The course is geared to students training to be practicing clinical, school, or health psychologists,

Malcolm Gladwell's book *Blink* must be read prior to the first class, and the first two classes address *Blink* and the empirical research underlying it. Initial issues include the nature of "thin-slicing" and the interplay of conscious and unconscious processes in decision making and 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.



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 6961 Readings in Psychology (3 credits)**

This course is used for students pursuing an independent study.

### **Clinical Psychology Courses**

#### **PSC 6145 Psychological Trauma I (3 credits)**

The course develops a biopsychosocial approach to psychological trauma and its treatment. It begins with the diagnostic categories of simple and complex PTSD. It is followed by three units each dealing with a different aspect of trauma: the biological, the psychological, and the social. Clinical and theoretical material are presented in conjunction with each unit. Consideration is also given to resilience processes. 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 6146 Psychological Trauma II (3 credits)**

The course explores the phenomenon of collective trauma, that is traumatic events that affect not single individuals alone, but also large populations of individuals. Topics include the Jewish Holocaust, The Rwandan genocide, and the Native American Genocide, the intergenerational transmission of trauma, and collective resilience. Although the course is a research seminar, it is open to students not planning to do research but are interested in these topics.

*Pre-requisites: PSC 6145 Psychological Trauma I*

#### **PSC 6175 Object Relations Theory (3 credits)**

The Object Relations Theory and Therapy course will familiarize students with the major theories that developed primarily by the British Independent group of psychoanalysts in the first half of the twentieth century. These object relations theories influenced the evolution of psychoanalysis. A major contemporary trend known as relational psychoanalysis is a direct outgrowth of the writings of those early psychoanalysts. The course will discuss the early contributors to Object Relations Theory, including Melanie Klein, Wilfred Bion, W.R.D. Fairbairn, Harry Guntrip, D.W. Winnicott, and John Bowlby. Each class will integrate clinical material that will be discussed in the context of that day's reading material. In addition to the early contributors to object relations theory, we will read and discuss the work of contemporary writers who have been directly influenced by the early object relations psychoanalysts. These writers include Christopher Bollas, Thomas Ogden, David Scharff and Jill Savage Scharff, and Stephen Mitchell. We will continuously make an effort to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.

## **PSC 6191 Concepts of Psychotherapy**



exposed to less traditional measures (self-report, projective, interview-based, etc) and techniques for integrating data from quantitative and qualitative data frta

**PSC 6449L, PSC 6450L Geriatric Neuropsychology Practicum I & II (1.5 credits each)**

Geriatric Neuropsych Lab/Supervision as part of the Ferkauf Older Adult Program

*Co-requisites: PSC 6502A/6503A CBT Psychotherapy Practicum I & II OR PSC 6504A/6505A Advanced CBT Psychotherapy Practicum I & II OR PSC 6492A/6493A Psychodynamic Psychotherapy Practicum I & II OR PSC 6494A/6495A Advanced Psychodynamic Psychotherapy Practicum I & II*

**PSC 6463 Concepts in Couples and Family Therapy I (3 credits)**

Students in this intensive seminar move from the oft certainty of thought to the insecurity of practice and emerge with a sense of familiarity with systemic theory and technique. They learn several systemic approaches in the treatment of families and couples.

**PSC 6465 Family & Couples Therapy I with Practicum (4.5 credits)**

Students in this intensive seminar and practicum move from the oft certainty of thought to the insecurity of practice and emerge with a sense of familiarity with systemic theory and technique. They learn several systemic approaches to families and couples and treat a family and couple with the aid of live and weekly videotape supervision. The goal of this course is for students to



This course will focus on the existing outcome research for psychodynamic psychotherapy, compared to other non-psychodynamic models. We will critically analyze evidence-based therapy models for different symptomatology, including anxiety, depression, trauma, obsessiveness, self-esteem, fear of abandonment. Approaches that will be reviewed include transference focused psychotherapy (Yeomans, 2002) and mentalization-based treatment (Fonagy & Bateman, 2006) for borderline personality disorders, supportive-expressive dynamic psychotherapy for depression (Luborsky et al., 1995), panic-focused psychodynamic psychotherapy (Milrod et al. 1997), 2 experiential dynamic therapy (McCullough et al., 2003), and other short-term dynamic psychotherapies (e.g. Abbass, 2009). The discussion of the evidence base of different psychodynamic therapies will take the format of Oxford-style debates in which the students prepare arguments for and against psychodynamic psychotherapy approaches based on the critical reading of empirical studies and meta-analyses of psychodynamic psychotherapy. Following this course, students will have gained a basic knowledge of the range of evidence-based psychodynamic psychotherapies that have been tried and tested and will be able to consider what/if a psychodynamic psychotherapy approach might be appropriate in the formulation and treatment of their patients.

