



**FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY**

**ACADEMIC CATALOG**

**2014-2015**



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

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

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

## **YESHIVA UNIVERSITY**

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

More than 6,400 undergraduate and graduate students study at Yeshiva University's four (4) New York City campuses: The Wilf Campus, Israel Henry Beren Campus, Brookdale Center, and Jack and Pearl Resnick Campus.

Undergraduate schools include:

- Yeshiva College
- Stern College for Women
- Sy Syms School of Business

Graduate schools and affiliates include:

- Albert Einstein College of Medicine
- Benjamin N. Cardozo School of Law
- Wurzweiler School of Social Work
- Ferkauf Graduate School of Psychology
- Azrieli Graduate School of Jewish Education and Administration
- Bernard Revel Graduate School of Jewish Studies



## **Accreditation**

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

Ferkauf Graduate School of Psychology doctora

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

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

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

## **COMMITMENT TO NONDISCRIMINATION**

### **Nondiscrimination & Harassment**

Yeshiva University complies with all federal, state and local regulations governing Non-Discrimination and Harassment including Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments Act of 1972. In keeping with its long-standing traditions and policies, Yeshiva University provides equal opportunity for faculty, staff & students within admissions and employment, and those seeking access to programs on the basis of individual merit. The University does not discriminate in its programs and activities, including employment practices on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, disability, veteran status, genetic predisposition/carrier status or other protected classes under the law.

University-wide policies and procedures pertaining to discrimination and harassment have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. As an integral part of the Equal Employment Opportunity and Affirmative Action workplace Programs at the University, periodically a formal statement affirming the University’s commitment to Equal Employment Opportunity and Affirmative Action is issued in conjunction with the revised "Harassment Policy & Complaint Procedures" (found on the Human Resources website) which includes a description of the informal and formal procedures for addressing complaints of discrimination & harassment for faculty, staff and students. The recently adopted “Policy on Protecting Athletes”, also sets guidelines for appropriate behavior and conduct of athletic staff.

All deans, chairpersons, department heads, directors, administrators, managers and supervisors must act promptly to address and resolve reports of harassing conduct. If a member of the

University community or an applicant believes they are being subjected to harassment, the following resources are readily available:

Diversity & Affirmative Acti

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

### **Sexual Assault Prevention**

During the 1990 Legislative session, the New York State Legislature passed, and the Governor signed into law as Chapter 739 of the Laws of 1990, new requirements for colleges and universities regarding campus security. The law requires each college to provide specific information to incoming students about sexual assault prevention, the legal consequences of sex offenses, the college's policies, available counseling and support services and campus security procedures.

The college provides educational programs to promote the awareness of sex offenses and the availability of victim counseling services. The college urges any victim to report the crime to both the Security and Safety Department (718) 430-2180, 24-hour emergency phone (212) 960-5330, and the Police Department. It should be noted that notification to the Police Department is solely the option of the victim and the college will support that decision. It is imperative that the victim make every attempt to preserve any evidence of the crime for later prosecution. Student victims have the option to change academic schedules and/or on-campus residence hall assignments, if such changes are reasonably available. College disciplinary action will be taken for any such offense by college employees or students. During this action, the accuser and the accused are entitled to the same opportunities to have others present during the proceeding. The accuser and the accused must be informed of the outcome (final determination with respect to the alleged sex offense and any sanction that is imposed against the accused) of any college disciplinary proceeding. If the accused is a student, the sanction may include the suspension or expulsion of the accused.

Compliance with this procedure doe

## HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be identified, unless authorized by the client. This means that any information that would allow another to identify the person must be changed or eliminated. This includes obvious information like names and birth dates but may also contain other protected health information that is so unique to that person that it would allow for identification. This includes diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

The following individually identifiable data elements, when combined with health information about that individual, make such information protected health information (PHI):

Names

All geographic subdivisions smaller than a state

All elements of dates (except year) for dates directly related to an individual including birth date, admission date, discharge date, date of death

Telephone numbers

Fax numbers

Electronic mail addresses

Social security numbers

Medical record numbers

Health plan beneficiary numbers

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 identification of an individual.

## **ACADEMIC STANDARDS AND EXPECTATIONS**

### **Time Limitations**

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

### **Evaluation of Performance**

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

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

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

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

### **Minimum Residency Requirement**

All reading, directed study, and doctoral research credits must be taken at the school. No more than twelve (12) credits towards a master’s or doctoral degree may be transferred from other institutions.

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

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

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

Failure to meet or progress in any academic, clinical, research, interpersonal skills or professional and ethical requirements may prevent the student from moving ahead in the



Research Project I+II and Dissertation Planning. Any student who neither registers nor secures an official leave of absence for any semester

courses after the deadline is approved. Students will be required to fill out an Add/Drop Form and have it signed by their advisor. If permission

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

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

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

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

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

### **Competency Examinations**

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

Candidates in the clinical health psychology doctoral program are required to pass a comprehensive examination designed to test integrative and methodological competence. Students take this examination at the end of their second year.

Students in the school-clinical child psychology program need to complete five (5) competency examinations that begin at the end of the first year of study. The examinations focus on specified program competencies: (a) Demonstrate ability to administer cognitive & personality assessment instruments; (b) Demonstrate ability to score cognitive & personality assessment instruments; (c) Demonstrate ability to integrate data in written format, for professional use; (d) Demonstrate ability to conduct psychotherapy; (e) Demonstrate research competencies.

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

### **Eligibility for Graduation**

In order to be eligible for a degree, students must complete all required coursework, externships, 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 30<sup>th</sup>, January 31<sup>st</sup>, June 30<sup>th</sup>, and August 31<sup>st</sup> 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 1<sup>st</sup> while applications for the June, August, and September degrees are due March 1<sup>st</sup>. 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) with the exception of their pre-doctoral internship. Eligibility to walk in the commencement exercises is at the discretion of the program director. Students who wish to participate in the ceremony must submit any required commencement paperwork, documentation, or materials prior to the diploma ceremony.

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

### **Unsatisfactory Academic Performance**

Students who exhibit deficiencies in regard to their academic performance, supervisor or faculty evaluations, academic progress, interpersonal skills, and professional and ethical behavior are informed of such deficiencies by faculty after faculty review. Academic performance is comprised of performance 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 *B-* within a semester, receives one (1) *C* grade within a semester, and/or receives two (2) incomplete (*I*) grades within a semester;

Any student who receives a grade of *C* or below in any course (required or elective) must retake that course.

b. When a student receives an unsatisfactory evaluation of his/her (s8h(2) (or e.)6(s(2.31 TD.0004 j Tw(son of h



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

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

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

### **Therapy for Students**

Knowing oneself is critical to becoming a successful psychologist. While not a requirement, all students are encouraged to be in their own psychotherapy as the faculty believe it enhances one's ability to become an effective clinician. The faculty sees entering one's own personal therapy as an asset, not a deficit. Understanding and being open to the process of psychotherapy and learning to differentiate one's own difficulties from one's patients are important to one's development as a professional psychologist. Under certain circumstances, a student may be required by the faculty to enter therapy when it is felt that there are professional or personal problems/behaviors that interfere with the student's ability to provide services and interact in a professional setting.

