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Welcome to Ferkauf Graduate School of Psychology. This 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 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 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)

2003	80360	Clinical Psychology	Doctor of Psychology
2099	80361	School-Clinical Child Psychology	Doctor of Psychology
2099	11055	School Psychology	Master of Science
2099	90326	Clinical Health Psychology	Doctor of Philosophy
2001.00	07396	General Psychology Masters	Master of Arts

STUDENT LIFE STANDARDS AND POLICIES

Please visit <https://www.yu.edu/student-life/resources-and-services/Standards->

- 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, considering 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.

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:

- Management of student records maintained by the University
- Regulations regarding who has access to student records
- For which purposes access to student records is granted

The act also generally:

- Permits the University to release limited directory information (see below)
- Guarantees students access to their records and limits such access to others

Directory Information

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

- Name
- YU email address

Photograph

Academic major(s) and minor(s)

Dates of attendance at Yeshiva University

School, department, division, or institution attended

Degrees and awards received and their dates

Titles of masters and doctoral dissertations

Participation in officially recognized activities (including positions held)

High school and class year (for those participating in any officially recognized intercollegiate athletic team only)

High school, class year, height, and weight classifications (for those on intercollegiate basketball or volleyball teams only)

The University may disclose directory information to anyone without the student's consent unless the student, within ten days of registration each semester, informs the Office of the Registrar in writing on the [Request to Prevent Disclosure of Directory Information Form](#) that any or all such information about the student is not to be made public without his or her writ

Account numbers
Certificate/license numbers
Vehicle identifiers and serial numbers, including license plate numbers
Device identifiers and serial numbers
Web Universal Resource Locators (URLs)
Internet Protocol (IP) address numbers
Biometric identifiers, including finger and voice prints
Full face photographic images and any comparable images; and
Any other unique identifying number, characteristic, code, or combination that allows

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 will not factor into the student’s Ferkauf GPA.

Students may transfer a maximum of twelve (12) credits towards the Master of Arts degree and the Doctor of Psychology and Doctor of Philosophy degrees. The one exception to this is for students who are admitted into the Master of Arts program and subsequently transfer to one of Ferkauf’s doctoral programs. In this case, students may transfer selected credits toward their doctoral degree. These courses must first be approved for transfer by the doctoral program director. Transfer credits cannot be used to reduce the required five-year full-time residency training requirement.

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 activi

receive credit for the course but will no longer have to fulfill that course to meet graduation requirements.

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 student 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.

Any student who fails a part or all comprehensive/competency exams must pass the second time it is taken, or at the discretion of the program faculty and dean, may be dropped from the School.

Eligibility for Graduation

To be eligible for a degree, students must complete all required coursework, externships, professional seminars, pre-doctoral internship, pass their oral defense, complete all revisions, and submit a research project or dissertation to the appropriate offices by the degree date. Students who fail to complete all requirements before the date of degree conferral will need to re-apply for the next possible degree date. Any student who is on probation or does not meet the satisfactory academic performance standards will not be eligible to receive a degree (including the master's en route degrees).

Degrees are conferred September 30th, January 15th (Mental Health Masters Program, Marriage and Family Therapy Masters program), January 31st, June 30th, and August 31st each year. A student applies for a degree by filing an Application for Graduation form in the Office of the Registrar. Applications for the January degree are due November 1st while applications for the June, August, and September degrees are due March 1st. Students will not be eligible to receive a degree unless they have submitted the Graduation Application by the appropriate deadline.

Should the degree not be awarded during that term, a new application must be filed every term until the degree is awarded. Graduation fees paid initially remain valid for two (2) years and need not be paid again unless more than two (2) years elapse between payment and award of degree.

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

Commencement Exercises

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

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

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 comprised of performance of academic, clinical, and research activities. Students with unsatisfactory performance in these areas are placed on “academic warning”, “academic probation” or are subject to dismissal. A student does not first have to be placed on academic warning to be placed on academic probation and does not need to be placed on warning or probation before she can be dismissed from the program.

Academic Warning

Academic Warning status is an initial indication of serious academic, interpersonal, or ethical deficiencies. If a student meets any of the requirements below, a faculty committee or the joint program faculty will meet to determine a remediation plan for the student. The student is required to meet with his/her academic advisor prior to the following semester to develop a schedule for the completion of the remediation plan. If, at the end of the subsequent semester, the student has not met the requirements of remediation, he/she will be placed on academic probation.

Academic warning occurs in (but is not limited to) the following circumstances:

- a. When a student receives a semester or cumulative GPA below 3.25, receives one (1) or more grades of F within a semester, receives one (1) F grade within a semester, and/or receives two (2) incomplete I grades within a semester;
- b. Any student who receives a grade of F or below in any course (required or elective) must retake that course.
- c. When a student receives an unsatisfactory evaluation of his/her clinical performance (interviewing, assessment, or treatment) as indicated by a poor practicum/supervisory evaluation (or F or below grade) during the semester;
- d. When a student receives an unsatisfactory evaluation of his/her research performance as indicated by a poor supervisory evaluation (or F or below grade) during a semester;
- e. When a student fails any comprehensive/competency examination. Should they fail the retake examination, they will be dismissed from the program;
- 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;

Academic Probation

For students in a **doctoral program**, “academic probation” is an indication of very serious or persisting academic, behavioral, or professional deficiencies and occurs in the following instances:

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

PLEASE NOTE: All incompletes (**I**) will convert to **F**'s after one (1) semester. It is the student's responsibility to ensure the work is completed in a timely fashion.

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

b. When a student persistently fails to meet academic progress standards as defined by individual program standards. If unsatisfactory progress is made in meeting programmatic deadlines for clinical, research or academic activities and the problem persists, the student will be placed on academic probation;

c. When a student demonstrates serious or persisting deficiencies in clinical performance, which are defined as follows: When a student who received a B- or lower in a clinical practicum course (from any supervisor) or an unsatisfactory evaluation from an externship supervisor AND shows evidence of continued unsatisfactory performance following remediation efforts, or fails or is terminated from a training site, such deficiencies will constitute a basis for probation.