### **PSC 6491 Self Psychology (3 credits)**

Self psychology, a form of psychoanalytic theory developed by Heinz Kohut, focuses on the vicissitudes and disturbances of self experience in therapy and in life. One of its major concepts is the self-

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 in 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 6491 Self Psychology or PSC 6498 Interpersonal Psychotherapy OR PSC 6175 Object Relations Theory*

### **PSC 6494A, PSC 6495A Advanced Psychodynamic Individual Psychotherapy Practicum I & II (1.5 credits each)**

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 supervision with a clinical adjunct supervisor for an hour, usually off site in that supervisor's private practice office. The Advanced Psychodynamic Lab offers the students an experience of deepening what they have gained in the third year about their abilities to trust their instincts for their use of transference/countertransference; exploring anger, fear, love and other strong emotions that arise as a function of the relationship with the patient. Students expand on the ability to know what questions to ask by investigating their implicit negative or positive expectations of the answers. The cohesiveness that grows over the course of the year in these labs support great emotional and intellectual growth for all, particularly as the members go through application to internships, mock internship case presentations, and finally termination issues with their patients as the students prepare to leave the academic portion of their degree requirements. A particularly distinctive feature of the Advanced Lab is the unique opportunity to attend small group discussions with contemporary leaders in the field in their off site offices. Some of our recent discussants have included Mark Blechner, Ph.D., author of *Sex Changes: Transformations in Society and Psychoanalysis*, Edgar Levenson, M.D. author of *The Purloined Self*, and Darlene Ehrenberg, Ph. D, author of *The Intimate Edge*.



*Pre-requisites: PSC 6492A, 6493A, 6493B, 6493C, 6493D, 6493E, 6493F, 6493G, 6493H, 6493I, 6493J, 6493K, 6493L, 6493M, 6493N, 6493O, 6493P, 6493Q, 6493R, 6493S, 6493T, 6493U, 6493V, 6493W, 6493X, 6493Y, 6493Z, 6493AA, 6493AB, 6493AC, 6493AD, 6493AE, 6493AF, 6493AG, 6493AH, 6493AI, 6493AJ, 6493AK, 6493AL, 6493AM, 6493AN, 6493AO, 6493AP, 6493AQ, 6493AR, 6493AS, 6493AT, 6493AU, 6493AV, 6493AW, 6493AX, 6493AY, 6493AZ, 6493BA, 6493BB, 6493BC, 6493BD, 6493BE, 6493BF, 6493BG, 6493BH, 6493BI, 6493BJ, 6493BK, 6493BL, 6493BM, 6493BN, 6493BO, 6493BP, 6493BQ, 6493BR, 6493BS, 6493BT, 6493BU, 6493BV, 6493BW, 6493BX, 6493BY, 6493BZ, 6493CA, 6493CB, 6493CC, 6493CD, 6493CE, 6493CF, 6493CG, 6493CH, 6493CI, 6493CJ, 6493CK, 6493CL, 6493CM, 6493CN, 6493CO, 6493CP, 6493CQ, 6493CR, 6493CS, 6493CT, 6493CU, 6493CV, 6493CW, 6493CX, 6493CY, 6493CZ, 6493DA, 6493DB, 6493DC, 6493DD, 6493DE, 6493DF, 6493DG, 6493DH, 6493DI, 6493DJ, 6493DK, 6493DL, 6493DM, 6493DN, 6493DO, 6493DP, 6493DQ, 6493DR, 6493DS, 6493DT, 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6493XB, 6493XC, 6493XD, 6493XE, 6493XF, 6493XG, 6493XH, 6493XI, 6493XJ, 6493XK, 6493XL, 6493XM, 6493XN, 6493XO, 6493XP, 6493XQ, 6493XR, 6493XS, 6493XT, 6493XU, 6493XV, 6493XW, 6493XX, 6493XY, 6493XZ, 6493YA, 6493YB, 6493YC, 6493YD, 6493YE, 6493YF, 6493YG, 6493YH, 6493YI, 6493YJ, 6493YK, 6493YL, 6493YM, 6493YN, 6493YO, 6493YP, 6493YQ, 6493YR, 6493YS, 6493YT, 6493YU, 6493YV, 6493YW, 6493YX, 6493YY, 6493YZ, 6493ZA, 6493ZB, 6493ZC, 6493ZD, 6493ZE, 6493ZF, 6493ZG, 6493ZH, 6493ZI, 6493ZJ, 6493ZK, 6493ZL, 6493ZM, 6493ZN, 6493ZO, 6493ZP, 6493ZQ, 6493ZR, 6493ZS, 6493ZT, 6493ZU, 6493ZV, 6493ZW, 6493ZX, 6493ZY, 6493ZZ*