### **CHANGES OF ovi**

## **Involuntary Leave Policy**

### **Introduction**

When students are experiencing emotional difficulties or find



A student whose involuntary leave is under consideration will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with the appropriate counseling staff and/or administrative official.

Students will be informed in person, if practical, or in writing, and will be provided with an opportunity to be heard in an interview with appropriate counseling staff and/or administrative official.

Students will be informed in person, if practical, to be followed by written notification from the School, or the School's decision regarding their student status.

A student who is placed on involuntary leave may appeal the decision to the dean within ten (10) business days of the decision. The appeal should be in writing and set forth the basis for the appeal. The dean or his designee will review the appeal and his decision will be considered final.

In cases of a safety emergency, a student may be removed from the University campus, provided the student is given notice and an opportunity to be heard, pending a decision regarding the student. The student is still offered the option for an appeal prior to the rendering of a final decision.

The University reserves the right to make appropriate arrangements regarding the health and safety of the student.

A student placed on involuntary leave must remain off campus for the duration of their leave.

A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a University official.

The School will notify all relevant parties of the leave of absence.

## **Readmission**

supervisor or faculty evaluations, academic progress, interpersonal skills, or professional and ethical behavior is unsatisfactory, faculty provide timely feedback and offer students an opportunity to remedy deficiencies. The program director or the dean of the Graduate School may counsel voluntary withdrawal or recommend termination from the Graduate School under conditions including, but not limited to, the following:

a. Violations of American Psychological Association (APA) ethical principles, legal statutes, or University or Graduate School codes and policies as described in this academic catalog;

b. Persisting or marked unsatisfactory academic performance, as evidenced by:

Failure to satisfactorily meet remediation requirements when on academic probation;

Students on academic probation who, in the subsequent semester, receive a *C* grade, an *Incomplete* grade or a *F* grade;

Obtaining GPA below 3.0 for any two (2) semesters;

Failure to pass the retake of the competency or comprehensive examinations;

Failure to complete academic or research requirements within a timeframe specified by the student's academic or research advisor or program director;

c. Ethical violations including, but not limited to, cheating, exercising dishonesty or plagiarizing;

d. Consumption, influence or possession of alcohol or illicit drugs in class or on the Yeshiva University premises;

e. Failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability, or inappropriate or disruptive behavior toward colleagues, faculty or staff, or any other individual;

f. Failure to make satisfactory progress toward a degree within the time frames detailed in the "Time Limitations" provision;

g. A pattern of unsatisfactory clinical performance, despite remediation efforts, including but not limited to the following: i) more than one (1) unsatisfactory evaluation of a psychotherapy or assessment lab or clinical training experience; ii) failure to complete the required number of year-long approved externship experiences, or an approved internship training experience, within timeframes specified by the program.

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

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

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 in regard to strict standards of conduct may take many forms including, but not limited to, the following:

Plagiarism;  
Cheating;

- c. The program director will meet with the student to discuss the recommendation. This procedure is not a litigious one.
- d. The recommendation may be forwarded to the dean who has the option to review the issues or to form a faculty committee to advise him about the problem.

### **Social Media Use**

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

*YU Student Technology Resources Use Handbook:*

[https://www.yu.edu/uploadedFiles/Offices\\_and\\_Services/ITS/InfoSec/Policies/ITS\\_Handbook\\_for\\_Students2a.pdf](https://www.yu.edu/uploadedFiles/Offices_and_Services/ITS/InfoSec/Policies/ITS_Handbook_for_Students2a.pdf)

*YU General Guidelines for Use of Social Media:*

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

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

## **STUDENT GRIEVANCES AND DISCIPLINE**

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

#### **Policy**

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

#### **Procedure**

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



## **Student Discipline**

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

Areas of school disciplinary jurisdiction include, but are not limited to: 1. Ethical violations or violations 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 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, staff, or student body to the attention of the student's advisor and the program director.

## **PROGRAMS OF STUDY**

Ferkauf Graduate School offers the following programs:

Doctor of Psychology in Clinical Psychology

Doctor of Psychology in School-Clinical Child Psychology

Doctor of Philosophy in Clinical Psychology with Health Emphasis

Master of Arts in Mental Health Counseling



foundation courses in psychology and clinical psychology, a research sequence culminating in Doctoral Research Projects I and II, an assessment sequence, and a psychotherapy sequence. Students are required to see patients through the Parnes Clinic as part of the practicum components of the assessment (beginning first year) and therapy sequence (beginning third year). Beginning in the second year, students also receive practicum training at competitive external placements each year. Students may also elect to receive training in a variety of concentrated areas including couples and family therapy, gero-psychology, neuropsychology, psychotherapy process and outcome anxiety, trauma, aggression and mood disorders.

**Required Courses (98 credits):**

*General Foundation Courses*

PSA	6930	Physiological Psychology
PSA	6515	Lifespan Development
PSA	6472	Cognitive & Affective Bases of Behavior
PSA	6071	Psychopharmacology
PSA	6405	Social Psychology

*Clinical Foundation Courses*

PSA	6181	Multicultural & Diversity Issues
PSA	6371	Issues in Professional Practice
PSC	6813	Adult Psychopathology I
PSA	6601	History & Systems of Psychology



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

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

***Psychotherapy Sequence***

Once students have completed their intervention course requirements, 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.

*Psychodynamic Practicum*

- PSC 6492A Psychodynamic Individual Psychotherapy Practicum I (1.5 credits)\*
- PSC 6493A Psychodynamic Individual Psychotherapy Practicum II (1.5 credits)
- PSC 6494A Advanced Psychodynamic Individual Psychotherapy Practicum I (1.5 credits)
- PSC 6495A Advanced Psychodynamic Individual Psychotherapy Practicum II (1.5 credits)

*\*Students taking PSC6492A are also required to take Psychoanalytic Theory and one (1) of the three (3) courses from the Intervention A category listed on the previous page.*

*CBT Practicum*

- PSC 6502A CBT Individual Psychotherapy Practicum I (1.5 credits)\*
- PSC 6503A CBT Individual Psychotherapy Practicum II (1.5 credits)
- PSC 6504A Advance.01610acticum 1.4(J12968021 Tw5.2(ndi)8(ndivi)TJ66.345 0 TD-.0124 Tc240



- 5) Family & Couples Therapy I & II )PSC 6465/6466)
- 6) Psychodynamic Individual Psychotherapy Practicum I & II (PSC 6492A/6493A)
- 7)