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

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

f. When a student fails to meet the requirements of remediation after being placed on academic warning.

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

semester of coursework. The leave of absence must not exceed a total of 180 days in any 12-month period. The dean will evaluate all requests for leave of absence and give the final approval.

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

Involuntary Leave Policy

Introduction

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

Policy

Yeshiva University reserves the right to place a student on an involuntary leave of absence when the student:

- a. Poses a direct threat to the health and safety of themselves or others. The University should determine whether a student warrants involuntary leave only from a student's observed conduct, actions, and statements, and not from mere knowledge or belief that the student is an individual with a disability, and
- b. Is not able or willing to temporarily withdraw from the University.
- c. The student demonstrates unsatisfactory academic, interpersonal, or ethical performance in the program. If a student meets the requirements for academic warning or academic probation, the program director can determine that the student must take a leave of absence as part of the student's remediation plan.

This policy may not be used in lieu of previously codified student discipline procedures.

The University will maintain the confidentiality of information regarding involuntary leaves in accordance with federal, state, and local law.

Procedures for Removal

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 t

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 for readmission must follow the regular admissions procedures. Their admission will be subject to the usual admissions criteria in effect at the time of application for readmission.

Official Withdrawal

Students who wish to withdraw must submit the Application for Official Withdrawal Form, available in the Office of the Registrar. The form should be signed by both the program director and the dean and returned to the Office of the Registrar. Students who are registered for courses at the time of their withdrawal will be subject to the tuition refund rates in effect on the date of their withdrawal. Students are responsible for contacting the Office of Student Finance regarding deadlines for tuition reimbursement.

Dismissal

Students accepted into Ferkauf Graduate School of Psychology are expected to be able to

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

Ethical Violations

Violations of APA ethical principles, legal statutes, or University or Ferkauf Graduate School codes and policies regarding strict standards of conduct may take many forms including, but not limited to, the following:

- Plagiarism;
- Cheating;
- Legal infractions including, but not limited to, theft and possession of illegal drugs or weapons;
- Deliberate actions causing harm to others, including but not limited to unlawful harassment, failure to respect others' rights and dignity, and failure to fulfill professional responsibilities;
- Misuse of University property;
- False representation, including false or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information;
- Utilization of work submitted to fulfill one's course requirements in a second course, unless expressly permitted by the second course's instructor;
- Coercion, any form of abuse of others, misuse of influence, or engagement in exploitative relationships;
- Other proscribed professional activities, including but not limited to: practicing outside the boundaries of one's competence; offering of any psychological services by an individual not licensed as a psychologist unless these services are delivered in the context of a supervised clinical training setting; engaging in sexual intimacies with current or former clients or their significant others, engaging in dual role relationships, etc.

Procedure for Ethical Violations

If a student is involved in behaviors that are thought to be unethical, the following procedure is to be followed:

- a. Once a complaint has been presented in writing or otherwise, the director of the program meets with the complainant and the student to discuss the issues.
- 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.

https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Offices_and_Services/Information_Technology/Home/Yeshiva%20University%20Student%20Technology%20Resources%20Use%20Handbook.pdf

<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

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

Step 2: Meet with Program Director

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

Areas of school disciplinary jurisdiction include, but are not limited to: 1. Ethical violations or violations of academic integrity, e.g. cheating, plagiarism, and forgery of academic documents; 2. Disruption of the academic process and/or academic facilities, including interference with access to facilities and disruption of the classroom; 3. Library violations, including failure to return books or destru

- PSC 6463 Concepts in Couples and Family Therapy I
- PSC 6448 Assessment & Treatment of Older Adults
- PSC 6485 Evidence Based Treatment for Children and Adolescents
- PSS 6610 Introduction to Child Therapy

Once students have completed their intervention course requirements, students are required to enroll in two (2) years (4 semesters) of in-house individual psychotherapy practicum in either Psychodynamic or Cognitive Behavior Therapy, with at least one (1) year in the same theoretical orientation. Through this practicum, students treat three to four (3-4) patients a year in the in-house training clinic, receive one (1) hour of weekly supervision, and two (2) hours of weekly group supervision. Additionally, all third- and fourth-year students attend a weekly individual psychotherapy lab consisting of two (2) to six (6) students in which they present their cases to a licensed clinical psychologist. Altogether, students enroll in four (4) practicums (“labs”) with each lab worth 1.5 credits.

- PSC 6492A Psychodynamic Individual Psychotherapy Practicum I
- PSC 6493A Psychodynamic Individual Psychotherapy Practicum II
- PSC 6494A Advanced Psychodynamic Individual Psychotherapy Practicum I
- PSC 6495A Advanced Psychodynamic Individual Psychotherapy Practicum II

- PSC 6502A CBT Individual Psychotherapy Practicum I
- PSC 6503A CBT Individual Psychotherapy Practicum II
- PSC 6504A Advanced CBT Individual Psychotherapy Practicum I
- PSC 6505A Advanced CBT Individual Psychotherapy Practicum II

PSC 6551A Proseminar I
PSC

- 1) Evidence Based Psychodynamic Therapies (PSC 6486)
- 2) Interpersonal Psychotherapy (PSC 6498)
- 3) Object Relations Theory (PSC 6175)
- 4) Concepts in Couples and Family Therapy I (PSC 6463)
- 5) Psychodynamic Individual Psychotherapy Practicum I & II (PSC 6492A/PSC 6493A)
- 6) Advanced Psychodynamic Individual Psychotherapy Pract. I & II (PSC 6494A/PSC 6495A)
- 7) Research in psychodynamic principles or strategies
- 8) Externships in Psychodynamic Therapy

Clinical Gero-Psychology Concentration:

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

Required Coursework (15 credits):