**PSC 6497 Cognitive Therapy (3 credits)**

This course will review the cognitive revolution in clinical psychology, the development of the cognitive model of depression, and the application of cognitive therapy to a variety of mental health disorders. In addition, students will be introduced to therapeutic approaches that are informed by the cognitive model, and will discuss the ways in which these approaches expand upon and/or challenge the cognitive model. The course will also explore future directions for

healthy psychological functioning. We will explore some of the emerging research on the psychological and physiological effects of positive emotions, and on the efficacy of attempts to improve and modify existing mood states. In addition to the primary focus on class readings, we will also examine some of the specific techniques used in this field to modify emotional states and traits, such as meditation, guided writing exercises, etc.

**PSC 6520 Effective Therapists I: An Integrative Approach (Research Seminar) (3 credits)**

This seminar will explore the question of what makes a therapist effective. This question will be approached from an integrative perspective, with the goal of identifying therapist skills, characteristics, and behaviors that are related to good outcome across different theoretical orientations. After gaining a background in psychotherapy research and psychotherapy integration, students will be introduced to research on therapist effects and the debate over the extent to which therapists contribute to psychotherapy outcome above and beyond the particular treatments they are administering. Students will examine therapist skills and characteristics that may be related to therapeutic effectiveness, as well as therapeutic interventions that facilitate common principles of change. Students will use the information covered in this course to develop their own hypotheses and plans for testing them empirically.

**PSC 6524 Research in Psychotherapy and the Process of Change I (Research Seminar) (3 credits)**

Theoretical attempts to explain change and stability in adulthood, particularly in psychoanalytic psychotherapy. Psychotherapy research is 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 6528 Effective Therapists II: An Integrative Approach (Research Seminar) (3 credits)**

Building upon material covered in the first semester course Effective Psychotherapists I, this seminar will focus on how to conduct research on therapeutic effectiveness. Students will use their knowledge of therapist effects and common principles of change to deepen their understanding of the psychotherapy process and outcome literature and to refine their own research ideas. They will also learn methodological and statistical skills that will enable them to carry out their research proposals.

*Pre-requisites: PSC 6520 Effective Therapists I: An Integrative Approach (Research Seminar)*

contributing to psychopathology in older adulthood, and to develop enhanced critical thinking skills in the evaluation of clinical research.

**PSC 6530 Research in Depression and Personality Disorders in Older Adults II (Research Seminar) (3 credits)**

The second half of this year-long research seminar focuses on broadening understanding of personality in later life as viewed from developmental and social-cognitive perspectives, as well as research methods used to examine personality traits, processes and disorders. Students continue to hone skills in the critical analysis of empirical research, and develop a comprehensive review of research in the areas of depression, personality disorder, or social/interpersonal functioning in older adulthood.

*Pre-requisites: PSC 6529 Depression & Personality Disorders in Older Adults I*

**PSC 6537 Research III: Data Analysis (3 credits)**

This advanced statistics course will review the major types of statistical methods commonly used in clinical psychology research, including t-tests, ANOVAs, correlation, regression, nonparametric tests, and factor analysis. Students will first gain a solid conceptual understanding of statistical principles and methods; they will then build upon this understanding by conducting analyses of data related to their research interests.