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

### **Research Project I**

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

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

### **Research Project II & Oral Defense Examination**

Research Project II is usually an outgrowth of the first project and may take the form of any one of a wide spectrum of possibilities including an original quantitative or qualitative empirical study, replication of an empirical study, development of an instrument, evaluation outcome research, treatment integrity, single case experiment

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 wi

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



## **SCHOOL-CLINICAL CHILD PSYCHOLOGY – Psy.D – 116 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 psycho-educational 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 child psychology and school psychology, built on a foundation in developmental psychology. Students gain more than 3,500 hours of supervised school/clinical field experiences in diverse schooling environments, hospitals and mental health facilities, usually in urban centers with



PSS 6250 Developmental Psychopathology

PSS 6611 Practicum Child Therapy I: Psychodynamic

PSS 6612 Practicum Child Therapy II: Psychodynamic

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

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

PSS 6625 Practicum Child Therapy I: CBT

PSS 6626 Practicum Child Therapy II: CBT

PSS 6286 Research Methods in Professional Practice

PSS 6814 Adult Psychopathology & Assessment

PSA 6071 Psychopharmacology

PSA 6405 Social Psychology

PSA 6601 History and Systems of Psychology

PSS 6915 Research Project I

PSS 6916 Research Project II

PSS 8943A School-Clinical Externship I (*0 credits*)

PSS 8944A School-Clinical Externship II (*0 credits*)

PSS 8945A School-Clinical Externship III (*0 credits*)

PSS 8946A School-Clinical Externship IV (*0 credits*)

PSS 8947A School-Clinical Externship V (*0 credits*)

PSS 8948A School-Clinical Externship VI (*0 credits*)

PSS 8941A School-Clinical Internship (*1 credit*)

PSS 8942A School-Clinical Internship (*1 credit*)



*Psychodynamic Theory and Practice with Children and Families Psychotherapy I-II, and*

## **Externship**

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

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

## **Pre-Doctoral Internship**

Assuming all other program requirements have been successfully completed, the full time internship can commence in the fifth year of the program. The internship can occur in a school,

Education Department, Division of Teacher Certification. Students who wish to be certified in other states need to request information from the individual state's Department of Education. Information about national certification is also available from the program director. It is recommended that students not apply for certification until the end of the fourth year of study.

## **CLINICAL PSYCHOLOGY (HEALTH EMPHASIS) – Ph.D – 106 credits**

### **Program Philosophy**

The Clinical Psychology (Health Emphasis) Ph.D. Program is accredited by the American Psychological Association (accreditation received October 2005). The committee on Accreditation conducted a review of the clinical program in 2009 and granted reaccreditation to the program for another seven (7) years. The next accreditation visit will occur in 2016.

The Clinical Psychology (Health Emphasis) program was established by the New York State Department of Education as a licensure-qualifying program in November of 1990. This registration will be extended annually until the program is reviewed in the future.

The overarching mission of the program is to train qualified clinicians, academic scholars, and applied researchers in clinical psychology. Embedded in this mission statement are core values of Yeshiva University that include: (1) bringing wisdom to life; (2) love of knowledge for its own sake; (3) a commitment to excellence in teaching and research; and (4) the view that liberal



*Goal 5*

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 Multicultural & Diversity Issues

PSA 6472 Cognitive & Affective Bases of Behavior

PSH 6321 Test Construction

PSA 6071 Psychopharmacology

PSH 8931 Dissertation Planning

PSH 8943A Clinical Health Externship I (*1 credit*)

PSH 8944A Clinical Health Externship II (*1 credit*)

PSH 8945A Clinical Health Externship III (*1 credit*)

PSH 8946A Clinical Health Externship IV (*1 credit*)

PSH 8947A Clinical Health Externship V (*1 credit*)

PSH 8948A Clinical Health Externship VI (*1 credit*)

PSH 8941 Clinical Health Internship (*1 credit*)

PSH 8942 Clinical Health Internship (*1 credit*)

PSH Specialty Research Lab - *taken 8 semesters – course numbers vary*

### **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 c

## **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 binding before a degree can be conferred. Please contact the Registrar for information regarding submitting a dissertation for binding.

## **Clinical Externship**

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

The year before students begin externship, they are required to take the Externship Planning course. Then, students should register for the appropriate externship course for each semester they are working at a site accruing clinical hours.

## **Pre-Doctoral Internship**

Students are required to complete a pre-doctoral internship during their fifth year or later depending on their progress in graduate school. Students are eligible to apply for internship upon completion 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**

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

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

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

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

### **Program Philosophy**

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

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

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

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

### **Curriculum**

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

#### **Required Courses (54 credits):**

PSM 6120 Basic Principles in Counseling

PSM 6815 Psychopathology: Child, Adolescent, & Adult

PSM 6193 Counseling Skills Development

- PSM 6225 Assessment and Appraisal of Individuals, Families, Couples, and Groups
- PSM 6816 Advanced Issues in Psychopathology and Diagnosis
- PSM 6371 Ethics & Issues in Professional Practice
- PSM 6515 Lifespan Development
- PSM 6500 Advanced Issues in Mental Health Counseling
- PSM 6503 Lifestyle and Career Development
- PSA 6405 Social Psychology
- PSM 6181 Multicultural and Diversity Issues in Counseling
- PSM 6191 Concepts and Techniques in Mental Health Counseling
- PSM 6461 Principles in Group Therapy
- PSM 6430 Statistics, Research, and Program Evaluation
- PSM 6483 Substance Abuse and Treatment
- PSM 6945 Counseling Practicum I
- PSM 6943 Supervised Field Placement I (*1.5 credits*)
- PSM 6944 Supervised Field Placement II (*1.5 credits*)
- PSM 6946 Supervised Field Placement III (*1.5 credits*)
- PSM 6947 Supervised Field Placement IV (*1.5 credits*)

**Electives (6 credits):**

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

PSM 6100 Neuropsychology Basic Principles

PSM 6622 Counseling in Public Settings

PSM 6485 Crisis Counseling

PSM 6170 Sexuality and Gender Counseling

PSM 6510 Cognitive and Behavioral Therapy Principles for Counseling

PSM 6194 Principles of Psychodynamic Psychotherapy for Counseling

PSM 6440 Couples and Family Counseling

PSM 6450 Counseling with Children and Adolescents

PSM 6484 Grief, Loss and Bereavement Counseling

PSM 6182 Attachment across the Lifespan

PSM 6195 The Resilient Counselor

PSA 6601 History and Systems of Psychology

PSA 6930 Physiological Psychology

PSA 6071 Psychopharmacology

**Field Placement**

Students are required to complete a minimum of



## **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 B+ or higher is required in all minor related courses in order to satisfy the requirements of the minor.

