



# **FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY**

## **ACADEMIC CATALOG**

**2023 2024**



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**Ferkauf Graduate School of Psychology doctoral programs are accredited by the American Psychological Association (Office of Program Consultation and Accreditation American Psychological Association, 750 First Street NE, Washington DC 20002-4242 - Tel # (202) 336 5879 - <http://www.apa.org/ed/accreditation>).**

## **FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY**

**Ferkauf Graduate School of Psychology, located on Yeshiva University's Jack and Pearl Resnick Campus, developed from the University's School of Education and Community Administration**





**Applications, including all related documents, must be received by the following dates**

- **Clinical Psychology Program (PsyD): January 1**
- **School-Clinical Child Psychology Program (PsyD): January 15**
- **Clinical Psychology Health Emphasis Program (PhD): January 15**
- **Mental Health Counseling Program (MA): February 15 & May 15**
- **Marriage and Family Therapy (MS): February 15 & May 15**

### **Applying to Ferkauf Programs**

**Applications for Fall admission are available through PSYCAS.**

**<https://psycas.liasoncas.com/applicant/ux/#/login>**

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**Once an application is submitted to the program of choice (applicants can only submit an application to one doctoral program per admissions year), faculty of the corresponding program review applications and contact applicants for interviews. Applicants selected to be interviewed are invited to the interview by email by 6:00 PM on the interview date. After interviews are concluded, the program will make decisions on the applicants they have reviewed. Those applicants offered**



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 Fekauf Student Resources website [www.yu.edu/fekauf/student-resources](http://www.yu.edu/fekauf/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 master 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)

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- Any other unique identifying number, characteristic, code, or combination that allows identification of an individual.

## **ACADEMIC STANDARDS AND EXPECTATIONS**

### **Time Limitations**

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

### **Evaluation of Performance**

**Evaluation of performance in the program is ongoing throughout as indicated**





## **Satisfactory Academic Performance and Standards**

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

**For doctoral programs, students are required to maintain a satisfactory level of academic performance in each academic semester as defined by, but not limited to, the following criteria**

- 1) Minimum semester and cumulative GPA of 3.25**
- 2) Timely completion of ALL coursework**

**programs) each semester until the oral defense is complete. This includes registration for Research Project I and II or Dissertation Planning. Any student who neither registers nor secures an official leave of absence for any semester will be considered withdrawn from the school.**

**Cross Registration. In certain cases, and with the permission of the program director, students may be eligible to take a course at another Yeshiva University school. The student would be responsible for paying tuition to the host school unless a previous agreement has been arranged between the host and home school and has been approved by the Office of Student Finance. Any student who wishes to take a course at another YU school must notify the Office of the Registrar prior to the beginning of the semester and receive written approval from his/her program director and from the dean or instructor of the course at the host school. The program director should**



end of the following semester to receive a grade; otherwise, the student will automatically become an Incomplete Contact 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

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## **Procedure for Faculty/Students**

**If a student is placed on academic warning or academic probation, the student must meet with his/her academic and research advisor prior to the following semester to develop a remediation plan and/or schedule for the completion of remaining degree requirements. Elements of a remediation plan may include, but are not limited to, academic performance benchmarks, deadlines for completing requirements, closer supervision of clinical responsibilities, etc. If the student misses a subsequent deadline, he/she risks the consequence of being dismissed from the program. If a student wishes to change a deadline, he/she must submit a request in writing to the appropriate advisor at least one (1) month prior to the deadline. Only one (1) request per year will be granted. Students are allowed one (1) probationary period during their academic tenure.**

**If probation or a leave is decided, the student shall receive a letter from the program director that**









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 Federal 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**
- **Falsification of records 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**







**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 infringing or not on these standards**

**Areas of school disciplinary jurisdiction include, but are not limited to 1. Ethical violations or violations of academic integrity, eg 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 destruction of library materials; 4 Physical detention or restraint of a student, instructor, staff member, or administrator while that person is attempting to exercise his/her duties**

**If there are questions about the capacity, performance, or the continuation of a student in the program, these concerns will be brought by a member of the University's administration faculty,**

## **CLINICAL PSYCHOLOGY – Psy.D– 116 credits**

### **Program Philosophy**

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

**The Adult Clinical PsyD program is the oldest program at Feinberg and has a long standing history of excellence in producing generalist clinical psychologists who receive broad and extensive training so that they can work with a variety of populations in diverse settings upon graduation. The mission of the program is to train highly effective professional psychologists who are knowledgeable, thoughtful academic scholar-practitioners, and are committed to life long learning in clinical psychology. The program emphasizes scholarly and conceptual thinking, research, clinical practice, and values diversity of thought, viewpoints, and approaches. We seek to produce clinical psychologists who integrate scientific foundations, inquiry, theory, and research into clinical practice. Some of our core values are inclusion, tolerance, kindness, respect for others, cooperation, reflection, professionalism, a spirit of giving, teamwork, and collaboration.**