*Co-requisites: PSC 6287 Research Methods and Design*

**PSC 6539 Advanced Research Seminar (3 credits)**

The Advanced Research Seminars are individual by professor and are likely a continuation of the students "Research Seminar" Courses.

**PSC 6542 Psychopathology & Socio**

This second half of this year-long research seminar continues the exploration how socio-economic contexts affect individuals' risk for psychopathology and/or more adaptive psychological outcomes. Relevant approaches from behavioral economics, community psychology, and moral psychology are described and critiqued. The focus this semester is on examining research methodologies and developing reviews of the literature that will become the basis of each students' Research Project I requirement.

### **PSC 6544 Working with Asylum Seekers and Refugees (3 credits)**

Millions of people throughout the world are forced to flee their native country as a result of persecution. Many of them seek refuge in the United States where they may be granted protection in the form of asylum. For the United States to grant asylum, refugees must demonstrate a "well founded fear" of future persecution on the basis of race, religion, nationality, political opinion, social group or sexual orientation should they return to their home country. The decision to grant asylum is made at an "asylum hearing" at which asylum seekers, represented by their attorneys, present their case. The attorney will often use a psychological assessment of the asylum seeker to strengthen the argument for granting asylum. This course trains students to perform these psychological assessments under the supervision of a licensed psychologist. Course content involves the legal, medical, and psychological aspects of doing psychological assessments, as well as didactic material on refugees, refugee stress, and refugee trauma. Instructional methods involve case presentations, didactic materials, and lectures by outside medical and legal experts.

*Prerequisite/Corequisite: PSC 6145 Psychological Trauma I*

### **PSC 6551A, PSC 6551B Proseminar I (.75 credits)**

These courses are 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 (.75 credits each)**

These courses serve 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, 6814 Lifespan Psychopathology I & II (3 credits each)**

This course focuses on the etiology, epidemiology, phenomenology, and course of psych

for the cognitive, behavioral, affective, genetic, neurobiological, and psychosocial bases of psychopathology. This course focuses on the following diagnoses: personality disorders, impulse control disorders, eating disorders, PTSD, substance-related disorders, dissociative disorders, sexual dysfunctions, somatic disorders, and neurocognitive disorders.

### **PSC 6915 Research Project I (3 credits)**

Students must write a comprehensive literature review (Research Project I; RPI) on a topic approved by the research adviser. Different research advisers may have different views regarding the length and content of the project. Therefore, it is important for students to clarify the expectations of their specific adviser.

### **PSC 6916 Research Project II (3 credits)**

Research Project II is often an outgrowth of Research Project I and may take the form of any one of a wide spectrum of possibilities including the following: An original quantitative or qualitative empirical study, a replication of an empirical study, development of an instrument, evaluation-outcome research (of a program or intervention) a case study, meta-analysis. Advisers vary on how they work with students to decide on a project for RPII. Some advisers will direct students to focus on a component of a larger study that the adviser is conducting. Alternatively, advisers may encourage students to work in pairs or small groups to develop and carry out projects. Some advisers have access to databases at other institutions, and those institutions may require students to spend time contributing to data collection efforts before the students can use the data for their own research. Finally, advisers may encourage students to develop their own research ideas and collect their own data independently. The data may be quantitative, qualitative, or a mixed-methods approach. As each adviser approaches research differently, it is incumbent on students to ascertain their advisers' expectations and requirements.

### **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 (0 credits)**

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

### **PSC 8941A, 8942A Doctoral Internship (1 credit each)**

The pre-doctoral Clinical Internship is a formal requirement of the program. It is considered an essential component of doctoral training in Clinical Psychology. Accreditation of training facilities by the APA is considered as desirable as it is for academic clinical training programs. Therefore, students should make every effort to obtain placement in an APA approved internship setting that is part of the APPIC Match. The internship will usually consist of twelve months of fulltime experience, although this program makes provision for and fully recognizes the need of

some students for halftime training over a two-year period. The program will fully endorse such halftime internships for those students for whom it is necessary and appropriate, but it is the student's responsibility to find settings that are hospitable to such an approach to Internship training.

