FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY,
YESHIVA UNIVERSITY

Clinical Psychology Program
(PsyD)
Student Handbook
2024-2025

Updated 12/22

FOR THE MOST UP-TO-DATE VERSION OF THIS HANDBOOK,
PLEASE REFER TO THE VERSION POSTED ON OUR WEBSITE.

The Clinical Program reserves the right to modify the content and procedures listed in the handbook at any time. Students are
expected to read the handbook and abide by its guidelines. Students are expected to submit a signed statement of understanding to
their program director within the first two weeks following receipt of the handbook.
The statement of understanding can be located on the last page of the handbook.

Director, Clinical Program
Kenneth Critchfield, PhD

Director of Clinical Training
Jamie Schumpf, PsyD

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Dean, Ferkauf Graduate School of Psychology
Leslie Halpern, PhD

Assistant Dean, Ferkauf Graduate School of Psychology
Michael Gill, MA

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<u>Program Standards</u>

Accreditation

  The Clinical program (PsyD) began in 1979 and has been accredited by the American Psychological Association (APA) since 1985. The Committee on Accreditation conducted a review of the clinical program in 2015 and granted reaccreditation to the program for another seven years. The next accreditation visit was initially scheduled to occur in 2022, but has been extended due to the pandemic, and is now anticipated mid 2024.

  Ferkauf Graduate School of Psychology is also accredited by the Middle States Association as part of Yeshiva University's review and has been approved by the Department of Education of New York State. The clinical program was last reviewed by the New York State Department of Education for licensure-qualifying status and was re-registered as a licensure-qualifying doctoral program on January 1, 2002. This registration will be extended annually until the program is reviewed in the future. The program is a member of the Council of University Directors of Clinical Psychology Programs (CUDCP) and the National Councils for Professional Schools of Psychology.

The name and contact information for APA's Committee on Accreditation is as follows:
Office of Program Consultation and Accreditation
American Psychological Association
750 First Street NE
Washington DC 20002-4242
Telephone: (202) 336-5979
www.apa.org/ed/accreditation
apaaccred@apa.org

Statement on Non-Discrimination, Affirmative Action, and Sexual Harassment

  As an integral part of the Affirmative Action Program of The Ferkauf Graduate School of Yeshiva University, the clinical program has a long-standing commitment to affirmative action and equal opportunity. The clinical program has a commitment to apply every good faith effort in achieving nondiscrimination and equality of opportunity in employment and all spheres of academic life.

  All University decisions regarding faculty, staff and students are based on equitable and equally applied standards of excellence. Affirmative Action procedures have been established, both as a legal obligation under applicable law and as a visible and formal expression of institutional policy. This policy is designed to ensure that recruitment, hiring, training, promotion, and all other personnel actions take place and all programs involving students, both academic and non-academic, are administered regardless of race, religion,

creed, color, national origin, sex, age, disability, veteran or disabled veteran status, marital status, sexual orientation, or citizenship status as those terms are used in the law. In addition, this policy is designed to maintain a work and academic environment free of sexual harassment and intimidation. According to the guidelines of the Equal Employment Opportunity Commission (EEOC), unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The responsibility for the University's affirmative action/equal opportunity and sexual harassment policy lies with all associate and assistant deans, chairpersons, department heads, directors, administrators, managers, and supervisors in their areas of responsibility and requires the commitment of the entire University community. Administrative and investigative responsibility has been assigned to the Affirmative Action Administrator (718) 430-2552. If you have any questions relating to affirmative action or equal opportunity issues or believe that this policy's requirements are being violated, you should contact the Affirmative Action Administrator who will undertake a confidential investigation. The University will take appropriate corrective action to remedy all violations of this policy, up to and including termination. Where appropriate, the University may also report discriminatory conduct to licensing boards. As always, when investigating any allegations of discrimination, care will be taken to ensure that there will be no retaliation taken against the complainant for making such a complaint.

Requirements for Incoming Students:
- In order to fulfill all Admissions requirements, two official transcripts showing degrees conferred must be received by the Admissions office prior to the start of the first week of the fall semester.

- As mandated by the New York State Education Department, you must comply with the Measles, Mumps and Rubella (MMR) regulations. Proof must be shown either by immunization or by showing serological evidence (titers) that you are immune to Measles, Mumps and Rubella. Documented proof must be submitted to the Admissions office prior to the start of the first week of the fall semester.

- A completed **Emergency Contact Form** must be submitted to the Admissions Office prior to the start of Fall semester courses.

SECTION 1: Clinical Program Faculty and Administrators

Clinical Program Faculty

KATIE AAFJES-VAN DOORN, Assistant Professor of Clinical Psychology, Co-Director of Psychodynamic Training Program. DClinPsy, University of Oxford, 2012. Psychotherapy process, training & research, evidence-based measurement, research-practice networks, and psychodynamic therapy.

VERA BÉKÉS, Assistant Professor of Clinical Psychology, Co-Director of Psychodynamic Training Program. PhD, University of Pécs, 2009. Psychodynamic theory, psychotherapy process research, PTSD, and Holocaust trauma.

SARAH BLOCH-ELKOUBY, Assistant Professor of Clinical Psychology, LL.B, Hebrew University of Jerusalem, B.S.W., Bar-Ilan University, Ph.D., Derner School of Psychology at Adelphi University. Suicide prevention, and psychotherapy process research.

KEN CRITCHFIELD, Associate Professor of Clinical Psychology, Program Director. PhD, University of Utah, 2002. Psychotherapy process, training & research, personality disorder, interpersonal and attachment-based mechanisms of personality, psychopathology, and change.

PETER FRANZ, Assistant Professor of Clinical Psychology, B.S., Cornell University, M.A. and Ph.D, Harvard University. Suicide prevention in adolescents and young adults.

LATA MCGINN, Professor of Psychology, CBT Program for Anxiety and Depression; Associate Clinical Professor of Psychiatry, Albert Einstein College of Medicine, Yeshiva University. PhD, Fordham University, 1993. Phenomenology, vulnerability, cognitive behavioral prevention and treatment of anxiety, depressive, obsessive-compulsive and traumatic stress related disorders.

LEANNE QUIGLEY, Assistant Professor of Psychology. PhD, University of Calgary, 2017. Executive functioning, attention, cognitive biases in depression and anxiety disorders, cognitive mediators and moderators of CBT outcome, emotion regulation, and psychometrics.