**The program is designed to educate students in the conceptual and empirical foundations of clinical psychology, enable them to become knowledgeable and thoughtful scientific scholars, and train them intensively in a variety of assessment, research, and therapeutic approaches. This training is accomplished through an integrated and sequential program that is graded for complexity and one that includes didactic, practicum, and supervised experiences in diverse settings. The program prides itself on the broad and comprehensive scope of its clinical training including practicum experiences at a variety of prestigious externship sites over three years, as well as all four years in our on-site Parnes University Clinic that serves the community. Our students consistently match a wide range of stellar externships and top internships across the region and country. The Clinical PsyD program has averaged a 97% match success rate over the last decade and beyond. Our students are well prepared to receive a diverse range of leading post-doctoral fellowships and jobs upon graduation and go on to become sought after clinicians, leaders, scholars, teachers, and supervisors who work in academic centers, hospitals, universities, clinical and community centers, and in individual and group practice. Our 1000+ alumni network offers our graduates an extensive and close knit community, leading to opportunities for career advisement, jobs, and professional development.**

**The Clinical PsyD program was last reviewed by APA's Council on Accreditation in 2015 and was granted reaccreditation for the maximum number of seven (7) years. The next APA reaccreditation visit will occur in 2022. The clinical program was last reviewed by the New York State Department of Education for licensure qualifying status and was re-registered as a licensure qualifying doctoral program in 2017.**

## **Curriculum**









- 4 Self Psychology (PSC 690)
- 5 Psychodynamic Individual Psychotherapy Practicum I & II (PSC 692A/PSC 692B)
- 6 Advanced Psychodynamic Individual Psychotherapy Part I & II (PSC 694A/PSC 694B)
- 7 Research in psychodynamic principles or strategies
- 8 Dreams (PSC 628)
- 9 Externships in Psychodynamic Therapy

### **Clinical Geropsychology Concentration**

The Geropsychology 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. See section on Geropsychology Minor.

#### **Required Coursework (15 credits):**

- 1) Assessment & Treatment w/ Older Adults (PSC 648)
- 2) Depression and Personality Dis— m yD



## **Mindfulness, Eating Disorders and Acceptance Lab I & II (MEAL)**

### **Research Project I**

**Research Project I (RPI) is a comprehensive and critical analysis of the literature in an area of**

## **Competencies**

**Beyond coursework, students must demonstrate competency in the following areas to graduate from the clinical program**

- **Assessment Competency:**
  - ACER I (at the end of spring semester; first year end of the spring semester; second year)**
  - ACER II (at the end of the spring semester; second year)**
- **Research Competency:**
  - Research Project I (December 15<sup>th</sup>; third year)**
  - Research Project II Proposal (June 15<sup>th</sup>; third year)**
  - Research Project II (end of spring semester; fifth year)**
- **Clinical Competency:**
  - **Clinical Competency I (Review of Video December of third year)**
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## **SCHOOL CLINICAL CHILD PSYCHOLOGY – Psy.D – 110 credits**

### **Program Philosophy**

**The program's mission is to provide doctoral level training through an interdisciplinary model that concentrates on both school and clinical child psychology. Students are prepared to deliver psychological and psychoeducational services to adults, children, adolescents and their families in mental health settings, urban and suburban schools, early childhood centers and other related environments.**

**The training model is that of Practitioner-Scholar, with an emphasis on the integration of clinical**





**This year long sequence is conducted through the Parnes Clinic and provides both group and individual supervision. The latter is provided by independent practitioners with expertise in psychodynamic psychotherapy with children, adolescents, and families.**

### **Research Seminars**

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

**These seminars are 1 credit each and are**

occur 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 - approximately 1500-1800 hours.

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

### Pre-Doctoral Internship

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

A full-time internship in facilities other than schools, consists of a minimum of 35 hours per week for a full year (12 months) or 1750 hours. In the case of a school placement, a full-time internship usually lasts about ten (10) months - approximately 1500-1600 hours. In accordance with New York State regulations, internships can be completed over a two (2) year period.

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

### Master of Science School Psychology

Students may apply for a Master of Science degree upon completion of the first two (2) years of required coursework (60 credits). In addition, students are required to pass a comprehensive exam.

**Information about rational certification is also available from the program director. It is**



**program, each student is assigned a core faculty member as an academic advisor; who meets**

**PSH 619 Concepts in**

**PSA 6071 Psychopharmacology**  
**PSH 8981 Dissertation Planning**  
**PSH 8943A Clinical Health Externship I**  
**PSH 8944A Clinical Health Externship II**  
**PSH 8945A Clinical Health Externship III**  
**PSH 8946A Clinical Health Externship IV**  
**PSH 8947A Clinical Health Externship V**  
**PSH 8948A Clinical Health Externship VI**  
**PSH 8941 Clinical Health Internship**  
**PSH 8942 Clinical Health Internship**  
**PSH XXX Specialty Research Lab**