### **Clinical Neuropsychology Minor**

Students in the doctoral programs have the option of completing the requirements for a minor in Clinical Neuropsychology. The training in Clinical Neuropsychology is consistent with the educational and training guidelines recommended by Division 40 of the APA and the Houston Conference. Core courses in assessment, interviewing, psychopathology, therapy, statistics, and biological basis of behavior must be completed before students begin their training in the Clinical Neuropsychology Minor. Successful completion of the courses "Science of Cognitive and Affective Function" and Physiological Psychology" also serves as a pre-requisite for admissions to the minor. Then, concurrent with the two-semester didactic sequence (Introduction to Clinical Neuropsychology I and II) students are required to complete a formal year-long externship in Clinical Neuropsychology. The course in Psychopharmacology may be taken in parallel or subsequent to completion of the above year-long didactic sequence.

As discussed above, the following courses are required for the minor:

1. PSA 6930 Physiological Psychology
2. PSH 6014 Science of Cognitive and Affective Function
3. PSH 6011 Clinical Neuropsychology I
4. PSH 6012 Clinical Neuropsychology II
5. PSA 6071 Psychopharmacology

### **Clinical Health Psychology Minor**

Students in the Psy.D doctoral programs are eligible to take a minor in Clinical Health Psychology. This requires taking three courses: PSH 6371 Research Methods in Clinical Health Psychology; PSH 6421 Health and Addictions; and PSH 6935 Social Dimensions of Public Health. A health psychology externship (minimum experience of 9 months of applied supervised training for at least 10 hours per week) or a research project completes the requirements.

The objectives of study in the minor are to:

1. Introduce the student to the field of Clinical Health Psychology;
2. Cover the basic principles, concepts, and methodological issues in research and practice in Clinical Health Psychology;
3. Introduce the student to the major conditions in which Clinical Health Psychologists have

been active; and

4. Earn some experience in research or clinical practice in Health Psychology.

Advisor: Dr. Roe Holtzer

### **Child Clinical Psychology Minor**

The minor in Child Clinical Psychology is conducted through the School-Child Clinical Psychology program and is coordinated by Dr. Abraham Givner. Only students in the Clinical Health Psychology PhD and Clinical Psychology PsyD programs are eligible to receive the minor. The minor includes coursework that exposes students to theory and research from both psychodynamic and cognitive behavioral orientations. It also requires that students complete a minimum of 600 hours in an externship setting whose primary focus is working with children and adolescents. The minor can be completed in two years. It is recommended that students begin the coursework in their third year. Acceptance into the minor requires approval from the student's faculty advisor and the minor's coordinator.

The prerequisite course for the minor is PSS 6250 Developmental Psychopathology. The other three required courses are: PSS6610 Introduction to Child Therapy and PSS6213, 6449 Evidence-Based Interventions for Youth I&II.

### **Gero-Psychology Minor**

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

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

Required Coursework:

1. PSC6448 Assessment and Treatment of Older Adults

2. Two of the following courses:

PSS6014 Scientific and Cognitive and Affective Fun Deve28;ts

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

## **STUDENT LIFE**

### **Campus and Associated Services**

The Ferkauf Graduate School of Psychology is located on the Jack and Pearl Resnick campus of the Albert Einstein College of Medicine. The campus and associated services encompass a variety of educational facilities including the Belfer Educational Center for Health Sciences, the Sue Golding Graduate Division of Medical Sciences, the Chanin Institute for Cancer Research, the Rose F. Kennedy Center, Fisher Landau Center for the Treatment of Learning Disabilities, the Center for Educational & Rehabilitation Services (CERC), the Jack Weiler Hospital of the Albert Einstein College of Medicine, and Jacobi Medical Center. In addition to these major teaching and health service centers, there are a number of other Yeshiva University affiliated teaching hospital facilities located in close proximity. These include Montefiore Medical Center, North Central Bronx Hospital, the Soundview-Throgs Neck Community Mental Health Center, Bronx Psychiatric Center (for adults), Bronx Children's Psychiatric Center, and Bronx-Lebanon Hospital.

There are special advantages to our students in psychology due to the presence of these teaching medical facilities. These advantages include the availability of training facilities where students may have access to externships and internships. These resources also act as practicum facilities that are

## **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 consultations to aid patrons in managing their information needs. A schedule of classes is listed on the Library's web site. Librarians participate in the orientation for incoming students and also work with individuals by appointment. The Reference department may be contacted in person, by phone, or by email.

The Interlibrary Loan Department processes requests for books and journal articles not owned or licensed by the Library. Requests may be submitted in person or by using an electronic form on the Library's web site.

Photocopying and online printing are available for 10¢ per page on an account connected to your University ID card. Stations to add value to your account are located in the library near the printing and copying stations.

The library staff provides a high level of service in helping all patrons satisfy their information needs.

### **LIBRARY HOURS**

<b>Monday–Thursday</b>	<b>8:30am-midnight</b>
<b>Friday</b>	<b>8:30pm-5pm</b>
<b>Saturday</b>	<b>CLOSED</b>
<b>Sunday</b>	<b>10:30am-10:30pm</b>
<b><i>CHANGES IN HOURS FOR HOLIDAYS WILL BE POSTED ON WEB SITE.</i></b>	
<b><i>FOR INFO: (718) 430-3104</i></b>	

## **Computing Facilities**

The Jack and Pearl Resnick Campus has several computer rooms for student and faculty use. The Ferkauf Computer Lab includes Dell desktops, which are equipped with Internet Explorer and Microsoft Office applications, such as Word, Excel, and PowerPoint. In addition, the newer and more powerful desktops include the statistical program SPSS as well as test scoring software for select psychological assessments. Students also have

## **Graduate Teaching and Research Assistantships**

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

Teaching Assistants are expected to help the 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 Parn

Once logged into ANGEL you can familiarize yourself with the environment by viewing the instructional videos in the institutional resources module of the ANGEL homepage.

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

For more information or support on ANGEL please visit <http://yu.edu/its/academic-computing/student-computing/eLearning/>.

## **MY YU**

MY YU is Yeshiva's self-service student system. Students can use it to search offered classes, register, find textbook information, check unofficial transcripts, print enrollment verifications, order transcripts, and many more.

To log in to MY YU, students should visit [www.yu.edu/myyu](http://www.yu.edu/myyu). Students who are logging in for the first time will need to click on "Faculty, Students and Staff" and then "Reset my Pin". They will be prompted to enter their username, which is their 800 or 999 #, and their email address. A temporary pin will be sent to the email address, and students will then be able to log back in and change their pin.

## **YU Email Address**

All students are granted a university sponsored Google Apps account. The features of the account include a Yeshiva branded Gmail account, Calendar, Docs, Sites and more. Each school has its own mail domain and some brands are shared amongst several schools. Upon graduation, students will be granted an alumni account associated with Ferkauf.

There are 2 ways to log into your YU Gmail account.