### **Clinical Health Psychology Courses**

#### **PSH 6007, 6008 Psychology of Obesity I & II (3 credits each)**

This course focuses on teaching the assessment and treatment of obesity, as well as the scientific understanding of its etiology and conse

theory, the course will cover historical aspects, basic concepts and principles, and methodological issues inherent in neuropsychological assessment. Additionally, students will learn how administer neuropsychological tests, score, conceptualize and write neuropsychological reports. The goal of the second-semester course in clinical neuropsychology is to build upon and extend the knowledge gained in the first course of the sequence. The student will learn how neuropsychological tests are used to help diagnose and delineate the course of various disorders that affect the central nervous system. Such disorders include but are not limited to neuro-degenerative diseases, vascular disorders, traumatic brain injuries, and infectious and inflammatory brain disorders. Some of the class time on both semesters will be devoted to supervision and case presentations of clinical cases. Upon completion of this sequence, the student is expected to have acquired a solid theoretical knowledge base in clinical neuropsychology and basic clinical skills in neuropsychological assessment.

### **PSH 6013, 6016 Diabetes Research I & II (3 credits each)**

This course sequence provides intensive exposure to psychosocial research and behavioral science related to the prevention and control of diabetes mellitus.

#### Course Objectives:

Through a research seminar with group discussion of assigned readings, students will receive training in the physiology of diabetes, current treatment paradigms, problems rescienceol T2 rep/F4 ti Tm0g

as the neuroanatomical substrate underlying these functions. In addition, mechanisms involved in regulation of emotions and affect in normal and diseased populations will be covered.

**PSH 6017, 6018 Systems Neuroscience I & II (3 credits each)**

This is a research seminar course that covers topics in psychology and systems neuroscience relevant to design and implementation of scientific projects that involve behaving humans (either those with normal nervous systems or those with neural dysfunction) directed toward successful completion of masters and doctoral thesis requirements.

**PSH 6019, 6020 Headache and Adherence I & II (3 credits each)**

This course is designed to introduce topics studied in the Seng lab, including psychosocial factors and behavioral treatment of headache and related disorders, and medication adherence. This course is also designed to provide a forum for developing your skills as a junior investigator in health psychology.

Course Objectives:

- To understand the scientific methods used to study behavioral factors in headache and related disorders and medication adherence.
- To gain competency in analytic techniques necessary for research in behavioral medicine.
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throughout the course. Topical issues in psychotherapy process and outcome research are delineated.

#### Course Objectives/Goals

- to learn about different psychotherapy orientations, including psychodynamic therapies, cognitive-behavior therapies, and family therapies.
- to learn the basic elements in case conceptualization. Greater emphasis will be placed on cognitive-behavioral case conceptualization, which is in keeping with the program's primary orientation.
- to learn how demographic and cultural factors influence the therapist's ability to understand and empathize with patients, as well as how culture influences the patient's communication with the therapist.

#### **PSH 6284 Applied Statistics in Health (3 credits)**

This course is designed to review basic concepts of quantitative methods in psychology, as well as introduce advanced topics in biostatistics and epidemiology, with a focus on applying these quantitative methods to scenarios commonly encountered in health care settings.

*Prerequisites: PSA 6280 Statistics I, PSA 6283 Statistics II*

#### **PSH 6321 Test Construction (3 credits)**

Students learn the principles and practice of test construction, reliability, and validity. Students construct their own tests, write test items, collect data from at least 50 participants, calculate test statistics, revise and eliminate items, and produce a final version with an associated report.

#### **PSH 6371 Research Methods: Clinical Health Psychology (3 credits)**

This course focuses on teaching an introduction to the body of knowledge of Clinical Health

effects; psychoanalytic, cognitive-behavioral, and Ericksonian clinical approaches; applications to pain, anxiety, depression, health-related behaviors, children, medical illness, conversion and somatization, trauma, and sports; and the evidence base.

**PSH 6431 Intellectual Cognitive Assessment w/ Practicum**



This seminar provides an introduction to the practical experience 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 and patients with chronic medical diseases for psychological assessment and treatment.