### **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.**

**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 15<sup>th</sup>.**



**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**

## **MENTAL HEALTH COUNSELING – MA. – 60 credits**

### **Program Philosophy**

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

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

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

**ESM**



**PSA 6071 Psychopharmacology**

**PSA 6601 History and Systems of Psychology**

**PSA 6880 Physiological Psychology**

**PSM6100 Neuropsychology Basic Principles**

**PSM6170 Sexuality and Gender Counseling**

**PSM6182 Attachment across the Lifespan**

**PSM6194 Principles of Psychodynamic Psychotherapy for Counseling**

**PSM6195 The Resilient Counselor**

**PSM6140 Couples and Family Counseling**

**PSM6150 Counseling with Children and Adolescents**

**PSM6181 Grief, Loss and Bereavement Counseling**

**PSM6185 Crisis Counseling**

**PSM6186 Play Therapy**

**PSM6510 Cognitive and Behavioral Therapy Principles for Counseling**

**PSM6622 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.**

**MARRIAGE AND FAMILY THERAPY- MS. - 60 credits**

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**PSM5941 Internship II (total supervised hours must meet minimum of 300 hours  
Comprehensive Exam)**

**PSM6515 Developmental Psychology Across the Lifespan**

**PSM6120 Basic Principles of Counseling**

**PSM6815 Psychopathology: Child, Adolescent & Adult**

**PSM6161 Principles in Group Therapy**

**PSM6225 Assessment & Appraisal of Individuals, Couples, Families & Groups**

**PSM630 Statistics, Research and Program Evaluation**

**PSM6371 Ethics & Issues in Professional Practice (includes New York State required syllabus  
on identification and reporting of child abuse and maltreatment)**

**PSM6181 Multicultural and Diversity Issues**

**Other Required Courses: 9 Credits**

**PSM6198 Counseling Skills Development**

**PSM6816 Advanced Issues in Psychopathology and Diagnosis**

**PSM695 Counseling Practicum**

**Elective and Specialized Courses**

**PSM5220 Impact of Culture, Race & Gender in MFT**

**PSM6100 Neuropsychology Basic Behavior**

**PSM6170 Sexuality and Gender Counseling**

**PSM6510 Cognitive and Behavioral Therapy Principles for Counseling**

**PSM6194 Principles of Psychodynamic Psychotherapy for Counseling**

**PSM683 Substance Abuse and Treatment (graduates qualify for 5 credit CASAC certification)**

**PSM6195 The Resilient Counselor**

**PSM6880 Physiological Psychology**

**PSA 6071 Psychopharmacology**

### **Field Placement**

**Students are required to complete a minimum of 600 hours in supervised field placement before graduation. The program's field placement options span the New York metropolitan area, and many of the long-established community mental health centers, hospitals and 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.**

**Ferkauf Graduate School of Psychology - Stern College / Yeshiva College**

**BA/MA Dual Degree Program**

**The BA/MA in Psychology/Mental Health Counseling program has been approved by the NYSED as a dual degree program allowing undergraduates majoring in Psychology at Stern**



## **Typical Program**

**Year 1: Israel program**

**Year 2 Fall of Year 4 Stern College/ Yeshiva College**

**Spring Year 4 Feikaf - 165 credits**

- \* Basic Principles of Counseling**
- \* Developmental Psychology (Human growth and development)**
- \* Psychopathology: Child Adolescent & Adult**
- \* Counseling Skills Development**
- \* Multicultural and Diversity Issues in Counseling**
- \* Supervised Field Placement I - 1.5 credits**

**Summer Between Year 4 & Year 5 Feikaf - 105 credits**

- \* Assessment and Appraisal of Individuals, Couples, Families and Groups & MHC Assessment Lab**
- \* Substance Abuse & Treatment I - 1.5 credits**

- \* **Concepts and Techniques in Mental Health Counseling (Clinical Instruction)**
- \* **Advanced Issues in Psychopathology and Diagnosis**
- \* **Statistics, Research and Program Evaluation (Evidence Based Treatments)**
- \* **Supervised Field Placement III 1.5 credits**

**Year 5 Spring Total - 165**

- \* **Lifestyle & Career Development Counseling**
- \* **Social Psychology**
- \* **Principles in Group Counseling**
- \* **Supervised Field Placement IV - 1.5 credits**
- \* **Counseling Electives -**



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## **DOCTORAL PROGRAM MINORS**

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

**Students are eligible to declare a minor once they have completed all courses required for the minor and any required externships and/or research projects. A Minor Declaration Form should be signed by the minor's coordinator and returned to the Office of the Registrar. A grade of C or higher is required in all minor-related courses in order to satisfy the requirements of the minor.**

### **Addictions Minor**

**Students in all doctoral programs have the option of completing a minor in Addictions. The Addictions Minor requires the completion of the three courses (listed below) which will provide the students with training related to clinical work in addictions (eg, assessment, treatment), research (statistical analysis of addiction-related data), and the association of addictions to health. To fulfill the requirements of the minor, students must also complete one of the following: (1) a clinical externship with an emphasis on clinical work in addictions or (2) a research project focused on addictions. The externship and research project must be approved by the minor advisor.**

**The following courses are required to complete the Addictions Minor:**

- 1) Assessment and Treatment of Substance Use Disorders (PSC 618) – Students in this course will learn about the prevalence of substance use disorders (SUDs) and comorbid conditions in population representative, community, and clinical samples. Students also will learn about biopsychosocial correlates of SUDs as well as a wide variety of evidence-based treatment approaches for SUDs including harm reduction approaches, motivational interviewing.**

**Clinical Neuropsychology Minor**









more powerful desktops include the statistical program SPSS as well as test scoring software for select psychological assessments. Students also have access to multiple online 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 \$30 in free printing per semester (copies are 10¢ per page), and a station for adding value to one's account is in the computer lab.