KAILEY ROBERTS, Assistant Professor of Psychology. PhD, The New School for Social Research, 2017. Bereavement, psycho-oncology, geropsychology, Meaning-Centered Psychotherapy, development and implementation of psychosocial assessments and intervention.

MARGARET SALA, Assistant Professor of Psychology. PhD, Southern Methodist University, 2020. Role of mindfulness in eating and weight disorders, mindfulness-based interventions, digital interventions, ecological momentary assessment, network analyses, meta-analyses

JAMIE SCHUMPF, Associate Clinical Professor and Director of Clinical Training; Director of Internship and Externship Training; Assistant Director of CBT Program for Anxiety and Depression. PsyD, Yeshiva University, Ferkauf Graduate School of Psychology 2008. Post-doctoral training from NY Presbyterian, Weill Cornell Medical College.

RICHARD ZWEIG, Professor of Psychology and Director, Ferkauf Older Adult Program. Assistant Clinical Professor of Psychiatry, Albert Einstein College of Medicine. PhD, Northwestern University, 1989. Clinical Geropsychology, relationships between depression, suicidal behavior, personality pathology, and functional impairment in older adults.

Clinical Program Adjunct Faculty

Ron Aviram, PhD
M. Sophia Faris, PsyD
Greg Inzinna, PsyD
Ali Khadivi, PhD
Katherine Olivetti, MSSW
Samira Rabbanifar, MD

Clinical Program Adjunct Lab Instructors

Psychotherapy Practicum Instructors (CBT):
Amelia Aldao, PhD
Mary Gallagher, PsyD
Erica Silberstein, PsyD

Psychotherapy Practicum Instructors (Psychodynamic):
Ronald Aviram, PhD
William Baker, PsyD
William Salton, PhD
Leslie Warfield, PhD

Assessment Instructors:
Jill Brickman, PsyD
Sarah Fraser, PsyD
Nicole Ruggeri, PsyD
Miranda Rosenberg, PsyD
Kate Termini, PsyD

Clinical Program Older Adult Adjunct Faculty

Geropsychology Affiliated Faculty:
Erica Weiss, PhD

Geropsychology Supervisors
Sandy Krohn, PsyD
Jessica Lubitz, PsyD
Angel Mak, PsyD
Patricia Marino, PhD
Jessica Rosenthal, PsyD

Karen Somary, PhD
Ira Yenko, PsyD

FGSP Professors Emeriti

William Arsenio, PhD
Carl Auerbach, PhD
Shelly Goldklank, PhD
Irma Hilton, PhD
Martin Rock, PhD

Important Contact Information

Department	Email	Name	Title
Clinical Program (PsyD) (646) 592-4517 (646) 592-4384	kenneth.critchfield@yu.edu Jamie.Schumpf@yu.edu	Critchfield, Kenneth Schumpf, Jamie	Director, Clinical Program Director of Clinical Training
Dean's Office (646) 592-4372 646-592-4390	Leslie.Halpern@yu.edu Reuven.Hanna@yu.edu	Halpern, Leslie Hanna, Reuven	Dean Academic Administrator & Executive Assistant to the Dean
Psychology Office (646) 592-4520 (646) 592-4520	Basnight@yu.edu Murphy@yu.edu	Basnight, Dawn Murphy, Caroline	Secretary Secretary
Registrar (646) 592-4515	Lorenzo.harris@yu.edu	Harris, Lorenzo "Dwayne"	Associate Registrar

Admissions (646) 592-4380	Augusta@yu.edu	Augusta, Edna	Director
Clinic (646) 592-4397 (646) 592-4399	William.Salton@yu.edu Gotay@yu.edu	Salton, William Gotay, Marilyn	Director Secretary

FGSP Clinical Program Faculty Contact Sheet

Faculty	**Email**	**Phone**
Aafjes-van Doorn, Katie	Katie.Aafjes@yu.edu	
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Sala, Margaret	Margarita.Sala@yu.edu	(646)-592-4542

Schumpf, Jamie	Jamie.Schumpf@yu.edu	(646) 592 - 4384
Zweig, Richard	Richard.Zweig@yu.edu	(646) 592 - 4349

SECTION 2

The Academic Program

I. Program Philosophy and Overview

The Clinical PsyD Program, which was established in 1979, has been fully accredited by the American Psychological Association (APA) since 1985. The mission of the program is to train highly effective, professional, and knowledgeable scholar-practitioners, committed to life-long learning in clinical psychology. We seek to produce clinical psychologists who integrate scientific foundations, inquiry, theory, and research into clinical practice and are well prepared for careers in a variety of settings. The program is designed to educate students in the conceptual and empirical foundations of clinical psychology, train them to become knowledgeable and thoughtful scientific scholars, and train them intensively in a variety of assessment, research, and therapeutic approaches. This training is accomplished through an integrated and sequential program that is graded for complexity and includes didactic, practicum, and supervised experiences in diverse settings. The program emphasizes scholarly and conceptual thinking as well as empirical research, and values diversity of thought in clinical psychology.

· Students are offered training in many evidence-based approaches. The program is balanced and offers broad-based, yet intensive training in psychodynamic, cognitive-behavioral and family system therapies.

· The clinical program offers intensive training from adulthood to old age and offers students the opportunity to enroll in coursework throughout the developmental spectrum from childhood to old age.

· The clinical training offers a multi-step stem-branch sequence for psychotherapy training. Following foundational theory courses, the program simultaneously integrates didactic, research, and clinical training and offers stepwise training in all modalities of therapy including individual, child, couples, and family therapy.

· There is a strong research emphasis in the clinical program at Ferkauf. Research training is intended to provide students with a broad understanding of the scientific foundations of psychology and enable them to understand, critically evaluate, and conduct research. The program also teaches students to integrate clinical practice and research.

· The clinical program offers systematic multi-level, multi-modal supervision that is sequentially organized. Students systematically receive increasingly advanced supervision

in both individual and group supervision settings, by advanced students and faculty, in the areas of clinical assessment, clinical interventions, and research, beginning in their first year and continuing until the end of training.

· The clinical program has developed a model of student-centered training that includes the development of courses and seminars geared toward orienting and facilitating students' experiences within the clinical program, in externships, in clinical training, and in conducting research.