Course Objectives:

Assessment: Students will be trained in psychological assessment techniques used in behavioral medicine. 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 full-length, 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 6935 Social Psychology in Health (3 credits)**



**PSH 8945A Clinical Health Professional Development Seminar III, PSH 8946A Clinical Health Professional Development Seminar IV (1 credit each)**

Students register for this course in the Fall and Spring of their second year to discuss externship experiences, training goals, relevant academic literature, and plans for their next externship.

**PSH 8947A Clinical Health Professional Development Seminar V, PSH 8948A Clinical Health Professional Seminar VI (1 credit each)**

Students register for this course in the Fall and Spring of their third year to discuss externship experiences, training goals, relevant academic literature, and plans for their next externship.

**PSH 8949A Clinical Health Professional Development Seminar VII, PSH 8950A Clinical Health Professional Development Seminar VIII (1 credit each)**

Students register for this course in the Fall and Spring of their fourth year to discuss externship experiences, training goals, relevant academic literature, and to prepare for internship applications, interviews, ranking, and the internship match. Those deferring internship applications also register for these sections.

**School-Clinical Child Psychology Courses**

**PSS 6117 Professional Practice with Infants and Young Children (3 credits)**

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







*Prerequisites: PSS 6132 Psychoeducational Assessment and PSS 6153 Personality Appraisal.  
This is a year-long course (second semester requires the first as a prerequisite)  
Materials Fee*

**PSS 6198 Contemporary Issues in School Psychology (3 credits)**

### **PSS 6212 Working with Parents of Children in Psychotherapy (3 credits)**

Working effectively with the parents of our child patients is an extremely difficult, yet essential part of the treatment. In this seminar, we will begin by examining the various feelings we have towards the parents of our patients and the powerful ways that these feelings can affect the treatment. We will then discuss three different approaches to dealing with our reactions to parents in order to keep the therapy on track. These approaches include: Siskind's Psychodynamic framework, Jacobs and Wachs' "Parent Therapy", and Cipiani's Cognitive Behavioral Interventions. Finally, we will explore specific issues in which working with the parents of our patients can be particularly challenging, such as divorce and custody, adoption, physical disability, and the potential for child abuse. Students will also be asked to share their own clinical experiences in working with parents.

### **PSS 6213 Evidence Based Interventions for Youth I (3 credits)**

This course will provide an introduction to Cognitive Behavior Therapy (CBT), including theoretical underpinnings, core assumptions of CBT, and the definition of empirically supported practice. Students will learn about the content and therapeutic process of evidence-based approaches targeting externalizing disorders and additional problems from early childhood to adolescence with a focus on Behavioral Parent Training. We will emphasize issues arising as treatment begins, such as assessment, case formulation, and treatment planning, and on issues relating to providing evidence-based treatments. The course will include didactic lecture, case discussion and experiential learning. Students are encouraged to present case material from their own caseloads.

*Prerequisites: PSS 6250 Developmental Psychopathology  
Permission from instructor required for registration*

### **PSS 6215 Early Childhood Development and Treatment (3 credits)**

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 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, have the opportunity to join existing and developing research projects in the Early Childhood Research Lab, and begin to develop a focused research question within the instructor's area of expertise. Only students interested in early childhood research should take this course.

*Permission from instructor needed for registration*

### **PSS 6220 Psychoeducational Practices in Schools (3 credits)**

Students will learn about and have experiential activities related to individual and group interventions and assessments in the schools and school-based facilities. Taken concurrent with externship in schools or clinical facilities. Modules will include group work, bullying, RTI, problem-solving approaches and counseling

knowledge base for the etiology and developmental course of childhood and adolescent disorders. Students will become familiar with the major characteristics, uses, and limitations of the DSM-V. We will discuss case examples and consider the implications for clinical practice

### **PSS 6286 Research Methods in Professional Practice (3 credits)**

This course is designed to increase familiarity with the general principles of psychological research design as they pertain to research conducted with clinical samples or on clinically relevant topics. Over the term, we will review issues related to internal and external validity, the generalizability of research, meta-analysis, and the clinical significance and clinical application of research results. Throughout the course, the emphasis will be on the application of sound methodological principles to concrete research problems. Each class will focus on a specific methodological design or domain, and the readings will provide a general background on the topic. For most classes, at least one of the readings will provide an empirical example of the design or domain. Thoughtful consideration of the impact of human diversity on psychological phenomena is necessary in the planning and interpretation of research. Accordingly, many of the readings include some aspects of human diversity (e.g., age, gender, ethnicity, and sexual orientation). We will also discuss research ethics and sensitivity to cultural diversity issues intermittently throughout the semester.