Students may also use other nearby computer labs including the Gottesman Computing Room that includes 12 Pentium-based PCs loaded with SPSS, Microsoft Office, WordPerfect Office Suite and







**Use of University Name**

**No student or organization may use the name of the University or Fekaf Graduate School in print for any purpose, including identification, without written permission from the Deans Office**

## **COURSE DESCRIPTIONS**

### **General**



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 presentations, movies, and lectures.

#### **PSA 6515 Lifespan Development (3 credits)**

This class provides an overview of developmental issues across the lifespan. The overall goal is to explore the social, emotional, and cognitive psychological underpinnings of human functioning from infancy to old age. Among the topics that will be covered are life span attachment issues (eg, early parent-child relationships); developmental psychopathology (i.e., risk and resilience); normative and atypical emotional development; personality development; different approaches to cognitive functioning; and a general focus on developmental continuities and discontinuities.

#### **PSA 6601 History & Systems of Psychology (3 credits)**

The course presents a historical survey of the development of contemporary psychological theory, beginning with classical antiquity and moving up to the present day. Emphasis is placed on understanding both past and present clinical theories in their cultural context.

#### **PSA 6880 Physiological Psychology (3 credits)**

This course provides a broad and general background into the biological aspects of behavior by covering a range of topics in physiological psychology (eg, basic cellular mechanisms,



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 Schaff and Jill Savage Schaff, and Stephen Mitchell. We will continuously try to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.

**PSC 6191 Concepts of Psychotherapy (3 credits)**

This course will explore principles of change in psychotherapy. Students will be introduced to empirically based principles that are common across theoretical orientations. They will also be

continuously try to understand how theory influences our clinical applications using clinical material from recent and ongoing cases

### **PSC 6135 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 examination, SUD administration, case description, case presentation, comprehensive assessment, conceptualization and report writing. Material in the course will be presented without emphasis on any one theory or orientation. However, case formulation and treatment planning skills are essential and will be understood from various perspectives.

### **PSC 6136L Basic Individual Psychotherapy Practicum (0 credits)**

This course is a lab for the Concepts in Psychotherapy course (PSC 6190). This course is designed to provide first year clinical psychology (Psy.D) graduate students with an introduction to basic psychotherapy skills including but not limited to listening, empathic reflection, exploring, clarifying, providing support, fostering awareness, giving feedback, and providing psychoeducation in a responsive and culturally sensitive manner. This is an experiential lab in which students will practice skills by participating in role plays and other exercises with each other and with more experienced students.

### **PSC 6141 Cognitive Assessment with Practicum (3 credits)**

This course will provide the basic knowledge necessary for the administration, scoring and interpretation of standard cognitive assessment batteries. The course will introduce the psychometric and psychological constructs of intelligence as well as provide an orientation of the theoretical and functional parameters of the intelligence construct. Students will be guided through the administration and scoring of a standard intelligence test while completing

**test selection and initial integration of cognitive performance, as measured by the WAIS-IV in a**

**distinct is not the techniques you would employ, but the knowledge that informs your choices regarding assessment and psychotherapeutic interventions**

**PSC 640 PSC 641 Cognitive Behavior Therapy in Anxiety & Depressive Disorders I & II (3 credits each)**

This two semester course combines didactic coursework and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders: panic disorder; agoraphobia, social phobia, post traumatic stress disorder; obsessive compulsive disorder; generalized anxiety disorder; specific phobia, and depression. Students will (a) learn how to comprehensively assess anxiety and depressive disorders (b) learn to implement and conduct cognitive behavior strategies for anxiety and depressive disorders using simulated exercises, role plays, illustrative case examples and videotapes. Cognitive behavior strategies include cognitive restructuring, breathing training, deep muscle relaxation, exposure, activity scheduling, problem solving, contingency procedures, and skills training.

**PSC 644 Anxiety and Depression ADAPT Lab I (Research Seminar) (3 credits)**

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

**PSC 645 Anxiety and Depression ADAPT Lab II (Research Seminar) (3 credits)**

This class is a follow up to theory and research in Anxiety and Depression I and is intended to facilitate the development of a research proposal around anxiety or depression. Students will develop and design a research project, initiate class presentations, participate in

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**expectations of the answer. The cohesiveness that grows over the course of the year in these**

**PSC 651 Positive Psychology (3 credits)**



**PSC 654 Working with Asylum Seekers and Refugees (3 credits)**







medication adherence, and the role of psychiatric disorders in asthma outcomes. Students will receive training on the physiology of asthma, current treatment for asthma, and research methodology for assessment of pulmonary function, asthma symptom perception, and medication adherence. Trainings will be conducted on devices and equipment used in conducting asthma research. Current readings in the field of asthma will be discussed in class.