1. Visit [www.gmail.com](http://www.gmail.com). Your username is the entire email address, [first.lastname@ferkauf.psych.yu.edu](mailto:first.lastname@ferkauf.psych.yu.edu)
2. Visit a YU Gmail portal. Your username will be your first.lastname.

Please follow the instructions below for linking your YU Gmail account to your personal email account.

[http://www.yu.edu/uploadedFiles/Offices\\_and\\_Services/Information\\_Technology/Services/Academic\\_Computing/Student\\_Computing/YU\\_Gmail/Useful\\_Tips/Gmail%20forwarding.pdf](http://www.yu.edu/uploadedFiles/Offices_and_Services/Information_Technology/Services/Academic_Computing/Student_Computing/YU_Gmail/Useful_Tips/Gmail%20forwarding.pdf)

Students may visit the Academic Computing website for more information and helpful tools: <http://www.yu.edu/ITS/Academic-Computing/student-computing/yu-gmail/>



## **Liability Insurance**

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

## **Identification Cards**

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

If you lose your ID card, you will need to obtain proof of enrollment from the Registrar's Office before going to the security office for a new ID. You may be charged a fee for a duplicate ID card.

## **Shuttle Bus Service**

Albert Einstein College of Medicine provides a free shuttle service for students and faculty to the subway station at E. 180<sup>th</sup> Street and to various hospitals, including Bronx Lebanon, Montefiore, and LIJ. The shuttles depart from the Belfer Building. All passengers must show a valid Einstein ID before boarding.

Please visit the Auxiliary Services website for the shuttle bus schedule:  
<http://www.einstein.yu.edu/administration/auxiliary-services/transportation/>

## **Records and Transcripts**

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

A transcript is not issued without the student's written request, except in a few circumstances in which the law allows or requires a transcript to be sent without the student's permission.

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

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

Transcripts will only be issued to students whose financial records with the University are completely clear. Ferkauf alumni who have not submitted their dissertation for publishing or their research projects on CD will not be issued transcripts.

### **Change of Name and Address**

A student who wishes to change either a first or last name on school records must file a Request for Change of Name Form in the Office of the Registrar. The form must be submitted with a copy of appropriate documentation (i.e. marriage license, divorce documentation, passport).

Students who change their residences are required to update their records within 10 days. Students may update addresses and phone numbers online through MY YU ([www.yu.edu/myyu](http://www.yu.edu/myyu)). A student is responsible for all mail sent to old addresses if the address has not been updated.

Students should also notify their program director when their name, address, or telephone number changes.

### **Duplicate Diplomas**

Duplicate or revised diplomas may be secured under certain circumstances. Students must submit a Duplicate Diploma Request Form, found in the Wilf forms section of the Registrar's website ( [www.yu.edu/registrar](http://www.yu.edu/registrar)).

### **Use of University Name**

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

## **FACULTY**

### **Full-Time Faculty**

William Arsenio, Ph.D  
*Clinical Psychology*  
*Professor*

Carl Auerbach, Ph.D  
*Clinical Psychology*  
*Professor*

Greta Doctoroff, Ph.D  
*School-Clinical Child Psychology*  
*Assistant Professor*

Catherine Eubanks-Carter, Ph.D  
*Clinical Psychology*  
*Assistant Professor*

Jonathan Feldman, Ph.D  
*Clinical Health Psychology*  
*Associate Professor*

Frederick Foley, Ph.D  
*Clinical Health Psychology*  
*Director, Externship & Internship Training*  
*Professor*

Barbara Gerson, Ph.D  
*School-Clinical Child Psychology*  
*Associate Professor*

Michael Gill, MA, LMHC  
*Assistant Dean, Ferkauf Graduate School*  
*Mental Health Counseling*  
*Program Director*  
*Coordinator, Supervised Field Placement*

Abraham Givner, Ph.D  
*School-Clinical Child Psychology*  
*Program Director*  
*Professor*

Shelly Goldklank, Ph.D  
*Clinical Psychology*

*Associate Professor*

Jeffrey Gonzalez, Ph.D  
*Clinical Health Psychology*  
*Assistant Professor*

Elizabeth Hirky, Ph.D  
*Clinical Health Psychology*  
*Director, Externship & Internship Training*

Roe Holtzer, Ph.D  
*Clinical Health Psychology*  
*Program Director*  
*Associate Professor*

Lata McGinn, Ph.D  
*Clinical Psychology*  
*Program Director*  
*Associate Professor*

Tracy Prout, Ph.D  
*School-Clinical Child Psychology*  
*Assistant Professor*

Jody Resko, Ph.D  
*Mental Health Counseling*  
*Associate Clinical Professor*

Martin Rock, Ph.D  
*Clinical Psychology*  
*Associate Professor*

William Salton, Ph.D  
*Director, Max and Celia Parnes Clinic*

Jamie Schumpf, Psy.D  
*Clinical Psychology*  
*Assistant Program Director*  
*Assistant Professor*  
*Director, Externship & Internship Training*

Betsy Seng  
*Clinical Health Psychology*

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

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

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

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

Ana Van Meter, Ph.D  
*Clinical Psychology  
Associate Professor*

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

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

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

**Adjunct Faculty**

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

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

David Bergstein, MA, LMHC, PC

*Mental Health Counseling*

Steven Boksenbaum, Ph.D  
*School-Clinical Child Psychology*

William Bracero, Ph.D  
*Mental Health Counseling*

Jill Brickman, Psy.D  
*Clinical Psychology*

Rosemarie Chatterton, MA, LMHC, PC  
*Mental Health Counseling*

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

Irit Felsen, Ph.D  
*Mental Health Counseling*

Lisa Fox, Psy.D  
*Clinical Psychology*

Stephen Glicksman, Ph.D  
*Mental Health Counseling*

Amy Goldin, Psy.D  
*School-Clinical Child Psychology*

David Gottesfeld, Psy.D  
*School-Clinical Child Psychology*

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

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

Zev Labins, M.D.  
*Clinical Psychology*

Gary McClain, Ph.D  
*Mental Health Counseling*

Abigail Merin, Psy.D  
*Clinical Psychology*

## **COURSE DESCRIPTIONS**

### **General Psychology Courses**

#### **PSA 6071 Psychopharmacology**

The course is designed to provide an operational introduction to the principles and practice of psychotherapeutic medication with the hopes that it will enhance the future clinician's clinical knowledge and theoretical understanding of the use and misuse of psychological active medications. Emphasis is placed on specific indications, mechanisms of action, adverse and therapeutic effects of agents prescribed for mood, anxiety, and personality disorders, as well as psychosis. The integration of psychopharmacology and psychotherapy will be explored.