*Permission from instructor needed for registration*

### **PSS 6296 Case Conceptualization (3 credits)**

Clinical case material always needs to be organized in a meaningful way in order to proceed most effectively with treatment. This course will focus on ways to organize the great variety of facts clinicians are confronted with when they encounter and learn about their cases. Although clinicians often develop an implicit or intuitive grasp of a given clinical situation, in many instances they may find it difficult to articulate their theoretical understanding. The course is intended to stimulate theoretical understanding of clinical material, and to make more explicit an appreciation of the relationships between psychological theory, case conceptualization, and psychotherapy technique.

### **PSS 6311 Adolescent Psychopathology and Treatment (3 credits)**

This course will provide a comprehensive introduction to both the 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. Requirements include extensive readings, participation in class discussions, and completion of a final examination.

### **PSS 6315 Working with Y**

complexity in our contemporary culture. Difficulty in completing the developmental tasks of adolescence, which often include struggles with identity consolidation, may lead to a myriad of



*Pre-requisites: PSS 6449 Evidence-Based Interventions for Youth II.  
Permission from instructor needed for registration*

**PSS 6451 Evidence Based Practice: Dissemination and Implementation for Youth in Mental Health Settings (3 credits)**

Implementation research is the study of processes for integrating empirically supported treatments (ESTs) into usual care, and holds high promise for reducing the well-documented and concerning gap between treatment research and community practice. This course will first familiarize students with the evidence base for youth mental health treatments, paying particular attention to meta-analyses of randomized clinical trials, both efficacy and effectiveness.

family-centered care in the Neonatal Intensive Care Unit (NICU) for babies born prematurely. Students will have the opportunity to review the current empirical literature. Students will be







work. Each student will be assigned to an instructor for small group meetings, and this instructor will complete the grading for this student. Full group and small group meetings will be scheduled as needed during the semester. Through closely supervised experience treating clients in the Parnes Clinic using CBT approaches, students will put into practice concepts learned in the CBT course sequence. Students will learn to conceptualize cases from a CBT framework, tailor evidence-based treatment for diverse families, and use assessment from intake through termination to support treatment outcomes. With supervision, students will administer, score, interpret, and provide feedback on diagnostic interviews, observations and/or behavior rating scales to consider home and school functioning. A core battery of assessments will be administered to all clients with domain-specific measures used, as appropriate. Assessment and treatment will vary somewhat to provide the best fit to the client's and family's presenting concerns and culture. Building on student experience in the CBT course sequence, students will continue learning CBT principles and techniques in this course, and will draw from relevant treatment protocols and research to guide their work with children and families.

*Pre-requisites: PSS 6213, PSS 6449 Evidence Based Interventions for Youth I and II  
Only open to School-Clinical Child Psychology students*

### **PSS 6801 Professional and Ethical Issues in Health Service Psychology (3 credits)**

This course is designed to provide students with an orientation to the role and function of the

context of these concepts; (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



1. Provide an overview of the central nervous system, especially as it pertains to cognitive and affective functions in humans
2. Provide a comprehensive study of normal and abnormal cognitive and affective functions in humans
3. To accomplish the above two objectives, the course is specifically designed to integrate information from classic and current literature in psychology and related fields

**PSM 6120 Basic Principles of Counseling (3 credits)**

This course is designed to familiarize the master's level student with the theory, practice, methods, principles, and concepts of mental health counseling.

Course Objectives: 1) to examine and discuss the characteristics of the effective counselor; 2) to review counseling theories and conceptual approaches; 3) to examine basic counseling skills; 4) to understand and conceptualize cases from intake to termination; and 5) to examine the role of your own personalcl3sst(ntakr )3(own pee)4(c)4(ti)-3(ve)4( fun)-6(c)4(ti)-3(ons i)-2(n humans)] TJETQq0.0000

3. Students will become knowledgeable of current neuropsychological theories related to attachment.
4. Student will learn how to integrate attachment into their clinical practice.
5. Students will learn how to integrate diagnostics within an attachment theoretical framework.