### **Course Objectives**

- **Clinical Supervision** Group supervision will be conducted based on clinical interviews and clinical interventions with ethnically diverse, asthma patients from research studies. Students are expected to improve their diagnostic and clinical skills in working with medical patients to foster behavior change.
- **Research Supervision** Students will be trained to develop research proposals in the field of asthma. Students will present their research proposals and receive feedback from their fellow students and Dr. Feldman. Students are expected to enhance their research presentation and conceptualization skills.

### **PSH 6011, 6012 Clinical Neuropsychology I & II (3 credits each)**

The two semester didactic sequence constitutes an integral component of The Minor in Clinical Neuropsychology. Concurrent with the coursework students are required to complete a formal year long externship in Clinical Neuropsychology. Specifically, the first course is designed to introduce the student to the field of Adult Clinical Neuropsychology. Emphasis will be placed on both theoretical and practical aspects of neuropsychological assessment. With respect to theory, the course will cover historical aspects, basic concepts and principles, and methodological issues inherent in neuropsychological assessment. Additionally, students will learn how to administer neuropsychological tests, score, conceptualize and write neuropsychological reports. The goal of the second semester course in clinical neuropsychology is to build upon and extend the knowledge gained in the first course of the sequence. The student will learn how neuropsychological tests are used to help diagnose and delineate the course of various disorders that affect the central nervous system. Such disorders include but are not limited to neurodegenerative diseases, vascular disorders, traumatic brain injuries, and infectious and inflammatory brain disorders. Some of the class time on both semesters will be devoted to supervision and case presentations of clinical cases. Upon completion of this sequence, the student is expected to have acquired a solid theoretical knowledge base in clinical neuropsychology and basic clinical skills in neuropsychological assessment.

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

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

### **Course Objectives**

- Through a research seminar with group discussion of assigned readings, students will receive training in the physiology of diabetes, current treatment paradigms, problems related to prevention and control of diabetes, with a 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**



individual differences, hypnotizability scales, suggestibility, brain participation, and mind/body effects; psychoanalytic, cognitive behavioral, and Ericksonian clinical approaches; application to pain, anxiety, depression, health related behaviors, children, medical illness, conversion and somatization, trauma, and sports; and the evidence base

### **PSH631 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 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

limitations of the DSM 5 in terms of classification accuracy, construct validity, cultural sensitivity, and general utility in the practice of clinical psychology. The major goal of this course is that students begin to get an understanding of what it is like to encounter, assess, diagnose, and work with patients with these pathologies. In addition, since this is a core course in the Clinical Psychology (Health Emphasis) program, the issue of comorbidity among psychiatric and medical disorders will be covered in detail, particularly in course assessments.

#### **PSH 6169 Multiple Sclerosis I (3 credits)**

Multiple Sclerosis I is a laboratory-based class in which students learn about MS as a model of chronic disease. Working together with more advanced students in teams, students will learn about the current research projects being conducted by lab members, and develop their own research ideas, ultimately culminating in a predoctoral research project, a dissertation, and other optional research projects.

#### **PSH 6170 Multiple Sclerosis II (3 credits)**

Multiple Sclerosis II is a laboratory-based class in which students learn about MS as a model of chronic disease. It is a continuation of the Fall semester Multiple Sclerosis I. Working together with more advanced students in teams, students will learn about the current research projects being conducted by lab members, and develop their own research ideas, ultimately culminating in a predoctoral research project, a dissertation, and other optional research projects.

#### **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 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 individual supervisors (licensed psychologists) and clinical case referrals through the Pains Clinic. Clinical cases include patients preparing for bariatric surgery and patients with chronic medical diseases for psychological assessment and treatment.

## **Course Objectives**

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

## **PSH 695 Social Psychology in Health (3 credits)**

This course is designed to expose students to the major social and behavioral theories and methodologies that guide health psychology science.

### **Course Objectives**

- To understand and be able to apply the major social and behavioral theories related to health psychology.
- To be able to critically evaluate studies in health psychology.
- To be able to produce independent, social and behavioral theory-driven proposals for research in the area of health psychology using appropriate methodologies.

## **PSH 688 Physiological Health Psychology (3 credits)**

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

## **PSH 689 Human Neuroanatomy**

This course is designed to provide an overview of neuroanatomy of the brain. During the course, the general structure and function of the central nervous system will be discussed; subsequently, each brain structure will be discussed in the detail, along with the brain vasculature and functional systems (senses, movement, emotion, etc.). The course includes lectures where students will study different brain dissections in which the discussed structures will be represented. Finally, the students will actively participate in the course by presenting the clinical aspect of the discussed brain structures.