· The clinical program places a significant emphasis on creating and maintaining diversity throughout students' coursework, assessment opportunities, research, and clinical opportunities. There are courses specifically focusing on multiculturalism and diversity, as well as elective courses to strengthen students' knowledge. The Students of Diverse Identities (SDI) group meets on a monthly basis to promote diversity awareness, celebrate inclusivity, and offer an open & safe space to discuss and reflect on issues around identity, diversity & intercultural interactions. Ferkauf also has its own chapter affiliated with Psychologists for Social Responsibility (PsySR). Ferkauf's PsySR chapter provides doctoral students with an engaged community of members who collaborate in addressing social justice through the ethical use of psychological knowledge, research, and practice.

II. Program Aims and Associated Competencies

Our graduates are Health Service Psychologists who thoughtfully integrate scientific foundations, inquiry, theory, and research into their clinical practice and are prepared to deliver psychological services across the lifespan, with an emphasis on the assessment and treatment of adults in a wide variety of settings.

We maintain a balance of focus on practice and research elements, believing that these must be inherently integrated in Health Service Psychology (HSP). In keeping with the PsyD degree received by our graduates, this balance is taught in a context that is "practitioner forward," consistent with the normative career paths and professional identities of our graduates.

Our aims are conceptualized as addressing the (1) "What," (2) "How," and (3) "Who" of professional psychology. This language corresponds to (1) foundational content knowledge in the field, (2) methods and practices that characterize HSP, and (3) the values, ethics, and professional stances of HSP. We use these aims to organize and articulate together the 10 specific competency objectives we have for students in our program, listed below. Each area has associated competencies that demonstrate effective learning and skill acquisition. By developing competency in all of these areas, students become equipped with the broad

base of knowledge, skills, and professional values and ethics required for lifelong learning and excellence in the research and practice of clinical psychology.

Aim 1: Rigorous training in the "What" of HSP: To produce graduates who have the requisite depth and breadth of knowledge and understanding in the core areas of scientific general and clinical psychology for the doctoral-level practice of psychology.

Objective 1: Acquire Foundational Knowledge in Scientific Psychology

Acquire knowledge of lifespan development, cognitive, affective, social, and biological bases of behavior, history and systems of psychology, and research methods of scientific inquiry. In doing so, master a strong theoretical foundation in the scientific foundations of psychology, acquire the needed ability for data collection, data analysis, research methodology, and critical thinking; and acquire the ability to think and be disciplined as scientists when investigating clinical phenomena.

Associated Competencies**:** Students must demonstrate graduate-level knowledge of biological, social, cognitive and affective bases of behavior, human development, history and systems of psychology, and research methods and principles. This competency is primarily assessed through a combination of metrics, including satisfactory grades in relevant courses, preparation and defense of relevant research projects, and student evaluations from faculty and clinical supervisors.

Objective 2: Acquire Foundational Knowledge for Evidence-Based Clinical Practice

Acquire a solid and comprehensive understanding of the relevant body of knowledge of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in application of clinical psychology as well as the current research and theoretical foundations of clinical psychology.

Associated Competencies:Students must demonstrate a graduate-level knowledge of the foundations of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in clinical psychology as well as the current research and theoretical foundations of clinical psychology. This competency is assessed through grades in relevant courses and student evaluations from faculty and clinical supervisors.

Aim 2: Rigorous training in the "how" of HSP: To produce graduates who have the requisite competence in assessment, intervention, research, and other professional roles relevant to the doctoral-level practice of psychology.

Objective 3: Competence in Assessment

The program seeks to educate psychologists who are competent in assessment, diagnosis, and case conceptualization of problems and issues in practice and research. Toward this end, students develop knowledge and proficiency in normal and abnormal behavior, case conceptualization, and integration of the biopsychosociocultural environment in the assessment of abnormal behavior. Students also develop knowledge and proficiency in clinical interviewing, diagnosis of mental illnesses, and conducting mental status examinations; the selection, administration, scoring, psychometric concepts, and interpretation of a wide variety of assessment tools and measures; the integration and communication of assessment results and recommendations in written and oral form; and the ability to link assessment data to intervention, and to use assessment findings to inform clinical practice and research.

Associated Competencies:Students must demonstrate graduate-level knowledge of, and proficiency in clinical interviewing, mental status examinations, diagnostic, intellectual and personality assessment, integration of a variety of assessment measures, and report writing obtained through coursework, direct clinical experience at in-house practica and external externships and internships; clinical supervision by peers, faculty, and supervisors. This competency is assessed through a combination of metrics, including satisfactory grades in relevant coursework, student evaluations from faculty and clinical supervisors, and summative assessment competencies administered at the end of the first- and second-year assessment sequences.

Objective 4: Competence in Intervention

The program seeks to educate psychologists who are competent in theoretical foundations and clinical applications of a variety of treatment orientations and modalities, including empirically supported treatments, to promote psychological well-being and functioning in a variety of populations. Toward this end, students learn theoretical principles and foundations underlying clinical practice; receive training and exposure to varied theoretical orientations (esp. cognitive-behavioral, psychodynamic, interpersonal, existential/humanistic, and systemic perspectives), modalities (individuals, families, and groups), and ages across the lifespan; learn to continuously update their knowledge of the relevant literature on empirical finding; receive applied training and supervision in empirically supported treatments; acquire the ability to use theoretical constructs and research to effectively formulate a treatment plan, implement, evaluate, and revise treatment strategies; and acquire the ability to consider the effects of multicultural diversity and other forms of diversity in planning and evaluating a course of treatment.

Associated Competencies: Students must demonstrate graduate-level knowledge of, and proficiency in theories of interventions and applied intervention courses in a variety of orientations, modalities, and populations; direct clinical experience at in-house practica and external externships and internships; clinical supervision by peers, faculty, and supervisors. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, student evaluations from faculty and clinical supervisors, a passing score on all clinical competency assessments, and successful completion of internship. Success in this training area is indicated after program completion via clinical licensure.

Objective 5: Competence in Conducting and Evaluating Research

The program seeks to educate psychologists who are competent producers and consumers of clinically relevant research scholarship. Toward this end, students will be educated to achieve competence in critically evaluating and in conducting research, which includes: becoming knowledgeable of statistical and methodological issues in the conduct of research; demonstrating an understanding of research methodology, the design and performance of psychological research and issues in the application of research in applied settings, including program evaluation and an awareness of ethical issues in research; becoming knowledgeable consumers of research, and demonstrating an ability to read and critically evaluate the significance of research findings in the literature and to understand the implications for practice; understanding the importance of considering multicultural and diversity issues in the application and development of research and demonstrating the ability to critically assess the application of research findings to diverse ethnic and cultural groups; acquiring the ability to develop, conduct, and analyze research in clinical psychology; and acquiring the ability to demonstrate scientific, professional writing skills in critically evaluating research literature and conducting clinical research.