### **PSM 6191 Concepts and Technology in MHC (3 credits)**

For most of your training as counselors, you have focused on learning about theory. In this course, we will focus on the interaction of theory with practice. Our concern this semester 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 between theory and technique within the 'real world' of clinical work. We will study various schools of therapy and their techniques including: Person-centered psychodynamic, gestalt, existential, behavioral, eclectic, integrated, etc. Students will gain many skills for inclusion in their 'therapeutic toolbox.'

### **PSM 6193 Counseling Skills Development (3 credits)**

The course is designed as an introduction to the profession of mental health counseling. Our discussions will range from an overview of the profession to professional skills building with particular emphasis on personal growth and development. Students will become familiar with the scope of practice of the mental health counselor.

### **PSM 6194 Principles of Psychodynamic Psychotherapy (3 credits)**

The goal of the course is to re-introduce basic principles of psychodynamic psychotherapy in a present day context. That is, we shall focus on short-term psychodynamic psychotherapy. Issues reviewed in class will be: Working alliance, transference, resistance, working through and termination. We shall review their original meaning and follow their development and implementation in counseling.

### **PSM 6195 The Resilient Counselor (3 credits)**

Counselors work in highly demanding environments and they can suffer from burnout, compassion fatigue and secondary stress. This course is designed to help students learn to strike an optimal balance between self-care and other-care. We will discuss the benefits and hazards of this work, the journey from novice to senior practitioner, and the factors that contribute to burnout and compassion fatigue. Our focus will be to teach novice counselors ways to maintain professional and personal self care through developing a self care action plan.

- 1) students will learn the signs of burnout and compassion fatigue
- 2) students will learn about secondary stress
- 3) students will come to understand the need for balance between self-care and other-care

4) students will learn the steps in the journey from novice to seasoned practitioner



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 (0 credits)**

This is a required lab that supplements the material for the Appraisal of Individuals, Couples, Families, and Groups course (PSM 6225, 3 credits). In Lab students will work with Teaching Assistants in small groups to examine, practice and use the 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 (3 credits)**

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

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 (3 credits)**

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

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 (3 credits)**

This course will provide an overview of the current theories of substance abuse and its treatment.

**PSM 6485 Crisis Counseling (3 credits)**

An examination of diverse crisis situations and the assessment and treatment strategies used by mental health professionals to assist individuals, groups and organizations manage and resolve those crises. The purpose of this course is to prepare you for dealing with the inevitable crisis situation you will encounter as a mental health professional. We will spend time reflecting on

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 (3 credits)**

This class provides an overview of developmental issues across the life span. The overall goal is to explore the social-emotional and cognitive psychological underpinnings of human functioning from infancy to old age. Among the topics that will be covered are: life-span attachment issues (e.g., early parent-

7. Demonstrate an ability to screen for suicidal and homicidal intent and to effectively manage suicidal, homicidal and other high risk clients.

**PSM 6816 Advanced Issues in Psychopathology (3 credits)**

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, multi-modal way.

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 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 6945 Counseling Practicum I (3 credits)**

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.

### **PSM 6946, 6947 Supervised Field Placement III, IV (1.5 credits each)**

The Integrative Proseminar is a one-year long capstone course required for graduating MA students. It is an opportunity for students to have a guided experience in integrating their learning and demonstrate their ability to apply their knowledge, skills and abilities in clinical practice. The course fulfills Ferkauf's requirement to complete a final experience that includes use of content from all core courses prior to graduation. Students attend a proseminar which includes applying skills in work with individuals, families and groups. Students must attend all classes, participate in group supervision and take two exams in order to pass the course. Grading for the course will be "P" or "F". Students cannot pass this course unless they meet all other program requirements. SFP III: A presentation on a clinical case. Students must describe their theoretical orientation to counseling and 0 1 72.024I 12 Tf9Tf1 0 0 1 7ethe co.eldQqeW\* nBT/F4 12 Tf1 0 0 1 72.024 390.4