## **PSH 694, 694 Neuropsychology and Cognition Research I and II (3 credits each)**



**PSH8947A Clinical Health Professional Development Seminar V, PSH8948A Clinical Health Professional Seminar VI (1 credit each)**

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

**PSH8949A Clinical Health Professional Development Seminar VII, PSH8950A Clinical Health Professional Development Seminar VIII (1 credit each)**

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

**PSH8999A Dissertation Planning Extension (1 credit)**

**The goal of this course is to provide continued research mentorship to students working on their dissertation. Specifically, the primary research mentor will work closely with the student on developing, implementing, and writing of the dissertation project leading to a successful oral defense. Moreover, time and effort will be devoted to help the student publish aspects of the dissertation in professional peer-reviewed journals. This is consistent with the scientist-practitioner model, the program's purposes and its mission to train psychologists who are prepared to work as clinicians and researchers in diverse settings. Prerequisite: PSH8981.**

### **School-Clinical Child Psychology Courses**

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

**This survey course introduces the student to the practice of psychology with infants, young children, and their caregivers. It reviews the legal mandates for intervention, service delivery settings, being on a team, assessment methods, home visits and work with the family as, and—**





### **PSS 6132 Psychoeducational Assessment (3 credits)**

**Assessment and intervention with children and adults are complex and highly interdependent processes. Assessment has no practical meaning unless it helps guide intervention. Within this framework, this course focuses upon the following three critical aspects:**

- 1. The selection, use, and adaptation of appropriate comprehensive batteries of measures to delineate everyone's range of functional capabilities and individual differences across the age range**
- 2. The use of diagnostic reports as the primary vehicles for facilitating a bridge between psychoeducational diagnosis and individualized instructional goal-planning**
- 3. An overview of assessment procedures employed with children from varying backgrounds and a broad spectrum of exceptionalities**

### **PSS 6153 Personality Appraisal (3 credits)**

**This course is an introduction to personality assessment, emphasizing the use and clinical application of the Rorschach Inkblot Method (RIM). The RIM is taught using Exner's Comprehensive System (CS). As such, students are required to use the primary Exner tests to learn administration, scoring, and interpretation of the RIM. The history, theory, psychometric properties, and clinical application of the RIM/CS will be discussed and critically evaluated. We will also briefly review the new Rorschach Performance Assessment System (R-PAS™). The Thematic Apperception Test (TAT), projective drawing methods [House Tree Person (HTP) and Kinetic Family Drawing], and Sentence Completions will also be reviewed. A brief overview of objective measures of personality assessment [e.g., Millon Adolescent Clinical Inventory (MACI) and Minnesota Multi-Phase 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 w%**

**% escN**

**refined through the viewing of master clinicians conducting floatline sessions (via tapes**



**This seminar introduces research on the development of social-emotional and academic competence in early childhood. Topics will include socioeconomic disadvantage, children's social and emotional development, the development of behavior problems, parenting and family interactions in cultural context, and innovative prevention and treatment programs delivered in home and school settings. The goal of this seminar is to provide a foundation for students to pursue research in this area. With this goal in mind, students will gain exposure to the instructor's research program, could join existing and developing research projects in the Early Childhood Research Lab, and begin to develop a focused research question within the instructor's area of expertise. Only students interested in early childhood research should take this course.**

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

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

### **PSS 6221 Consultation and Supervision (3 credits)**

**This course is designed to provide students with an introduction to consultation as a model of service delivery in educational settings. Major consultation theories (eg, mental health, behavioral, organizational/process, instructional) will be discussed. An integrated problem-solving model of consultation will be applied to problems in school/agency settings. The practice of consultation with school personnel and families will be explored along with school culture and skills for effective consultation. This course will also introduce the fundamental issues of clinical supervision in health service psychology (eg, models of supervision, supervisor competence, relationships). Supervision of psychologists in school settings will be highlighted. Considerations for cross-cultural practice and work with culturally and linguistically diverse supervisees, clients, and consultees will be discussed and integrated throughout the course.**

### **PSS 6222 Consultation-based Interventions (3 credits)**

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

### **PSS 6224 Integrating Multiculturalism into Clinical Practice (3 credits)**

**Developing multicultural sensitivity is a developmental journey. As difficult as it is to develop multicultural sensitivity, integrating that knowledge into clinical practice is even more challenging. This course builds on content and process issues that students have explored in**

**earlier classes. The objective of the course is to help students develop multicultural therapeutic alliances with clients that can be implemented with any theoretical orientation.**

**PSS 6250 Developmental Psychopathology (3 credits)**

**This core course will focus on current theory and research in developmental psychopathology. Students will gain exposure to different approaches to understanding and conceptualizing childhood and adolescent disorders, with a focus on developmental psychopathology.**

**PSS 6315 Working with Young Adults (3 credits)**

In this course, we will explore the developmental, psychopathological, and clinical issues that become particularly relevant when doing psychotherapy with the older adolescent who is becoming a young adult. This shift from adolescence into adulthood is a period of great complexity in our contemporary culture. Difficulty in completing the developmental tasks of adolescence, which often include struggles with identity consolidation, may lead to a myriad of problems as the teenager enters the "adult world." The necessities of making occupational choices, establishing intimate relationships, and assuming new roles, along with the difficulties they entail, often comprise the manifest content of psychotherapy sessions with people in this age group. Because of the complexity of these issues, this course encompasses a wider focus than just \_\_\_\_\_ or \_\_\_\_\_.