Associated Competencies: Students must demonstrate graduate-level knowledge and proficiency in research methodology, design, and data analysis and will utilize knowledge to critically evaluation research literature in general and acquire ability to conduct and analyze research, presenting and write-up research findings. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, student evaluations from faculty and clinical supervisors, a passing score on Clinical Competency I, and passing scores on Research Project I and Research Project II.

Objective 6: Competence in Consultation, Education, Supervision, and Management

The program seeks to educate psychologists who are competent in a variety of other roles beyond direct service, clinical service, and teaching such as consultation, education, supervision, and management. This includes: developing the ability to work with, and within, complex institutional systems such as university and medical centers, as well as in community centers, clinics, and private practice settings; developing the ability to adapt to different roles such as educator, scholar, consultant, advocate, supervisor, and practitioner; acquiring knowledge of issues related to consulting with professionals and management across mental health disciplines and other disciplines, as well as issues related to inter-agency consultation, hospital-based consultation-liaison, consultation with primary care departments, legal systems, etc.; acquiring knowledge of the roles of supervisees, supervisors, management, and administrative issues in service systems and private settings; learning to provide leadership as a doctoral-level professional psychologist; developing flexible and adaptive strategies for service delivery; and assisting professional personnel to meet the challenges of clients in times of crisis and in everyday situations.

Associated Competencies: Students must demonstrate knowledge of, and exposure to different roles such as consultant, educator, supervisor, and manager in different settings and with different professionals in all disciplines. As students in doctoral training are only beginning to enter this territory as the emerge into the field, this competency is graded to professional developmental stage assessed through a combination of metrics, including satisfactory grades in relevant courses, and student evaluations from faculty and clinical supervisors.

Aim 3. Rigorous training in the "who" of HSP: To produce graduates who exemplify the professional values, ethics, and mindsets required for responsible service and leadership in the doctoral-level practice of psychology.

Objective 7: Commitment to ethical practice

We aim to educate psychologists with a sincere commitment to bettering the human condition, including knowledge and proficiency in building empathy, rapport, and respect for others; an awareness of and appreciation for complex issues related to ethical practice with diverse individuals and populations; and a belief in the capacity for change in human attitudes and behavior.Toward this end, students will acquire knowledge and proficiency of the ethical practices of professional psychologists along with the ability to apply them in daily professional activities and will have an appreciation for the rights of others and issues of professional responsibility.

Associated Competencies: Students must demonstrate graduate-level knowledge of ethical issues in professional clinical practice and research and acquire an awareness of

issues relating to issues of rights, professional responsibility, and ethical practice in a manner that infuses all areas of HSP functioning. Assessment of these competencies is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in ethics and diversity, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their ethical conduct in research.

Objective 8: Commitment to self-improvement and professionalism in relationships

We aim to educate psychologists who have the capacity to self-reflect and be self-aware, to seek out and nondefensively incorporate constructive feedback, to set and maintain healthy professional boundaries, and to interact appropriately and professionally with patients, peers, faculty, supervisors, and colleagues. This includes the capacity to develop and maintain a constructive working alliance with clients, peers, colleagues, students, supervisors and members of other disciplines and organizations. In all stages, the program seeks to develop an understanding of multicultural diversity and other forms of diversity (age, race/ethnicity, gender, sexual orientation, disability, socioeconomic diversity) issues as they pertain to developing and maintaining relationships.

Associated Competencies: Students must demonstrate self-awareness, emotional maturity, and appropriate sensitivity to the needs of themselves and others in professional interactions with clients, peers, colleagues, students, supervisors, and members of other disciplines and organizations. These competences are assessed through a combination of metrics, including satisfactory grades in relevant courses as well as student evaluations from faculty and clinical supervisors.

Objective 9: Awareness of and respect for individual and cultural diversity and its implications for HSP

We train students toward competence in, knowledge of, and sensitivity to individual differences and complex issues related to multicultural diversity along with other forms of diversity (including but not limited to age, race/ethnicity, gender identity, socioeconomic status, sexual orientation, disability, national origin) and the appreciation of their significance to the functioning of professional psychologists in all areas of study and training at the school.

Associated Competencies: Students must demonstrate a graduate-level understanding of individual differences, differences in multicultural and other diverse populations (including but not limited to age, race/ethnicity, gender identity, socioeconomic status, sexual orientation, disability, national origin) and their significance to all areas of clinical psychology, including assessment, research, treatment, and systemic contexts.

Assessment of this competency is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in multicultural competency, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their competence with multicultural issues in their clinical comprehensive competency evaluation.

Objective 10: Integration of clinical research, theory, and practice

We aim to educate scholar-practitioners who think in a scientific, systematic, creative, and disciplined manner about clinical practice; are actively curious about alternative viewpoints, orientations, modalities, and populations; and can think in meaningful and creative ways about the mutually enriching relationship between theory, research, and practice and to integrate clinical practice, theory, and research. This includes the ability to engage in systematic, critical thinking and problem solving, to evaluate various theories and intervention strategies as they pertain to clinical research and practice, and to develop a mindset of life-long learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge.

Associated Competencies: Students demonstrate an ability and commitment to critically evaluate theory and research, be outcome-oriented, discriminating, consider data and weigh evidence from multiple sources, demonstrate an attitude indicating openness to life-long learning and alternative viewpoints. Students will consolidate mastery of theory, scientific inquiry, and empirical findings with applied training in clinical psychology and demonstrate the ability to integrate theory, research, and clinical practice. Assessment of student competency is achieved by evaluating grades in relevant courses, faculty, and clinical supervisor evaluations of students in terms of academics, clinical work, and comprehensive competency exams.

III. Overview of Academic Program Structure

The clinical program curriculum consists of a four-year academic sequence followed by a university-approved internship. The academic coursework consists of 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 receive didactic training in assessment and psychotherapy and are required to see patients through the Parnes Clinic as part of the practicum components of the assessment sequence (first and second year) and psychotherapy sequence (third year and fourth year). In the second, third, and fourth (optional) years of the program, students also complete

externships in approved training facilities. This work is concomitant with full-time attendance at school. Research training is also an integral part of the basic curriculum. Students receive training in research methodology, design, and statistics and are required to complete two doctoral research projects. Many members of the faculty are available via a research seminar to be research advisers. Students indicate a preference for their research adviser during their first year. Student preference is weighed against faculty availability in order to match all students with a research adviser. The research requires completion of a comprehensive, critical review of the literature (Doctoral Research Project I) as well as a qualitative or quantitative empirical study (Doctoral Research Project II).