#### **PSA 6181 Multicultural & Diversity Issues**

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

#### **PSA 6280– Statistics I**

This course emphasizes mastery of basic statistical concepts and utilization of statistical software (SPSS) to conduct and interpret appropriate statistical analyses. This course will cover both descriptive and inferential statistics (parametric and nonparametric). The statistical concepts will be introduced in lecture, and students will learn how to enter, analyze and interpret data using SPSS during class demonstrations and through the completion of homework assignments.

#### **PSA 6280 Statistics I -for Ph.D students only**

The theoretical basis of univariate statistics is presented along with applications to psychology and health-related fields. Topics include probability theory, descriptive statistics, t-tests, analysis of variance, power analysis, correlation, regression analysis and nonparametric techniques. An introduction to the SPSS statistical package is covered and quizzes, homework assignments, and tests are based on this software.

#### **PSA 6283 Statistics II**

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

*Pre-requisites: PSA 6280 Statistics I*

**PSA 6289 Introduction to Qualitative Research**

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

**PSA 6290 Advanced Qualitative Research**

The course objective is to enable students to achieve competence in coding qualitative research







*Pre-requisites: PSC 6195 Psychoanalytic Theory*

### **PSC 6191 Concepts of Psychotherapy**

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 6195 Psychoanalytic Theory**

This is a course on the development of psychoanalytic theory from Freud’s early writing on the treatment of hysteria to its differentiation into Object Relations theory, Self Psychology, and Interpersonal and Relational Psychoanalysis. My intent in this course is to provide students with a solid grounding in the basic theory of psychoanalysis, and to introduce them to the current developments in the field.

### **PSC 6435 Clinical Interviewing w/ Practicum**

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.

*Co-requisite: PSC6436L Basic Psychotherapy Lab*

### **PSC 6436L Basic Psychotherapy Skills 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.

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

*Pre-requisites: PSC 6441 Cognitive Assessment w/ Practicum*

**PSC 6446, PSC 6447 Clinical Assessment I & II w/ Practicum**

This year-long course provides an overview of the interpretation and integration of measures of cognition, personality, and psychopathology. Basic interpretation of traditional measures (e.g. WAIS-IV, Rorschach, MMPI-2) and their integration will be reviewed. Students are also exposed to less traditional measures (self-report, projective, interview-based, etc) and techniques for integrating data from quantitative and qualitative measures. The course will emphasize procedures for drawing inferences from interview and test data, analyzing

## **PSC 6449, PSC 6450 Gero Psychology Practicum I & II**

Year-long advanced seminar & group supervision lab for gero-psychology practicum trainees and students seeing older adults in the University clinic, covering topics which may include: (a) Biological, cognitive, developmental, and social psychological aspects of aging; (b) Prevalence, course, and outcome of psychopathology in later life; (c) Special issues bearing on the diagnostic and psychological assessment of older adults; (d) Special issues regarding the application of psychotherapeutic interventions to older adults of diverse racial/ethnic backgrounds; (e) Gero-psychology consultation liaison within a primary care setting. This course (lab) is intended to have an applied focus, and has as its premise is that what makes working with older adults distinct is not the techniques you would employ, but the knowledge that informs your choices regarding assessment and psychotherapeutic interventions.

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

## **PSC 6463 Couples Therapy**

What we cover in this course is an analysis of couples' healthy functioning and malfunctioning. We examine mate selection, some theories of technique, and techniques from a variety of couples therapy perspectives, including: Interpersonal Psychoanalytic-Systemic; Emotion Focused; Object-relational; Bowenian Systems; Structural; and Neuroscience views. We emphasize a psychodynamic-systemic orientation and interventions. Our goals are to gain a basic understanding of a variety of perspectives about couples therapy, to learn how to organize couples data from an integrative, psychodynamic-systemic approach and to assay formulations of couples therapy problems and interventions from that perspective. We achieve these goals through lecture and discussion, readings and videotape/dvd analyses of couple (and family) sessions.

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

Students in this intensive seminar and practicum move from the oft certainty of thought to the insecurity of practice and emerge with a sense of familiarity with systemic theory and technique. They learn several systemic approaches to families and couples and treat a family and couple with the aid of live and weekly videotape supervision. The goal of this course is for students to be able to switch at will and when appropriate from individual to systemic thinking and practicing, growing ever more comfortable with intervening in the diverse complexities of family life where needed. To achieve these goals, the students read and discuss articles, and also analyze tapes of both professional and student family and couple sessions. Each student picks up a family and a couple to treat. The first sessions are done with "live supervision" in front of the one way mirror. Subsequently, all sessions are videotaped and brought to tape supervision weekly outside the lecture time. Students, therefore, come to class, have a treatment case or cases, and have an additional hour of supervision.

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

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

*Pre-requisites: PSC 6465 Family & Couples Therapy I*

## **PSC 6467 Family Systems Theory**

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

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

This course, offered every other academic year starting in Fall 2012, is a closed course for Dr. Goldklank's research students. It alternates with the open Couples Therapy seminar given in the Fall of odd – numbered years. We cover a variety of systems and psychoanalytic theories' basic concepts, research challenges in each orientation, and applied examples in those areas. Our emphasis in what we cover interacts with the particular research students' research projects. Based on this course, students should gain a foundational understanding of systems and/or analytic perspectives fundamental to having an accurate theory on which to build their research project. Students will also obtain a working knowledge of what issues the most up to date research in their area suggests for further investigation.

## **PSC 6470, PSC 6471 Cognitive Behavior Therapy in Anxiety & Depressive Disorders I & II**

This two-semester course combines didactic course work and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders: panic disorder, agoraphobia, social phobia, post-traumatic stress disorder, obsessive compulsive disorder, generalized anxiety disorder, specific Twpr-18.58581.0015 Twic perspsila-.0001 aordost-trau

anxiety di

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

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

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

Students will gain an understanding into the nature and theoretical underpinnings of anxiety and depression. Major etiological theories including evolutionary,





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 intern

### **PSC 6504A, PSC 6505A Advanced CBT Psychotherapy Individual Practicum I & II**

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

*Pre-requisites: PSC 6502A, 6503A CBT Psychotherapy Practicum I&II & PSC6470, PSC6471 Cognitive Behavior Therapy in Anxiety & Depressive Disorders I&II & PSC 6497 Cognitive Therapy &*

### **PSC 6509, PSC 6510 Teaching and Learning in Psychotherapy I & II**

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

### **PSC 6511 Positive Psychology**

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 6528 Effective Therapists II: An Integrative Approach (Research Seminar)**

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

*Pre-requisites: PSC6528 Effective Therapists I*

### **PSC 6529 Research in Depression and Personality Disorders in Older Adults I (Research Seminar)**

The first half of this year-long research seminar reviews theoretical models and empirical research on the transaction between depression and personality disorder in the elderly. Students learn to identify core issues in the diagnostic assessment of depression and personality disorder in older adults, describe the interaction of biological, psychological, and social factors in contributing to psychopathology in older adulthood, and to develop enhanced critical thinking skills in the evaluation of clinical research.