- 1) Assessment & Treatment w/ Older Adults (PSC 6448)
- 2) Depression and Personality Disorders in Older Adults I & II (PSC 6529/PSC 6530)
- 3) Gero Psychology Practicum I & II (PSC 6449/PSC 6450)
- 4) Science of Cognition and Affective Function (PSH 6014)
- 5) Geriatric Neuropsychology Practicum I & II (PSC 6449L/PSC 6450L) *
- 6) Introduction to Clinical Neuropsychology I & II (PSH 6011/PSH 6012) **

*Please note that 5 is open to participants in the FOAP gero-psychology externship ONLY

**Please note that 6 is only open to students pursuing the [Neuropsychology](#) minor

Family Therapy Concentration:

- 1) Concepts in Couples and Family Therapy I (PSC 6463)

Research Seminar

In addition to the research methodology courses, each student is required to register for two (2) semesters (6 credits) of faculty research seminars beginning during their second year of study. These seminars are taught by core faculty and will directly facilitate the development of the student's doctoral research projects. The faculty members will serve as research advisors for students who participate in their seminar. By participating in a faculty's research seminar, students are choosing which faculty member and, therefore, which research area they wish to use as a basis for their research.

Research seminars offered include:

Psychodynamic Process Research I & II (PSC 6574/)

Students are required to complete a minimum of two (2) year-long externships (at two (2) different sites) and have an option of completing a third year of training. Students begin their first externship during the Fall of their second year. Students typically work two (2) days a week for a minimum of 16-20 hours per week. While students are on externship, they should register for the appropriate externship course each semester. At the end of each externship, students will be required to submit attestation forms signed by their externship supervisors.

Pre-Doctoral Internship

Students are required to complete a pre-doctoral internship, typically during their fifth year. Usually, the internship will consist of a twelve (12) month, full-time experience. Students should obtain an internship at an APA accredited training facility if possible. While students are on internship, they should be registered for Doctoral Internship for each semester. Students are eligible to apply for internship upon completion of the curricular requirements of the Psy.D program, successful completion of the Comprehensive Examination, acceptance of Research Project I, and submission of a proposal for Research Project II. At the end of the int

the Registrar by the deadline (see “**Graduation Eligibility**” section for dates) to be considered for the MA en route degree.

Clinical Program (PsyD) Procedures for Graduation

In order to receive the Clinical Psychology PsyD degree, students must meet 85r 9 66q0.00000912 0 619fDiETC

This program is accredited by the American Psychological Association as a Combined Clinical-School Psychology Program. It was accredited in 2017 for a maximum ten-year period and will be site visited in 2027. 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 coursework, practica and field, culminating in full-time internship in the fifth year.

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

Required Courses (102 credits):

- PSS 6131 Cognitive Assessment I
- PSS 6131L Cognitive Assessment I Lab
- PSS 6132 Psychoeducational Assessment
- PSS 6132L Psychoeducational Assessment Lab
- PSS 6199 Integrating Race and Gender in Multiculturalism
- PSS 6801 Professional and Ethical Issues in School-

- PSS 6192 Child Assessment w/ Practicum II
- PSS 6192L Child Assessment II Lab
- PSS 6221 Consultation and Supervision
- PSS 6222 Consultation-Based Interventions

PSS 8945A School-Clinical Externship III

PSS 8946A School-Clinical Externship IV

PSS 8947A School-Clinical Externship V

PSS 8948A School-Clinical Externship VI

PSS 8941A School-Clinical Internship

PSS 8942A School-Clinical Internship

Elective Courses (15 credits):

Students work with their academic advisor and program director to choose electives. Students who wish to pursue a concentration may use elective courses to follow a specific track (see below).

(twelve (12) credits) are:

and

This year long sequence is conducted through the Parnes Clinic and provides both group and individual supervision. The latter is provided by independent

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 alternatives mentioned above. At the end of the fourth year, the student will have acquired the equivalent of one (1) full year of experience – 1800 hours.

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

Pre-Doctoral Internship

Assuming all other program requirements have been successfully completed, the full-time

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

and practice of clinical psychology with an additional emphasis on the interaction of physical and mental health. The program espouses the scientist/practitioner model, which places equal emphasis on clinical and research training. Furthermore, in our view, research and clinical practice are highly integrated and mutually informative.

PSH 6432L Personality 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 Science of Cognitive & Affective Function
PSH 6500 Cognitive Behavior Therapy
PSA 6405 Social Psychology
PSH 6935 Social & Behavioral Dimensions of Public Health I
PSA 6515 Lifespan Development
PSA 6181

Elective Courses:

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

Research Labs

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

Students are required to register each semester for a faculty member's research lab. Options include: Psychology of Asthma, Psychology of Diabetes, Psychology of Multiple Sclerosis, Psychology of Obesity, Systems Neuroscience, Headache and Adherence, Smoking Dependence Research, and Neuropsychology & Cognition Research.

Comprehensive Examination

All students are required to pass the comprehensive examination in order to progress through the program. The exam takes place between the second and third year of graduate training. The exam covers the research and clinical knowledge base that was covered during the first two years of training in the program.

Master's Thesis

Work on the master's thesis begins during the first year of graduate studies. It is expected that students will complete their thesis during the second or third year in the program and submit the final document no later than December 15th of their third year. The master's project must be developed in collaboration with and under the close supervision of the student's research mentor. The master's project should be an empirical study with clearly stated rationale, aims and hypotheses. The methods and statistical analyses should be clearly articulated and specifically designed to test the study hypotheses. The format of the research document should be consistent

advisor, the student should submit a Master's Thesis Approval Form to the Office of the Registrar.