IV. Overview of Academic Curriculum

Please visit the Current **Student Resources** page for a detailed look at course offerings and descriptions

Coursework

1. <u>Foundation Courses</u>: This includes courses in Physiological Psychology, Psychopharmacology, Cognitive and Affective Bases of Behavior, Lifespan Development, Social Psychology, History and Systems of Psychology, and Lifespan Psychopathology. Please review the Clinical Program Core Sequence Requirements on the Student Resource page.

2. <u>Assessment Training:</u> This includes five courses along with five adjunctive practicums in Clinical Interviewing, Cognitive Assessment, Personality Assessment and advanced Clinical Assessment I and II. Students conduct intake reports on patients in the clinic and they conduct assessment batteries and write reports on volunteers in their first year. In their second year, they learn to administer and integrate comprehensive assessment reports on patients in the clinic. Please review the Clinical Program Core Sequence Requirements on the Student Resource page. For a detailed description of the assessment training, go to page 25.

3. <u>Psychotherapy Training</u>: Clinical courses include those in Multicultural and Diversity Issues in Psychology, Issues in Professional Practice, and Proseminar in Clinical Psychology. Students also receive training in basic relationship skills and common factors in psychotherapy in the following courses: Concepts of Psychotherapy, Basic Psychotherapy Practicum, and the assessment courses and practicum listed above. Students are also

required to take theory of psychotherapy courses from *Category A: Psychodynamic Psychotherapy* (Evidence-Based Psychodynamic Therapies and either Self Psychology, Object Relations Therapy, or Interpersonal Psychotherapy), *Category B: Cognitive Behavior Therapy* (Cognitive Therapy and Behavior Therapy) and *Category C: Other Modalities and Populations* (theories of intervention in modalities other than individual therapy and populations other than adults). Students also treat patients in the training clinic in their third and fourth year using either cognitive behavior therapy or psychodynamic therapy (or sequentially both), and are provided with individual supervision and group supervision (by enrolling in the individual psychotherapy practicum). For a detailed description of clinical training, go to page 25. Students can also review the Clinical Program Core Sequence Requirements and the Clinical Program Concentrations on the Student Resource page under Registration Materials.

4. <u>Research Training</u>: This includes training in research methods and design, statistics, data analysis, and qualitative research. Students are also required to take two research seminars, which provide exposure to content areas that faculty conduct or are willing to sponsor research. In addition, students complete Doctoral Research Projects I and II. The program's research training is discussed in more detail on page 35. Students can also review the Clinical Program Core Sequence Requirements on the Student Resource page under Registration Materials.

5. <u>Elective Courses</u>: Students have the opportunity to select from a wide range of elective courses, minors, and concentrations.

The Student Resource page lists the Curriculum Planner, the Graduation Checklist, and the master course schedule, which contains a list of all available courses in the school. The Curriculum Planner is a year-by-year guide for students to plan their coursework and training over their five years in the clinical program. The Graduation Checklist allows students to check all required and elective coursework taken to ensure that they have completed all 116 credits required to graduate from the program. Students can visit the Student Resources page to review the Curriculum Planner and the Graduation Checklist for their incoming class. Students can also visit the Student Resource page to view the latest Fall and Spring Curriculum Schedules, which offers the most updated listing of current course dates, times, and instructors in the program.

Students can also review a list of concentrations and minors offered in the program and the school on the Current [Student Resources](#) page.

Colloquia & Special Workshops

Each year, the Clinical Program sponsors colloquia and workshops presented by distinguished scholars, scientists, and practitioners to complement material learned in coursework. These colloquia, together with coursework, provide students access to the evolving body of scientific and professional knowledge. Faculty strongly recommend students to attend colloquia as it fosters professional role development, reinforces ethical (and licensure) responsibilities for regular continuing education, and enhances the intellectual climate of the Graduate School by exposing students to a rich array of diverse topics and perspectives.

Colloquia and workshops are typically scheduled on a monthly basis during non-course hours (typically Wednesday 12–2 PM) so as not to conflict with course schedules. Announcement notices for colloquia and workshops are provided 2-4 weeks ahead of time to permit students ample time to reschedule other commitments.

1. First year graduate students within the Clinical Program are required to attend clinical colloquia and workshops. Fourth year graduate students are required to attend the Real World colloquia series. All students are strongly recommended to attend colloquia offered by all programs at Ferkauf, Real-world colloquia, and other workshops and training opportunities.
2. Attendance at colloquia and workshops by graduate students will be reviewed by faculty at the end-of-semester and/or end-of-year student evaluation meetings, and will be incorporated into faculty ratings of each student's competency in achieving expected role responsibilities of graduate students at their level. As such, it will favorably affect the overall evaluation rating of each graduate student.
3. Faculty advisors are responsible for communicating in an end of year evaluation letter, the faculty's appraisal of each student's competency in achieving expected role responsibilities, including attendance at colloquia and workshops, following end-of-semester and/or end-of-year meetings.
4. Following each colloquium or workshop, students provide anonymous feedback as to the colloquium's effectiveness and relevance to their professional training, and provide suggestions as to future educational experiences.

Clinical Training

Assessment and Intervention

The clinical training offers basic training and skills in a variety of assessment techniques and offers training in at least three psychotherapy modalities (selected from individual, group, couples, and family), and with special populations (including older adults, children, and individuals of diverse sexual orientations). Students develop substantial beginning skills as psychotherapists and receive training in common factors in psychotherapy and in diverse orientations including humanistic, psychodynamic, cognitive-behavioral, and family/couple-systems. Although students have the option to concentrate in a given modality or therapeutic orientation (visit the Student Resources webpage under Required Training), a graduate is expected to have a basic knowledge of all modalities and orientations as well as know the strengths and limitations of a variety of interventional approaches, and understand the contributions of related interventions such as psychopharmacology.