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

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

*Pre-requisites: PSC6529 Depression & Personality Disorders in Older Adults I*

### **PSC 6537 Data Analysis**

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

### **PSC 6539 Advanced Research Seminar**

### **PSC 6540, 6541 Investigating Mood Pathology I & II (Research Seminar)**

The IMPACT lab studies environmental and biological influences on the development and trajectory of the bipolar mood spectrum. Topics of particular interest include: cyclothymic disorder and other chronic presentations of dysregulated mood, the role of emotion sensitivity and the onset and maintenance of severe mood pathology, and the identification of biomarkers to aid in prognostication and intervention. Students in the IMPACT lab will participate in research projects related to the bipolar spectrum and its correlates through meta-analyses, secondary data

*Prerequisite/Corequisite: PSC6145 Psychological Trauma I*

**PSC 6551A, PSC 6551B Proseminar I**

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

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

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

**PSC 6813 Adult Psychopathology I**

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

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

**PSC 6814 Adult Psychopathology II**

**PSC 6817 Assessment & Treatment of Severe Mental Illness I**

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

*Prerequisite: PSC6813 Adult Psychopathology I*

**PSC 6915 Research Project I**

**PSC 6916 Research Project II**

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





### **PSH 6363 Externship Planning (1 credit)**

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

### **PSH 6371 Research Methods: Clinical Health Psychology**

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

### **PSH 6372 Research Methods II: Clinical Health Psychology**

### **PSH 6420 Clinical and Experimental Hypnosis**

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**

### **PSH 6432 Personality Theory and Assessment w/ Practicum**

### **PSH 6435 Clinical Interviewing**

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 students will have begun to develop skills in the following areas: development of a psychotherapeutic alliance, interviewing and diagnostic skills, mental status evaluation, SCID administration, case disposition, as well as case presentation, conceptualization and report writing. The Diagnostic and Statistical Manual’s current diagnostic system will be emphasized to enhance competency of SCID administration. Material presented in the course will emphasize work in health care settings and with adults presenting with psychological issues comorbid with physical health conditions. However, case formulation and treatment planning skills are essential and will be understood from empirically supported theoretical orientations





## **PSH 6543/PSH 6544 Behavioral Medicine Practicum I and II**

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

### **Course Objectives:**

Assessment: Students will be trained in psychological assessment techniques used in behavioral medicine. Emphasis will be placed on assessment tools used in initial psychological interviews (SCID) and instruments used to monitor progress in treatment. Training will include suicide risk assessment, differential diagnoses, and overlap between psychiatric and medical conditions.

Report Writing: Students will learn how to write psychological reports based on their evaluations. This course will emphasize the differences between 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 supervision. This course will also include assessment tools (SCID) and provide an opportunity for students to provide supervision.

The goal of this course is to introduce the student to research in cognitive aging. This course



4. The use of diagnostic reports as the primary vehicles for facilitating a bridge between psychoeducational diagnosis and individualized instructional goal-planning.

*Only open to School-Clinical Child Psychology Students*

*Pre-requisites: PSS 6131 Cognitive Assessment*

### **PSS 6153 Personality Appraisal**

This course is an introduction to personality assessment, focusing on the Rorschach test. At the present time we are using Exner's Comprehensive System for scoring. The results of Rorschach interpretation will be presented as part of an assessment process. Although we will be working with the Rorschach test, the principle of personality assessment using other instruments will be addressed. The uses and validity of Rorschach testing will be identified and critically explored.

Course Objectives:At the completion of this course, students will be able to demonstrate:

1. basic competence in the administration, scoring and interpretation of Rorschach test using the Comprehensive System. This includes accurate, standardized inquiry, recording procedures, coding and generating a Structural Summary
2. ability to independently generate interpretation routine, clusters, search order and hypotheses from data.
3. ability to write comprehensible report section based on interpretations and integration of information from other test sources
4. an understanding of the utility, history and validity controversy regarding this test.

*Pre-requisites: PSS 6132 Psychoeducational Assessment*

### **PSS 6156 DIR Model and Floortime Practice**

This course examines the component modules of the DIR (Developmental-Individual Difference-Relationship Based) approach to working with young children on the autistic spectrum and their families. Analysis, interpretation and intervention strategies related to functional emotional development, the sensory profile, language acquisition and family dynamics will be explored in depth. The student is introduced conceptually and practically to floortime methodology conceptualized as a downward extension of play therapy for the pre-symbolic child. Skills are refined through the viewing of master clinicians conducting floortime sessions (via tapes and DVDs) and when possible the analysis and

### **PSS 6189 Practice in Multicultural Assessment**

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

### **PSS 6191-92 Child Assessment with Practicum I and II**

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**

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**

Working effectively with the parents of our child patients is an extremely difficult, yet essential part of the treatment. Sometimes parents can ignite greater countertransferences than our patients themselves, and handling these countertransferences is often crucial to keeping the case.





### **PSS 6250 Developmental Psychopathology**

This core course will focus on current theory and research in developmental psychopathology. Students will gain exposure to different approaches to understanding and conceptualizing childhood and adolescent disorders, with a focus on a developmental-systems framework. Topics will include biological, developmental, familial, and sociocultural factors relevant to the development of psychopathology. We will critically examine the current knowledge base for the etiology and developmental course of disorders. Students will become familiar with the major characteristics, uses, and limitations of the DSM-IV-TR. We will discuss case examples and consider the implications for clinical practice. Throughout the course, we will integrate discussion of ethical issues and cultural diversity.

### **PSS 6286 Research Methods in Professional Practice**

This course reviews research design and quantitative and qualitative methodologies for the “practitioner as consumer” of psychological research in applied settings. The course focuses on understanding the principles and orientations needed to evaluate applied research. Students will develop a draft proposal for their doctoral research

### **PSS 6288 Translating Theory into Practice**

The overarching goal of this course will be to deepen understanding of the therapeutic process, focusing on the translation of theory into the actuality of clinical practice. Readings from a variety of theoretical perspectives will be included, as well as readings appropriate to the wide range of issues presented by student’s cases. Each student will develop an in-depth case conceptualization, integrating theory with practice, and have the opportunity to present to the group.

### **PSS 6296 Case Conceptualization**

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

### **PSS 6311 Adolescent Psychopathology and Treatment**

This course will provide a comprehensive introduction to both the psychopathology of adolescence and contemporary approaches to psychotherapy. The theoretical orientation will be broadly psychodynamic, however readings in short term interpersonal and cognitive behavioral

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

### **PSS 6315 Working with Young Adults**

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 *adolescent* or *young adult* development, psychopathology, and treatment. Instead, it is my hope to combine these subjects into a wider “gestalt” so that you will be able to understand and effectively work with this population.