Doctoral Dissertation & the Oral Defense Examination

The dissertation must be developed in collaboration with and under the close supervision of the student's research mentor. The dissertation project should be an empirical study with clearly stated rationale, aims and hypotheses. The methods and statistical analyses should be clearly articulated and specifically designed to test the study hypotheses. A committee that consists of three faculty members must approve the dissertation project during a formal proposal meeting. It is noted that revisions to the proposal may be required prior to approval. Students who are ready to begin working on their dissertation should meet with their research advisor to discuss the procedures for establishing the committee, creating the proposal, and writing the document. Once approved, the student can proceed and conduct the dissertation study.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on their dissertation research. Once they begin work on the project, they must register for Dissertation Planning each semester until they successfully 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 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

of the curricular requirements of the Ph.D program, successful completion of the Comprehensive Examination, and approval of the dissertation proposal. In addition, students are required to meet with the Director of Clinical Training to determine readiness and plan and prepare their application materials.

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

Master of Arts en Route to Doctoral Degree

Students are required to complete requirements for and obtain the Master of Arts degree en route to the doctorate degree. Students who do not apply for and obtain the MA en route are not eligible to continue in the program. In order to receive a Master of Arts en route to the doctorate degree, students must complete the first two years of required coursework, pass their 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 ser

- PSM 6815 Psychopathology: Child, Adolescent, & Adult
- PSM 6461 Principles in Group Therapy
- PSM 6503 Lifestyle and Career Development
- PSM 6225 Assessment and Appraisal of Individuals, Families, Couples, and Groups

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.

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

Didactic Training Requirement: Students who seek a minor in Clinical Geropsychology must complete 6 credits (see below) to meet the didactic coursework requirement; one of these must include PSC6448 Assessment and Treatment of Older Adults, an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults.

Required Coursework:

1. PSC 6448 Assessment and Treatment of Older Adults

2. One of the following courses:

PSH 6014 Science of Cognitive and Affective Function

PSC 6449, 6450 Gero-psychology Lab I&II

PSC 6529 Research in Depression & Personality Disorders in Older Adults I

PSC 6530 Research in Depression & Personality Disorders in Older Adults II

PSH 6011, 6012 Clinical Neuropsychology I & II**

PSC 6449L/6450L Geriatric Neuropsychology Practicum I & II*

*Please note that PSC6449L/6450L is open to participants in the FOAP gero-psychology externship ONLY

**Please note that PSH 6011/6012 are only open to students pursuing the Neuropsychology concentration

Advanced Clinical Training Requirement: Students who seek a minor in Clinical Geropsychology must complete 6 credits (see below) to meet the didactic coursework requirement; one of these must include PSC6448 Assessment and Treatment of Older Adults, an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults.

STUDENT LIFE

Campus and Associated Services

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D. Samuel Gottesman Library

The D. Samuel Gottesman Library, located on the first floor of the Forchheimer Building, houses state-of-the-art resources to serve the information needs of faculty, students, and staff on the Jack and Pearl Resnick Campus. The Library's web site <http://www.library.einstein.yu.edu> is the gateway to our print and electronic collections. All Ferkauf students are assigned a User ID and Password at orientation. (The User ID is the ten-digit number located on the bottom of your student identification card).

Current holdings include access to 1,800+ electronic full-text journals, 2,100 print journals, and over 100,000 volumes. All Ferkauf dissertations are housed in the library. Ferkauf users can search PsycINFO, PsycArticles, HaPI, and ERIC in addition to MEDLINE and other biomedical databases. Access is available both on and off campus. Remote access requires only an Internet connection and browser from wherever you may be. To begin, simply log in to the Library's web site.

The Reference staff provides individual and group instruction on the use of print and electronic resources, database searching, and consultation

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

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to the Dean of the Graduate School who makes appointments. Several 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 at, Furst Hall, 500 West 185th Street Room 121, New York, NY 10033. The hours of operation are Monday – Thursday 9:00am – 5:30pm and Friday 9:00am – 2:30pm. The financial Aid Office number is (212)960-5399 and Student Accounts (212)960-5269.

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.

Domestic studentsi

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. Current or former students who want official transcripts can order them online by following the instructions listed at www.yu.edu/transcript.

Order

Assistant Professor

Catherine Eubanks, Ph.D.
Clinical Psychology
Associate Professor

Frederick Foley, Ph.D.
Clinical Health Psychology
Professor

Associate Professor

Jonathan Feldman, Ph.D.
Clinical Health Psychology
Professor

Abraham Givner, Ph.D.
School-

Kate Termini, Psy.D.
Clinical Psychology

Danielle Weisfeld, Psy.D.
Clinical Psychology

Leslie Warfield, Psy.D.
Clinical Psychology

Erica Weiss, Ph.D.
Clinical nmw reW* nBT/F3 o6n1.4 3

This course explores the theories, findings, and methods of social psychology. The central question in social psychology is how people's thoughts, feelings, and behaviors are influenced by the real, implied, or imagined presence of others. You will gain understanding of classical and modern research in the field of social psychology and the broader implications of the field's findings for understanding social behaviors and how they are shaped by social situations.

PSA 6472 Cognitive & Affective Bases of Behavior (3 credits)

This class provides an overview of the major cognitive and affective influences on human behavior, with specific attention to some of the ways in which cognition and affect interact. Malcolm Gladwell's book *Thinking, Fast and Slow* must be read prior to the first class, and the first two classes address *Thinking, Fast and Slow* 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.

PSA 6501, 6502 Eating Disorders I & II (3 credits each)

This introductory course is designed to provide students with a broad overview of the field of eating disorders (ED) its prevention and treatment. Topics include historical, clinical, epidemiological, etiological and treatment perspectives of anorexia nervosa, bulimia nervosa, binge eating disorders, night eating syndrome and Eating Disorders-Not Otherwise Specified. This course is highly interactive in nature, and students will be expected to share their views on the readings and discussion topics at each class meeting. This course includes readings, student's presentations, movies and lectures.