Students are able to gain theoretical foundations of different therapeutic orientations before and during practicum training. We believe that learning basic theoretical principles before students actually begin seeing psychotherapy patients provides them with a solid foundation with which to begin practicing therapy. Next, learning more advanced theoretical principles and research alongside practicum training contributes to a richer educational and clinical experience. The clinical training is organized in a multi-step, stem-branch sequence with students receiving basic courses on theory of intervention before they receive therapy courses and practicum. Following basic coursework in theory of intervention (stem), students enroll in several courses simultaneously (branches) over the next year to get comprehensive training in one orientation. Students simultaneously receive didactic coursework, practicum experience, and both individual and group supervision in one orientation over the course of an academic year. Students can choose two years of the CBT track, two years of the Psychodynamic track, or one year of each. For each orientation track, students are required to enroll in a two-semester psychotherapy lab, in both their third and fourth years where they receive group supervision, treat patients through our university-based clinic, and receive individual supervision all in the same orientation. Since the coursework and clinical training in one orientation are developed jointly to complement one another, both the didactic training and clinical training are enhanced.

A multi-step supervision sequence allows for an intensive and comprehensive training experience for students in both receiving and giving supervision. Students have the opportunity to obtain didactic training and experience in the field of supervision. Students are supervised by both advanced students as well as faculty and are supervised in both

individual and group settings. In addition to relevant coursework (e.g., Cognitive Assessment), students are seen in small group settings (e.g., Cognitive Assessment labs) that facilitate intensive, hands-on experience. Lab experience is incorporated into all assessment and psychotherapy courses so that students receive lab experience during each year of their training. In addition, students receive individual supervision from faculty in psychotherapy in their third and fourth years of training. In the model of medical training, students are supervised by advanced students and by faculty. Student supervisors are, in turn, supervised by faculty, which provides a three-tier supervision experience. By learning from their peers, students develop a vision of their roles in the future and by eventually becoming supervisors in advanced years, students get first-hand experience in learning to become professionals of the future.

Students are exposed to different clinical settings and a variety of patient populations throughout their five years: (1) the University clinic (four years, beginning first year); (2) externships (two years required, second year and third year; fourth year externship is optional); and (3) during internship. Courses are also offered to prepare students for the variety of roles they will embrace during graduate school and beyond: graduate and externship training (Proseminar in Clinical Psychology), professional training (Issues in Professional Practice), and a series of different colloquia and workshops scheduled monthly to inform students of new developments and issues in the field.

The program's clinical training will enable graduates to function independently in a broad array of clinical settings. Instruction on the integration of multiple orientations (i.e., psychodynamic, cognitive-behavioral, etc.) is not offered, so students are not expected to be able to integrate different psychotherapeutic orientations by the end of their graduate training. Although the main population of study is adults, the program offers didactic training across the lifespan. Clinical expertise is developed through courses involving practica with patients in the school's Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic.

Assessment Sequence

Assessment Courses include Clinical Interviewing (first year), Cognitive Assessment (first year), Personality Assessment (first year), Clinical Assessment I and II (second year), and Individual Psychotherapy Practicum (third and fourth years). Students are also required to take adjunctive labs in their first and second year of training totaling five assessment labs (for a detailed description of labs, see page 27). First year graduate students, in the context of their course in interviewing, are required to do one or more intake interviews with individuals seeking treatment at the Parnes Clinic. As part of the second year assessment sequence, all students administer, score, and write up the results of two complete psychodiagnostic test batteries given to two clients who are currently being seen for psychotherapy in the Clinic. Students must pass Assessment Competency I & II in order to

matriculate from the program. Assessment Competency I (ACER-I) is completed at the end of the first year. Faculty directly observe students administer measures to confederates and also rate students on their scoring of assessment measures. Assessment Competency II (ACER-II) is completed at the end of the Spring semester in the second year. In this competency, students are rated by faculty on a blind assessment battery report.

Psychotherapy Sequence

Psychotherapy Courses: Students are also required to take didactic courses on psychopathology and on theories of psychotherapy that reflect a variety of orientations. Theories of psychotherapy courses include but are not limited to Interpersonal Therapy, Evidence-Based Psychodynamic Therapies, Self Psychology, Object Relations Therapy, Concepts in Couples and Family Therapy, Cognitive Therapy, Cognitive-Behavior Therapy of Anxiety and Depressive Disorders I and II, and Psychological Assessment and Treatment of Older Adults. Third and fourth year students, in addition to taking a variety of courses in psychotherapy, must fulfill a requirement of two years of experience seeing Parnes Clinic clients in ongoing weekly individual psychotherapy (psychodynamic or CBT). During the Individual Psychotherapy Practicum, students receive both individual and group supervision from core and adjunct faculty and have the option to receive intensive training in both psychodynamic and cognitive-behavior therapies. Students are supervised for one hour per week individually by faculty or adjunct clinical supervisors. Additionally, all third and fourth year students attend a weekly individual psychotherapy lab consisting of four to seven students in which they present their cases to core faculty or adjunct clinical supervisors.

Students must pass Clinical Competency I, II, III and IV in order to matriculate in the program. Clinical Competency II is completed at the end of the third year. In this competency, students must write up a clinical case from the Parnes clinic using guidelines (CBT Competency Report Guidelines and Instructions or Psychodynamic Competency Report Guidelines and Instructions can be found on the Current Student Resources site). This is rated by faculty and feedback is given to students. Clinical Competency I is a videotape-rated therapy session (by faculty) and is completed during the third year. Clinical Competency III is another video rating of a therapy session (by faculty) completed in the middle of the fourth year. The criteria for the I and III competencies is determined by track. Videos are rated with the Cognitive Therapy Rating Scale (CTRS) for students in the CBT track and the Psychodynamic Therapy Rating Scale (PTRS) for students in the psychodynamic track. Clinical Competency I, II, and III are classes which must be registered for and passed. Successful completion of the fifth-year clinical internship and becoming licensed constitutes competencies IV and V, respectively.

Assessment & Psychotherapy Lab Requirements

Each year, students are required to take a lab in conjunction with their course load. Lab is usually conducted on a 2-hour weekly basis with a small group of students (4-7 students) who work with an instructor. These labs are required and complementary to the clinical curriculum. Students *must* allow time in their schedules for lab. The labs are scheduled at the convenience of the instructors.

First Year Labs (Assessment)
The first-year labs are part of the first year assessment track. Cognitive Assessment (first semester) and Personality Assessment (second semester) have a lab to complement the lecture material and provide students with intensive review of testing procedures. This lab is taught by advanced students. Meeting times change each year and it is always held at the Ferkauf Graduate School. Additionally, students attend Clinical Interviewing Lab, which provides more time for discussions and role-play outside of the didactics. Clinical Interviewing lab allows students to review intake evaluations with an adjunct faculty member. Finally, students are required to take Basic Psychotherapy Skills Practicum while they are enrolled in Concepts in Psychotherapy.