### **PSS 6399 Biological Bases of Behavior**

This graduate level course will cover the basic topics of the biological basis of behavior. The course will focus on how the nervous system gives rise to complex human behaviors. These behaviors range from basic functions like movement and sleep to more complex mental abilities such as language and memory. The foundations of this exploration will include the studies of neurophysiology, neuroanatomy, and neuropsychology. The course will culminate in lectures on

## **PSS 6402 Neuropsychological Assessment**

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

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

*Students must be recommended for this course by their Child Assessment and Cognitive*

## **PSS 6450- Research Seminar: Treatment of Internalizing Disorders**

This course is designed to cover advanced topics in the treatment of internalizing disorders by way of reviewing the most current empirical literature. Additionally, students will be introduced to concepts and challenges in designing and conducting psychological research. The major goal of this course is for the students to collaboratively design research projects which address a topic in internalizing disorders.

*Pre-requisites: PSS 6449 Evidence-Based Interventions for Youth II.*

*Permission from instructor needed for registration*

## **PSS 6451 Evidence Based Practice: Dissemination and Implementation for Youth in Mental Health Settings**

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 descriptive characteristics. Students will learn about the challenges and barriers to transporting evidence-based practices into usual care settings, and will be exposed to innovative approaches to extending the use of scientifically supported practices into community-based settings of care. Among other topics, we will discuss the importance of organizational context and systems-level interventions, the role of training and supervision in the scaling up of evidence-based practices, common elements approaches to ESTs, and the importance of “practice-based” research in the dissemination and implementation of mental health treatments with proven efficacy.

*Permission from instructor needed for registration*

## **PSS 6520 Interventions for Infants and Young Children**

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



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

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

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

### **PSS 6622 Trauma in Children and Adolescents**

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

This year-long practicum provides didactic training, group and individual supervision to support students' use of cognitive-behavioral interventions with youth in the Parnes Clinic.

### **PSS 6801 Professional and Ethical Issues in School-Clinical Psychology**

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

### **PSS 6802 Role and function of School Psychologist**

This course will focus on the everyday realities of working in a school setting as a member of an interdisciplinary team. Emphasis will be on the **practical** applications of theory and expanding your knowledge of the changing role of the school psychologist in the 21<sup>st</sup> century.

### **PSS 6810 Advanced Educational Psychology**

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

### **PSS 6814 Adult Psychopathology and Assessment**

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

### **PSS 6915 Research Project I**

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

### **PSS 6916 Research Project II**

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

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

This is the fifth year culminating educational experience. It is a full-time, supervised experience in a medical center, hospital, community based me

The fourth year externship (PSS 8947-48) 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**

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**

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**

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.

### **PSM 6170 Sexuality and Gender Counseling**

This course will address issues related to counseling gay, lesb



### **PSM 6181 Multicultural and Diversity Issues**

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, lgbtqq, military, women, etc and the counseling process.

### **PSM 6182 Attachment across the Lifespan**

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 Profesor 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 Prof. 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 rela

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**

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.



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

### **PSM 6440 Couples and Family Counseling**

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

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

### **PSM 6450 Counseling Children and Adolescents**

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

Course Objectives: 1) gain an understanding of intervention strategies to effectively counsel youth; 2) acquire an awareness of the importance and development of prevention and intervention programs to address the problems of youth; 3) explain the systems theories and relationship of influences such as 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

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

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

### **PSM 6483 Substance Abuse and Treatment**

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

### **PSM 6484 Grief Counseling**

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

1. Students will become familiar with loss and grief terminology.
2. Students will learn contemporary theories on loss, grief, and bereavement.
3. Students will become knowledgeable of critical guidelines for conceptualizing loss, grief and bereavement.
4. Students will learn the different meanings of loss and the impact of loss on those grieving and on caregivers.
5. Students will examine how race, religion, ethnicity, socio-economic status, gender, age, immigration status and sexual orientation may influence the experience of loss, grief and bereavement.
6. Students will become familiar with the concepts: complicated grief and mourning as well as come to understand the effects of multiple losses, traumatized loss, disenfranchised or

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

7. Students will learn about companion animal loss.

8. Students will learn skills to help avoid compassion fatigue

### **PSM 6485 Crisis Counseling**

An examination of diverse crisis situations and the assessment and treatment strategies used by mental health professionals to assist individuals, groups and organizations manage and resolve those crises. The purpose of this course is to prepare you for dealing with the inevitable crisis situation you will encounter as a mental health professional. We will spend time reflecting on how people deal with crises, exploring your own crisis experiences, and starting to develop your skills in crisis intervention. However, your major focus throughout the course will be on learning the practical skills of helping people in crisis.

### **PSM 6500 Advanced Issues in Mental Health Counseling**

This course is designed to familiarize students with advanced issues involving the structural and theoretical 'nuts and bolts' of mental health counseling. Students are encouraged to critically think about various approaches to the counseling process, develop their own 'world view' of counseling, and integrate their world view into their conceptualization of a case.

### **PSM 6503 Lifestyle and Career Development**

The course covers the major theories of career development and how to apply these theories in working clients. Topics include gender and multiculturalism, the use of assessment instruments in career counseling, and the role of technology. The course is highly participatory. This semester we will work together in person and online to create understandings of career 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.f). As a culminating activity, we create career education development interventions specific to the student's future populations including schools, community and addiction programs and higher education environments (CACREP II K.4.e).

### **PSM 6504 Integrating Spirituality in Counseling**

This elective course for Counseling students presents the most comprehensive coverage of the current state of the psychology of religion and spirituality. It introduces a new integrative

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

### **PSM 6510 CBT Principles for Counseling**

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

### **PSM 6515 Lifespan Development**

### **PSM 6622 Counseling in Public Settings**

### **PSM 6815 Psychopathology: Child, Adolescents, and Adults**

This course provides a framework for exploring the range of psychopathology as presented in the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2000). The class will focus on description, etiology, assessment and diagnosis of major categories of mental illness across the lifespan (child, adolescent and adult). The student will become familiar with multi-axial assessment and diagnosis. Developmental, environmental and dynamic elements of etiology will be considered in the context of case studies. Evaluation and management of high-risk clients and the preparation of mental status exams and intake summaries will be covered.

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

1. Demonstrate an understanding of the concept of psychopathology and apply critical thinking to questions of diagnosis in mental health counseling.
2. Demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders.
3. Demonstrate knowledge of multi-axial assessment and differential diagnosis.
4. Demonstrate an understanding of etiology and diagnosis for all major diagnostic categories.
5. Demonstrate an empathic awareness of a typical client's experience with at least one major pathology.
6. Demonstrate an ability to complete mental status exams and to prepare intake summaries.
7. Demonstrate an ability to screen for suicidal and homicidal intent and to effectively manage suicidal, homicidal and other high risk clients.

### **PSM 6816 Advanced Issues in Psychopathology**





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