neuropsychological evaluation that provides insight to the referral source regarding diagnosis and intervention. Students will be exposed to a broad array of neuropsychological instruments, 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 647 Foundations and Applications of Evidence Based Practice (3 credits)**

This course will introduce Cognitive Behavior Therapy (CBT), including the history and theoretical underpinnings, core assumptions of CBT, and a survey of CBT techniques commonly used in practice, with an emphasis on child and adolescent therapy. Students will also be introduced to the definition of empirically supported therapies, and the evidence base for cognitive behavior therapies for children and adolescents.

**PSS 648 Behavior Therapy in the School (3 credits)**

**PSS 651 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 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 descriptive characteristics. Students will**



behavioral, and early academic competence in preschool contexts. This research focuses on parenting and teaching practices, development of early academic skills, and prevention programs. Second, we will focus on how to best support developmental care and 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. This course is repeatable for credit up to 2



**Collateral work with the school is integrated throughout as appropriate for the 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) needs 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 addressed. Although primarily a didactic course, class participation in discussion and exercises is expected.**

### **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 events. 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 working with parents, sensorimotor psychotherapy with children and adolescents, and community prevention programs. Students will be encouraged to present their clinical material.**

### **PSS 6625, 6626 Practicum Child Therapy I & II: CBT (3 credits each)**

**Students participating in the practicum will treat child and adolescent cases in the Parnis Clinic using CBT. The practicum will include weekly supervision from an experienced CBT therapist in the community; small group didactic training including role play; and group supervision including case presentations and review of therapy recordings. This course will use a treatment team approach, so students benefit from faculty supervision and peer support for their clinical work. Each student will be assigned to an instructor for small group meetings, and this instructor will complete the grading for this student. Full group and small group meetings will be scheduled**



from various adult psychopathologies can affect the lives of their children and families. There are no prerequisites or co-requisites for this course.

**PSS 6915 Research Project I (3 credits)**

**PSS 8999A Research Project I EXT. (1 credit)**

Research Project I provides independent mentoring with a faculty advisor and culminates in a document that represents an approved review of a well-defined topic that is determined between student and research advisor. After RPI has been approved, the student registers for RPI.

The course entails individual or small group meetings that focus on: 1. Development of a research topic; 2. Outlining literature related to topic; 3. Discussions that focus on literature review; 4. Submission of literature review drafts; 5. Editing of documents; 6. Final approval by Faculty Research Advisor.

**PSS 6916 Research Project II (3 credits)**

**PSS 8999B Research Project I EXT. (1 credit)**

Students register for Research Project II in the semester after completing RPI and continue to register for this course in future semesters until all requirements are met.

The second year externship (PSS 893A-4A) takes place in a school setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 500-600 hours during the year. Students meet weekly in group supervision at Felkaf. This course is designed to support your school psychology externship experience. As described in the Felkaf Student Handbook, the second year Externship "requires the student to work in a school, or school related facility under supervision of a licensed psychologist who should also be a credentialed school psychologist for a minimum of two days a week for ten months (approximately 500 hours). While supervision of externship activities will occur primarily at the externship site, this course will be used to provide additional support and guidance.

The third year externship (PSS 895A-4B) takes place in a clinical setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 600 hours during the year. Students meet weekly in group supervision at Felkaf. PSS 895 provides oversight and group supervision of the third year externship experience. The course also focuses on developing a greater understanding of the parent/caregiver experience through readings and small group discussions related to the externship. PSS 896 provides group supervision, review of externship experiences in third year clinical settings. Students will lead a class dialogue about selected readings that depict psychological factors that underpin current treatment - such as temperament, bases of behavioral treatment, intervention with parents and alternative treatment. Case conceptualization in preparation for next year's internship process will be discussed and modeled. The fourth year externship (PSS 897-4B) 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 Felkaf.

The fourth year externship (PSS 897A-4BA) 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 Felkaf.

**PSS 899/8950 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

### **PSM6120 Basic Principles of Counseling (3 credits)**

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

**Course Objectives:** 1) to examine and discuss the characteristics of the effective counselor; 2) to review counseling theories and conceptual approaches; 3) to examine basic counseling skills; 4) to understand and conceptualize cases from intake to termination, and 5) to examine the role of your own personality in your development as a counselor

### **PSM6170 Sexuality and Gender Counseling (3 credits)**

This course will address issues related to counseling gay, lesbian, bisexual, transgender, and 'queer' identified clients. Topics include historical, religious, social, political concerns, sexual identity and gender development, coming out across the lifespan, homophobia, homo prejudice, heterosexism, family and relationships, career, multicultural issues, youth, aging, HIV/AIDS, substance abuse, bullying and gay bashing

### **PSM6181 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

### **PSM6182 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 Jarvis. 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. Jarvis 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

### **PSM6191 Concepts and Technology in MHC (3 credits)**





**a historical perspectives concerning the nature and meaning of assessment**

**b basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods**

**c statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations**

**d reliability (i.e., theory of measurement error; models of reliability; and the use of reliability information);**

**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 soft skills, digital literacy, and digital citizenship**



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 aging and 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 these concepts as they apply to older adults.