Second Year Lab (Assessment)
The second year lab is part of the second year Clinical Assessment I and II course sequence. These labs are taught by adjunct faculty members and are used to complement the Clinical Assessment I and II year long course. The second year assessment lab provides students with intensive supervision in a small group format. Students learn both conceptual and applied skills to administer and integrate a variety of assessments into a cohesive, integrated report. This lab may be taught on any day of the week and students are sometimes required to travel to their lab instructors' private offices.

Third and Fourth Year Labs (Psychotherapy)
The third and fourth year labs are used to review clinical cases with full-time and adjunct faculty members. Students treat a minimum of three patients (maximum of four) from the Parnes Psychology Clinic (either through the Psychodynamic or the CBT programs) at any given time. Students are required to have taken prerequisite coursework, and are required to have ongoing weekly supervision with an adjunct clinician in conjunction with these labs. These labs offer intensive supervision, are offered on Wednesdays, and are held at the Ferkauf Graduate School. An elective lab for geropsychology is also available.

Lab FAQs

Q: If I plan to work my first year, can I choose which day to take my assessment lab?
A: No. Do not make any other commitments until your first year schedule has been completely set up. This includes lab assignments on the first day of classes.

Q: Can I switch assessment or therapy labs if the time and/or location do not fit into my schedule?
A: You can request a switch, but ultimately, you are required to attend the lab to which you are assigned.

Q: How do I become a teaching assistant for the first year assessment lab?
A: You must be an advanced student (3rd year) in good academic standing. You must be approved by the instructor. Every spring, the Cognitive Assessment instructor will post an announcement to recruit potential TAs. The instructor will choose TAs based on applicants' experience, grades in assessment courses, and the equitable distribution of TA opportunities across students.

Q: Can I take both a Psychodynamic lab and CBT lab?
A: Yes. You can take both labs but not concurrently. You have the option to take a psychodynamic lab in your third year and the CBT lab in your fourth year or vice versa.

Q: Can I take only a psychodynamic or CBT lab if I have a strong interest in only one orientation?
A: Yes, you can take two full years of psychodynamic or CBT lab allowing a more in-depth exposure to one orientation.

Q: Are there any readings or supplemental work associated with the assessment or therapy labs?
A: The labs complement the course work and require additional assignments and readings.

Course Sequence for Clinical Tracks

	First and Second Years	Third Year	Fourth Year
Dynamic Track	Category A: Evidence-Based Psychodynamic Therapies AND Interpersonal *or* Object Relations *or* Self Category B: Behavior Therapy AND Cognitive Therapy	Psychodynamic lab	Advanced psychodynamic lab
		Additional Category A Classes (In order to complete all 3: Interpersonal, Object Relations, and Self)	
CBT Track		CBT lab *AND* CBT for Anx. and Dep. I and II	Advanced CBT lab
Both Tracks		CBT lab *AND* CBT I and II *or* Psychodynamic lab	CBT lab *AND* CBT I and II *or* Psychodynamic lab

		Additional Category A Classes (In order to complete all 3: Interpersonal, Object Relations, and Self)

Externships

The Clinical Externship is a training experience in which the student works 2 to 2.5 days (depending on year in program) per week under close supervision of a licensed psychologist in a service setting such as a general hospital, psychiatric hospital, community mental health center or college counseling center.

Sometime during the fall semester detailed information will be distributed to students outlining the possible sites and procedures for Externship Training. There is a central database of externships found at: https://nynjadot.apa.org/. Students should cross-reference the website with material provided by the program as well as the Hospital/clinic webpages.

By December of each year, students planning to apply for externship the following year meet with the Director of Clinical Training (DCT). At this meeting, the students review their choices of possible training sites. The students are offered information of a general nature about these facilities, such as whether the facility specializes in adults, children, and/or families, and the nature of diagnostic entities, e.g. neurotic, psychotic, in-patient, out-patient, or emergency room training.

Each year the DCT will have more advanced students speak to students in the Professional Seminar course about their experiences at externship. A list of current placements and email addresses will be distributed so interested students may contact a current trainee at a site.

Students in the process of deliberating about potential training settings should keep in mind that one person's opinion about an externship placement cannot suffice. Students should speak to as many former externs from a site as possible. Moreover, nothing stays the same, supervisors leave, atmospheres change, and so on. In general, students are advised to look for certain basic structures.

- Whether the setting also has Internship training, APA accreditation.

- Presence of large number of supervisory staff.
- Presence of licensed and senior staff.
- A program that will have at least two externs—the more externs, the better.
- A person designated as Director of Training, with responsibility for coordinating the student's training.
- Presence of a multidisciplinary staff.
- An educational program addressed to the in-service training of staff, such as seminars, workshops, grand rounds, and lectures.

When students are called in for an interview by the Psychology Department of the placement to which he/she has applied, this is an opportunity to discover the answers to any questions.

The process of obtaining a placement is as follows. Following the informational meetings in the fall, students are asked to use the resources described above to narrow the number of settings of interest down to a specified number of sites (determined by year in program). During this period of gathering information, be sure to discuss any questions or concerns with the DCT. A list of potential externship training sites will be due around Thanksgiving break. This list is reviewed by the Externship Director, and a list of authorized sites is returned to students within one month so that students have their final list of approved sites before they leave for winter break. The review process described above makes it possible to avoid sending too many students to any one setting, as many training sites have requested that limitations be placed on the number of applicants that are sent to them. Thus, if a large number of students are eager to apply to a particular site, or set of sites, only a defined number of them will be permitted to do so. This avoids the problem of overwhelming any one site with unreasonable numbers of students from Ferkauf. Some sites also have specific requirements that are sometimes not taken into consideration when the student submitted the list of sites. When a site is defined as "off limits" to a student, the student is encouraged to select an alternative setting to which to apply. The goal is to maximize the opportunities for all students to obtain a placement that will suit their needs. Students may not submit any applications prior to the unified application date. This is a date set by DCTS and Site directors each year, usually sometime in mid-January. Applications must be dated for this date; sites will not accept applications prior to this date. It is best to get your applications in as close to this date as possible, as many sites will only accept applications for 1-2 weeks after. According to current guidelines, sites will begin interviewing in February. There can be many different formats for the application itself. Students will need to obtain the specifics from the placements themselves. Notification dates for interviews also vary widely. Offers of acceptance for externship will be made no earlier than the set acceptance date, usually sometime in early-March.