PSA 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

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

PSA 6939 Neuropsychology (3 credits)

This course will cover the history of mind that led up to the science of brain-behavior relationships. The foundations of neuropsychology will include research methods and applications, theoretical foundations, and an overview of functional neuroanatomy. The body of the course will focus

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 (3 credits)

In this course we address the theory of technique in several approaches to psychotherapy, especially as it applies to the question "what is mutative in psychotherapy?" We first examine the students' implicit theories of what is mutative so that students: 1- know they hold such theories, 2 – make those theories explicit, and 3 – can clarify what they believe along such dimensions as fantasy and reality, rationality and irrationality, temporality (past and present), reenactments and enactments, and also categories such as education, insight, and experience. We move on to learning the theory of techniques related to important, selected concepts in several major orientations and modalities. We note issues of class, sex, and race throughout our inquiries.

PSC 6287 Research Methods and Design (3 credits)

This course will review basic elements and concepts that underlie the utilization and design of scientific research in the field of psychology. The most common study design paradigms will be reviewed with respect to their applicability to research questions and implications for causal inference. Throughout the course, particular attention is paid to issues of clinical application. Students generate a topic of clinical interest at the beginning of the course that represents the focus of structured homework assignments in which concepts discussed in class are applied.

PSC 6288 Integrating Clinical Practice and Research (3 credits)

This course will build on the knowledge gained in Research Methods I & II; students will learn to apply empirical evidence to their clinical practice by articulating answerable questions, reviewing and evaluating the research, and determining appropriate action. Lessons will focus on developing effective ways to draw information from available resources, evaluating the evidence, and applying evidence to practice through assessment, treatment and outcome measurement. Students will be evaluated on their ability to integrate evidence-based practice into their clinical work; course work will require students to create a portfolio of best practices for a specific disorder and to present a case including information on assessment, treatment, and expected outcomes.

PSC 6289 Dreams in Psychotherapy

The Dreams in Psychotherapy course will familiarize students with the major theories that developed to understand and work with dreams in psychotherapy. These theories contribute to the clinical practice of clinicians from diverse theoretical perspectives. The course will discuss the early contributions to understanding how to work with dreams, including Sigmund Freud, Fritz Perls, and Aaron Beck. We will discuss specific types of dreams that clinicians encounter, including dreams about therapists, nightmares, and recurring dreams. Each class will intergrade clinical material that will be discussed in the context of the day's reading material. We will continuously make an effort to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.

PSC 6435 Clinical Interviewing w/ Practicum (3 credits)

This course is designed to teach first year doctoral students' basic skills in clinical interviewing. It is expected that by the end of the semester the students will have begun to develop skills in the following areas: development of a psychotherapeutic stance, interviewing and diagnostic skills, mental status evaluation, SCID administration, case disposition, as well as case presentation, conceptualization and report writing. Material in the course will be presented without emphasis on any one particular theory or orientation. However, case formulation and treatment planning skills are essential and will be understood from various perspectives.

PSC 6436L Basic Individual Psychotherapy Practicum (0 credits)

This course is a lab which will be taken each semester in conjunction with PSC 6435 (Clinical Interviewing). The course is designed to provide first year clinical psychology (Psy. D.) graduate students with an introduction to the practice of psychotherapy. The "basic skills" that they are exposed to and begin to work with include, but are not limited to listening, reflecting, interpreting, empathy, and cross-cultural competence. This is an experiential lab in which students practice these skills by participating in role plays with each other and the instructor as well as other exercises.

PSC 6441 Cognitive Asses

present a complete evaluation of the individual in a comprehensive and cohesive assessment report. Students will also be introduced to other areas of cognitive assessment such as executive skills, memory, and learning.

PSC 6442 Personality Assessment w/ Practicum (3 credits)

This course provides an overview of personality assessment using projective measures with adults. This course will focus primarily on basic administration, scoring, and interpretation of the Rorschach, as well as other personality assessment tools such as the TAT and the House-Tree-Person (HTP) tests. In addition, the course will review the criteria for referral for testing, test selection, and initial integration of cognitive performance, as measured by the WAIS-IV in a psychological report.

PSC 6446, PSC 6447 Clinical Assessment I & II w/ Practicum (3 credits each)

This year

PSC 6478 Behavior Therapy (3 credits)

This course will systematically review the principles of classical and operant conditioning and

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 offsite 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*.

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

PSC 6504A, PSC 6505A Advanced CBT Psychotherapy Individual Practicum I & II (1.5 credits each)

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

PSC 6511 Positive Psychology (3 credits)

In this seminar we will take an in-depth look at current theory, research, and practice in the field of positive psychology; the study of emotions, traits, and institutions that promote adaptive and 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 therapist

Building upon material covered in the first semester course Effective Psychotherapis

PSC 6542 Psychopathology & Socio-Economic Contexts I (Research Seminar) (3 credits)

The first half of this year-long seminar explores modern theoretical approaches to how socio-economic contexts affect the nature of individuals' emotions and risk for psychopathology, and/or more adaptive psychological outcomes. Initial readings address whether income inequality, per se, has consequences for children's and adults' well-being and the possible mechanisms for those influences. Subsequent readings explore a range of related topics including how socio-economic conditions and connections; and the role of subjective well-being in these literatures. The focus throughout is on how clinical science interacts with socio-economic conditions and how subjective well-being underlies these connections.

PSC 6543 Psychopathology & Socio-Economic Contexts II (Research Seminar) (3 credits)

This second half of this year-long research seminar continues the exploration of 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 student's Research Project I requirement.

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

Millions of people throughout the world are forced to

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 6574 Psychodynamic Process Research I (Research Seminar) (3 credits)

In depth examination of the change processes in psychodynamic psychotherapies, based on theoretical, clinical and empirical evidence.

PSC 6575 Psychodynamic Process Research II (Research Seminar) (3 credits)

Practice course in Psychodynamic Process. Evaluating/experimenting with different ways to operationalize and measure change processes within psychodynamic psychotherapy.

PSC 6576 Psychodynamic Process and Trauma Narrative I (Research Seminar) (3 credits)

Reviews theoretical models and empirical research on the processes underlying the development of PTSD, as well as defensive processes during and after trauma through the examination of trauma narratives, with a special focus on Holocaust trauma.