### **PSM6161 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 the opportunity to examine their role in a group context. This will be part of class discussions. Experiential learning can also come from your own therapy. Whether you decide to choose group, individual, or family therapy is a question worth exploring.
- 3. Observational Learning** Through videos and role playing in class. Your placements hopefully will provide opportunities to observe groups being run by those in the field.

### **PSM6183 Substance Abuse and Treatment (3 credits)**

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

### **PSM6184 Grief Counseling (3 credits)**

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

- 1. Students will become familiar with loss and grief terminology.**
- 2. Students will learn contemporary theories on loss, grief, and bereavement.**
- 3. Students will become knowledgeable of critical guidelines for conceptualizing loss, grief and bereavement.**









administering assessments and the 3rd providing feedback to the client. The videos should not exceed a total of 50 minutes - including footage from all three sessions.

**FPM500 Theoretical Foundations of Marriage and Family Therapy**

This course offers an introduction to theoretical frameworks in systems thinking and relational perspectives in the practice of marriage and family therapy; this is a core course for MFT.

**Competency Exams**

**Clinical Psychology**

**FSC 800 Assessment Competency Exam I**

**FSC 801 Assessment Competency Exam II**

**FSC 802 Clinical Competency I**

**FSC 803 Clinical Competency II**

**FSC 804 Clinical Competency III**



**Administration and Faculty**

**Leslie Halpern, PhD**  
Dean and Professor  
Ferkel Graduate School of Psychology

**Michael Gill, MA, LMHC**  
Assistant Dean, Ferkel Graduate School of  
Psychology  
Program Director, Mental Health Counseling

**Kenneth Critchfield, PhD**  
Program Director and Associate Professor,  
Clinical Psychology

**Jonathan Feldman, PhD**  
Program Director and Professor  
Clinical Health Psychology

**Melanie Watkins, PhD**  
Program Director and Associate Professor  
School of Clinical Child Psychology

**William Salton, PhD**  
Program Director, Marriage and Family Therapy  
Director of Parent Clinic, Professor

**Lindsay Graham, PhD**  
Mental Health Counseling Clinical Assistant  
Professor

**Sharon Mariaretti-Leeper, PhD**  
Marriage and Family Therapy  
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Clinical Health Psychology  
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**Jordan Bates, PhD**  
School of Clinical Psychology, Assistant Professor  
**Vera Beles, PhD**  
Clinical Psychology, Professor

**Jennifer Cooper, PhD**  
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Professor

**Rose Hiltz, PhD**  
Clinical Health Psychology, Professor

**Lata McGinn, PhD**  
Clinical Psychology, Professor

**Leanne Quigley, PhD**  
Clinical Psychology, Assistant Professor

**Margaret Sala, PhD**  
Clinical Psychology, Assistant Professor

**Elizabeth Serg, PhD**  
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**Greta Doctoroff, PhD**  
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**Catherine Eubanks, PhD**  
Clinical Psychology, Associate Professor

**Fredrick Foley, PhD**  
Clinical Health Psychology, Professor

**Jeffrey Gonzalez, PhD**  
Clinical Health Psychology, Professor

**Eugenia Gotlin, PhD**  
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**School Clinical Child Psychology, Associate  
Clinical Professor**

**Charles Swerdlow, PhD  
Clinical Health Psychology, Director, Research  
Training and Associate Professor**

**Kailey Roberts, PhD  
Clinical Psychology, Assistant Professor**

**Andrea Weinberger, PhD  
Clinical Health Psychology, Associate Professor**

**Vance Zenon, PhD  
Clinical Health Psychology, Professor**

**Ara Otin Pealta, PhD  
School Clinical Psychology, Associate Professor**

**Tracy Prot, PhD  
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**Adjunct Faculty**

**Raquel Cespo, MA, LMCH  
Mental Health Counseling**

**Int Felson, PhD  
Mental Health Counseling**

**Nadine Ficossi, Psy.D  
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**Ara Alves Francisco, PhD  
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**Stephen Glideman, PhD  
Mental Health Counseling**

**Yelena Goldin, PhD  
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**Shara Grover, PhD  
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Wen Gu, PhD  
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**Karen Hazel, Psy.D  
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**Claire Hogerton, PhD**

**Clinical Health Psychology**

**Karen Sonary, PhD  
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**Lynne Thies, PhD  
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**Leslie Warfield, Psy.D  
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**Danielle Weisfeld, Psy.D  
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**Erica Weiss, PhD  
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**Sabrina Romaroff, Psy.D  
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**Giselle Colorado, Psy.D  
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**Nikki Pless, Psy.D  
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**Rebecca Grief, Psy.D  
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**Mariam Farris, MS  
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