PSC 6577 Psychodynamic Process and Trauma Narrative II (Research Seminar) (3 credits)

Based on the theoretical models and empirical research the research seminar focused during the previous semester, we are going to focus on learning to use some of the rating systems we have learnt about and applying them to trauma narratives.

PSC 6578 Moral Foundations of Self-Change I (Research Seminar) (3 credits)

This course provides an introductory overview of literature pertaining to the broad question of whether, when, and how human beings are capable of changing themselves for the better. For instance, what allows some people to overcome their drug or alcohol addictions; pursue a meaningful new career after decades of stagnating under the weight of severe depression; or go out and make new friends after a lifetime of crippling social anxiety? And how do we help the many others who struggle to make these changes? In starting to grapple with these questions, students will become acquainted with a range of theories and evidence from the psychotherapy process and outcome literature, as well as the broader philosophical and psychological literature on moral and epistemic responsibility, self-regulation, identity, and personality change.

PSC 6579 Moral Foundations of Self-Change II (Research Seminar) (3 credits)

This course builds on the theoretical foundation provided in Moral Foundations of Self-Change I, affording students the opportunity to specialize in advanced topics pertaining to the overall question of what enables adaptive self-change. Students will review and present on topics selected in consultation with the instructor, which may include (but are not limited to) mechanisms of change in psychotherapy for a particular clinical population or disorder, varying psychological perspectives on the nature and limits of human agency, topics at the intersection of clinical psychology and philosophy, or themes related to current ongoing empirical projects within the laboratory.

PSC 6580 Cognitive Processes in Depression and Anxiety I (Research Seminar) (3 credits)

This course will provide an overview of the cognitive processes (e.g., executive functioning, attention, memory) that are theoretically and empirically implicated in depression and anxiety. Students will learn about theoretical models of and research in cognitive biases in depression, anxiety disorders, and obsessive-compulsive and related disorders.

PSC 6581 Cognitive Processes in Depression and Anxiety II (Research Seminar) (3 credits)

Building on knowledge learned in Cognitive Processes in Depression and Anxiety I, this course will focus on advanced topics in research on cognitive processes in depression and anxiety. Students will acquire applied knowledge of experimental psychopathology research through participation in ongoing research projects related to cognitive mechanisms of depression vulnerability. Students will also select a specialized topic within the area of cognitive processes in depression and anxiety to develop their own research projects.

PSC 6813, 6814 Lifespan Psychopathology I & II (3 credits each)

This course focuses on the etiology, epidemiology, phenomenology, and course of psychopathology across the lifespan. Specific emphasis will be placed on the empirical evidence 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

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, 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

student research comprises the bulk of the class after we have learned enough of the assessment, treatment, and etiology to work with patients.

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 related to prevention and control of diabetes, with a particular focus on treatment adherence and self-management among adults living with diabetes. Seminars will also cover mental health and quality of life in diabetes. Readings will range from psychological theory, clinical trials of diabetes treatments and prevention interventions, and clinical and re

Course Objectives:

- To understand the scientific

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 Psychology, including research methods, basic theories, and clinical applications. It is taught through current journal articles and a text. Students will develop critical reading and writing skills, to more effectively evaluate research and become able to write critical reviews. The final project is a review paper in a content area chosen by the student.

PSH 6420 Clinical and Experimental Hypnosis (3 credits)

This introductory course on hypnosis examines clinical and experimental applications. The educational objectives are that the student be able to describe: the domain of hypnosis; dissociation, cognitive, social-cognitive, neurobiological and psychoanalytic theories of hypnosis; research on individual differences, hypnotizability scales, suggestibility, brain participation, and mind-body 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 (3 credits)

This course is designed to introduce the basics of intellectual assessment and give you a theoretical and practical foundation in the most commonly used intellectual assessment measures.

Course Objectives:

- To understand how tests are constructed and interpreted
- To understand basic psychometric theory
- To gain a basic understanding of the constructs encompassed by the term “intelligence” and how these constructs are commonly measured
- To gain the basic skills of administering, scoring, and interpreting a WAIS, RBANS, and Trail-Making Test, and to be able to generalize these skills to the administration, scoring and interpretation of other measures of cognitive abilities encountered in future settings
- To have a passing knowledge of other commonly used measures of cognitive abilities

PSH 6432 Personality Theory and Assessment w/ Practicum (3 credits)

This course is the second in the two-course assessment sequence. The course is designed to provide foundational knowledge in major theories of personality and provide a theoretical and practical introduction to the most commonly used personality assessment measures (Minnesota Multiphasic Personality Inventory – 2 – RF, Rorschach Inkblot Method, Personality Assessment Inventory). Building upon the first assessment course, students will practice wri

PSH 6500 Cognitive Behavior Therapy (3 credits)

This course combines didactic coursework and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders, with a focus on individual outpatient treatment approaches for adults.

Course Objectives:

Learn cognitive and behavioral theory underpinning CBT treatment approaches
Learn how to comprehensively assess anxiety and depressive disorders
Learn to implement and conduct cognitive behavior strategies for anxiety and depressive disorders using simulated exercises, role-plays, illustrative case examples and videotapes; cognitive behavior strategies include cognitive restructuring, breathing retraining, deep muscle relaxation, exposure, activity scheduling, problem solving, contingency procedures, and skills training. Adapting CBT for delivery in various health-care settings and to tailored work with adults living with chronic illness will be emphasized.
Learn to critically evaluate the evidence base for CBT and other empirically supported approaches to psychotherapy.

PSH 6543, 6544 Behavioral Medicine Practicum I and II (3 credits each)

This seminar introduces the practical experience of behavioral medicine. All students are assigned ind 612 7912 7912 7912 791242BT/F3 12 Tf1 uI612 792 reW* nBT/F3 12 Tf1 0 0 1 249.29 387.65 Tn

PSH 6935 S

PSH 8941, 8942 Do

This survey course introduces the student to the practice of psychology with infants, young

objective measures of personality assessment [e.g., Millon Adolescent Clinical Inventory (MACI) and Minnesota Multi-Phasic Personality Inventory – A (MMPI-A)] will be provided. This is a skills-based course, in which you will be required to develop facility with administration, coding, and scoring of the Rorschach, along with the ability to effectively write about your findings and integrate them into a psychological evaluation report. There will be many opportunities to practice these skills in class and during lab, and all students will be required to administer the RIM to individuals outside of class.

PSS 6198 Contemporary Issues in School Psychology (3 credits)

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

PSS 6199 Integrating Race and Gender in Multiculturalism (3 credits)

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

PSS 6200 Seminar in Projectives (3 credits)

This is an upper level course for students who have already completed a course in Rorschach administration and scoring and a yearlong practicum in assessment of children. This course focuses on deepening an understanding of the theoretical foundations, interpretations and clinical applications of projective assessment from a developmental and psychodynamic point of view. Particular emphasis is on object relational theory. The applicability of projective assessment for school practice and for children with different disorders will be discussed. Specific scales for assessing object relations on the TAT and Rorschach are introduced. Students will work with data from projective assessments they have conducted.

PSS 6204 Advanced Issues in Clinical Child Psychology (3 credits)

For fourth year students with prior clinical experience in child therapy. Advanced seminar examining treatment with children, adolescents, adults and families through the lenses of psychodynamic psychotherapy, CBT and systems theory. The emphasis is on the functional integration of psychotherapies. Class serves as a theoretical discussion group, with focus on student-presented material.

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

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-

understand their potential utility in the assessment process and learn to interpret the significance of test data. Additionally, students will receive supervision and guidance in test administration, interpretation and report writing. Lectures, in-class demonstrations and case presentations will be used to assist the student in developing his or her skills in neuropsychological assessment.

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. Attention will also be given to research that examines the current conditions of youth mental health services in the United States, both in terms of its effectiveness and descri

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 introduced to key concepts and methodology in designing community-based research in early childhood. Students will assist in research tasks for ongoing lab projects including literature reviews, IRB applications, data collection, data analysis and interpretation. The major goal of this course is for the students to collaboratively design research projects that address a topic in early childhood research related to the instructor's area of expertise

PSS 6503 Research of Study/Support Youth at Risk (0 credit)

In cooperation with advanced students and/or faculty, students engage in activities to develop foundational research skills, actively participate in conducting research, and contribute to scholarly products. The mission of the lab is to advance knowledge and understanding of systemic issues that contribute towards social inequity, with the intention of collaborating with individuals and community partners to challenge stereotypes, inform policy, and empower action towards community and social change. Projects emphasize applied research and qualitative methods

PSS 6504 Graduate Training and School Research Lab (0 credit)

Course focuses on research methods. Specific topics include graduate training issues, externship and internship evaluation, student characteristics. Issues related to stigma in the Jewish community. And the Conscience Clause.

PSS 6507- Community Partnered Research to Improve Services and Practices (0 credit)

This course is designed to cover advanced topics in the implementation of evidence-based interventions in schools and community settings, issues related to disparities in service use and outcome, and issues related to trauma interventions and supports in schools. This will be accomplished by way of reviewing

aged children, adolescents and their parents. This will be accomplished through students' presentations of their work with their patients. During the first semester, the focus is on the beginning phase of therapy. This will include Clinic intake procedures, clinical assessment of the child and family—the family's cultural heritage and its effects on the child in school and therapy, neuropsychological or learning issues the child may have, and social/emotional functioning of the child and family. Other common topics that emerge are anxiety in the early work and engaging parents in the treatment. During the second semester, issues in ongoing therapy will be discussed, including using play for increasing symbolization, transference and countertransference, and intersubjectivity. Termination of the therapy will also be discussed, with a focus on transfer of children to other therapists as appropriate.

Collateral work with the school is integrated throughout as appropriate for the particular case.

Each student is assigned a therapy supervisor for weekly supervision meetings.

PSS 6617 Clinical Work with Children, Parents and Families

Nearly all theoretical orientations consider the family environment central to the development of the individual, although the extent to which and how these are addressed in treatment may vary. Working with children and adolescents necessarily involves working with their parents, and very often the family (in which the child is the identified patient) is in need of help. Furthermore, the therapeutic alliance with parents has been shown to be predictive of child outcomes. Yet individual psychotherapy and family psychotherapy are often considered distinct approaches with separate training paths. To bridge this gap, this course will provide an overview of theories and research related to treating children and their families, including attachment-based, psychodynamic, cognitive behavioral, and family systems approaches. We will discuss key issues around assessment of family history and dynamics, when and how to include parents and siblings in treatment, working with transference and countertransference, techniques and tasks for intervening, and psychoeducational and behavioral strategies for parents. Finally, we will explore specific issues that may be addressed in treatment, including mourning and loss, child abuse and neglect, foster care and adoption, high expressed emotion, disordered eating, and marital conflicts.

PSS 6621 Principles and Techniques of Group Therapy with Children and Adolescents (3 credits)

This course examines theoretical and practical issues in running therapy groups for children and adolescents. Multiple therapeutic orientations will be discussed along with ways of integrating different perspectives. The nuts and bolts of maintaining groups will also be address. Although primarily a didactic course, it includes experiential and role-play exercises. The course will address issues such as group formation, group cohesion, group norms, group roles, group processes, group dynamics, group development, group termination, and group evaluation. The course will also address issues such as group therapy with children and adolescents, group therapy with adolescents, group therapy with parents, and group therapy with families.

PSS 6622 Trauma in Children and Adolescents (3 credits)

In this course we will explore theory and clinical interventions around trauma in infants, children and adolescents. Topics will include effects of trauma on self and relationships with others, dissociation, intergenerational transmission of trauma, and traumatic dreams. We will study examples of both relational trauma (i.e. sexual or physical abuse, traumatic bereavement) and event trauma (i.e. natural or man-made disasters). Clinical interventions will include workin

examination – have been completed. (No research project can begin until the AECOM IRB has approved the proposal.)

Research Project II provides independent mentoring with a faculty advisor and culminates in a document that may take the form of any one of a wide spectrum of possibilities including the following: an original quantitative or qualitative

professional. The student is required to complete a minimum of 600 hours during the year. Students meet in group supervision at Fekauf.

The fourth-year externship (PSS 8947A-48A) takes place in a clinical setting or a school setting and is supervised by an appropriately credentialed professional. The student is required to complete a minimum of 600 hours during the year. Students meet in group supervision at Fekauf.

PSS 8949, 8950 Bilingual School-Clinical Child Psychology Externship I and II (3 credits each)

Students who are qualifying for the Bilingual extension to the School Psychology Certificate must complete at least one semester of this course. The experience must be supervised by an appropriately credentialed professional who is bilingual.

Mental Health Counseling Courses

PSM 6100 Neuropsychology Basic Principles (3 credits)

This course is designed to provide an overview of neuropsychological principles. Basic structures and functions of the central nervous system are covered. Classic and current interdisciplinary literature examines constructs such as attention, memory, language, and executive control as well as their neuroanatomical substrates. This course is intended to:

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

substance abuse, bullying and gay bashing.

PSM 6181 Multicultural and Diversity Issues (3 credits)

This course will address issues related to developing culturally competent counseling practices when dealing with multi-cultural and diverse client groups. Discussions will include investigations into race, class, ethnicity, age, disability, LGBTQ, military, women, etc. and the counseling process.

PSM 6182 Attachment across the Lifespan (3 credits)

To familiarize students with the historical roots and contemporary models for attachment theories. The course will be presented in two modules by Professor Resko and Professor Javors. The first meeting, both instructors will be present to discuss the overall course outline and requirements. Subsequently, the course will be taught in 7-week modules with Professor Resko teaching sessions 1 through 7 and Prof. Javors teaching sessions 8 through 15. The two modules include 1) attachment theories and 2) application of theory to clinical practice.

1. Students will learn the relationship between developmental theories and attachment theories.
2. Students will become familiarized with the major theorists of attachment theory including Bowlby, Ainsworth, Fonagy, etc.
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

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
- 5) students will learn the skills necessary to develop a self-care action plan

PSM 6

- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i. ethical and legal considerations.
- j. presenting testing results both verbally and in written form in relationship to treatment goals.
- k. reading, evaluating, and understanding test manuals to be able to assess the appropriateness of an assessment tool for a particular population.

PSM 6225L MHC Labs (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 includes training on the New York State required Syllabus on Identification and Reporting of Child Abuse and Maltreatment.

PSM 6405, Social and Cultural Foundations of Counseling (3 credits)

This course explores the theories, findings, and methods of social psychology. The central question in social psychology is how people's thoughts, feelings, and behaviors are influenced by the real, implied, or imagined presence of others. You will gain understanding of research in the field of social psychology and the broader implications of the field's findings for understanding social behaviors and how they are shaped by the social situations.

PSM 6430 Stats, Research, and Program Evaluation (3 credits)

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

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

PSM 6440 Couples and Family Counseling (3 credits)

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

PSM 6451 Counseling Older Adults (3 credits)

In addition to highlighting the practices in counseling older adults in the traditional areas, this course provides insight into new and emerging areas of geropsychology. The field of counseling psychology is characterized by long roots in prevention, primary interventions, advocacy, and an emphasis on a growing aging population. The field's fundamental philosophical approach has historically emphasized human strengths, well-being, and prevention. Over the years, this approach has led to emerging emphases on cultural context, dimensions of diversity, the role of work in people's lives, and expanded roles for counseling psychologists in new settings,

contexts, and with new populations. This course will further examine all of these concepts as they apply to older adults.

PSM 6461 Principles in Group Therapy (3 credits)

This course will expose you to the basic theory and practice of group psychotherapy. The course work will illustrate differences between group and individual therapy, highlight the value of group therapy as an effective intervention, and provide students with the necessary tools for forming and conducting groups.

1. Academic Learning: Through textbooks, journals articles, lectures and discussion.
2. Experiential Learning: Through participation in this class students will have to opportunity to examine their role in a group context. This will be part of class discussions. Experiential learning can also come from your own therapy. Whether you decide to choose group,

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

6. Students will become familiar with the concepts: complicated grief and mourning as well as

counseling and career assessment. Using hands-on methods, we will put into practice career theories, assessments, techniques, and the career counseling process that we learn about in class (CACREP II.K.4.h, CACREP II.4.f, CACREP II.K.4.a.). We will develop an understanding of multicultural considerations and issues in career counseling (CACREP II.K.4.d, h). Utilizing career development models and theories we will learn to identify internal (e.g., self-esteem) and external (e.g., various life roles, work environment) forces that impact career choice and work adjustment (CACREP II.K.4.d). Additionally, we will develop familiarity with computer assisted career guidance systems and online assessments (CACREP II.4

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

1. Demonstrate an understanding of the concept of psychopathology and apply critical thinking to questions of diagnosis in mental health counseling.
2. Demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders.
3. Demonstrate knowledge of multiaxial assessment and differential diagnosis.
4. Demonstrate an understanding of eti

hours). This course includes the group supervision requirement which includes discussion of pertinent aspects of your field placement. This process includes intense supervision and critiques from your peers.

The readings will include topics such as: clinical supervision models and techniques, establishing the therapeutic relationship with the client, identifying one's own orientation and therapeutic style, working within different mental health settings, when to make referrals, ethics, the process of terminating clients, multicultural and diversity issues, and numerous other clinical issues that arise. An emphasis will also be placed on the importance of a professional orientation and identity as a Mental Health Counselor including the steps required for licensure. We emphasize a focus on the ethical standards of the American Counseling Association (ACA) as they relate to your experiences in the field and your growth as counselors-in-training.

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 stud