● When externship sites accept students for training, students have a set amount of time (set in guidelines/varies per year), within which to accept the offer. At the discretion of the externship site, students may be granted additional time to make the decision. All the conditions of the acceptance to the externship should be spelled out in the email sent to the applicant.

● Students cannot hold more than one externship offer during any 2-hour time period. The decision to decline one of the two offers should be made within two hours of receiving the second offer.

● Externship sites will cc the DCT when the offer is made to a student. If the site does not, the student should forward the email to Dr. Schumpf or email Dr. Schumpf about the offer.

● When a student accepts an offer of acceptance to an externship placement, the student is obligated to withdraw from all other sites immediately. Dr. Schumpf should be cc'd on all of these emails.

Students are required to complete two years of part-time externship experience in two separate facilities. Most students elect to complete a third year of training to further develop their clinical skills. Students are urged to choose sites that will grant exposure to a range of professional activities, varied populations, and specialties. Two years in the same facility is generally not acceptable, except when the placement can offer substantially different experiences in the second year. This must be discussed with the Externship Director. The specific requirements of an externship are as follows.

1. A maximum of 16 hours per week (2nd and 3rd year students): maximum of 20 hours per week (4th year students).
2. A minimum of one hour per week of individual supervision by a psychologist licensed in the state in which the facility is located (e.g., at a New Jersey site, the supervisor must be licensed in New Jersey).
3. A research externship (where the student is primarily assigned to participate in an ongoing project) is acceptable in general, but must be discussed with the Externship Director.
4. Supervision from other mental health professionals is acceptable on an ancillary basis. Only supervision by a licensed psychologist fulfills the essential requirement of one hour per week on an individual basis.
5. More supervision, beyond the minimum of one hour per week, is encouraged!
6. The student must complete the equivalent of 12 months of full-time experience. This will take two years, on a part-time basis.

Students are responsible to ensure that they do not apply to or accept any externship that conflicts with any of their required courses over the upcoming year. Students must review their curriculum planner and curriculum grid for courses and seek advice from their academic advisers and/or the Director of Internship/Externships if necessary to resolve any conflict.

While we do not perform drug screens or background checks upon admission, students should be aware that varied externship and internship settings may require that you complete drug testing, background checks and have a physical exam prior to beginning these experiences. Many sites, especially those at hospitals or medical centers, require health clearance prior to start; therefore, keeping up to date records on immunizations and health records is recommended. Sites may also require a formal criminal background check and drug screening. A student whose background check or drug screen is not acceptable to the site will not be permitted to attend the externship/internship. Students must receive approval from the Program Director/Director of Clinical Training to attend any externship or internship. (See the Yeshiva University Policy on Drugs and Alcohol).

Please see the YU Drug and Alcohol Policy (Link) for more information.

Students are evaluated twice a year by their supervisor at externship. The Supervisor Annual Student Evaluation Rating (SASER) is distributed to externship supervisors in January and June. Additionally, at the end of the training year, the supervisor will fill out a document attesting to the hours completed by the student. This is the Externship Training Attestation Form (ETAF). Students also complete an Evaluation of their externship experience, which is available for other students to view. Copies of these forms are available online on the current student resources site.

After securing externship placement, students are required to complete an official Externship Training Agreement that their supervisors will sign. This form includes supervisor contact information, student's responsibilities at externship, which population(s) they will work with, and the approximate number of hours students will be expected to complete over the course of the externship.

While on externship (and psychotherapy practicum), students are responsible for tracking their hours. Ferkauf students are currently using **Time2Track**, an online secure system to account for their various clinical activities which include but are not limited to intervention hours, assessment hours, support hours, and supervision hours. Please visit the Current Student Resource page for information about using the tracking system.

Clinical Internship

The pre-doctoral Clinical Internship is a formal requirement of the program. It is considered an essential component of doctoral training in Clinical Psychology. Accreditation of training facilities by the APA is considered as desirable as it is for academic clinical

training programs. Therefore, students should make every effort to obtain placement in an APA approved internship setting that is part of the APPIC Match.

The internship will usually consist of twelve months of full-time experience, although this program makes provision for and fully recognizes the need of some students for half-time training over a two-year period. The program will fully endorse such half-time internships for those students for whom it is necessary and appropriate, but it is the student's responsibility to find settings that are hospitable to such an approach to Internship training.

Prerequisites for the application for a clinical internship are successful completion of the curricular requirements of the PsyD program. The student must also pass Clinical Competency I and II examinations, Research Project I, and have a signed proposal for Research Project II. All Clinical Competencies (I, II, III) must be passed to attend internship.

The APPIC Directory is available online at www.appic.org.

Sometimes, a student may prefer an internship placement in a setting that does not have APA accreditation/APPIC membership, and/or is located overseas, because that agency provides specialized training which is of special interest. In such instances, the student should be aware of the APA criteria for evaluating an internship that appear in the APPIC Manual.

The major APA criteria used in evaluating an internship facility are: stability, size and qualifications of the psychology staff, the variety and type of role models presented by the staff, whether there is a clearly designated individual who is responsible for the integrity and quality of the training program, the range and nature of interaction of trainees with representatives of other professions, degree of supervision, range of activities, and the number of and history of other trainees in the program.

It is the student's responsibility to obtain information pertaining to the standard APA criteria for accredited Internships. Questions should be discussed with the DCT. A graduate of the Ferkauf Graduate School must be eligible to apply for licensure as a psychologist even though he/she may have no intention of practicing in New York State. Hence, the criteria that determine the appropriateness of an internship in America are the same criteria that determine the selection and approach of an overseas internship.

The successful completion of the Clinical Internship is formalized with an P grade, which is given on the basis of the evaluations given by the staff of the Internship facility.

In the spring, each year students planning to apply for internship the following year meet with Dr. Schumpf. At this meeting, the students are acquainted with the APPIC list. The students review the general nature about these facilities, such as whether the facility specializes in adults, children, and/or families, and the nature of diagnostic entities, e.g., neurotic, psychotic, in-patient, out-patient, or emergency room training. Since there are many facilities listed that have trained our students over the years, Dr. Schumpf does not

necessarily have the same detailed information about all facilities. In all cases, the student is encouraged to pursue his/ her potential interest in a given setting by observing the following guidelines.

Each year the DCT will have more advanced students speak within the Professional Seminar course about their experiences at internship. Proseminar Course for most of fourth year focuses on the internship application process. The internship coordinator will also distribute a list to students of current placements and email addresses so interested students may contact a current trainee at a site.

Students in the process of deliberating about potential training settings should keep in mind that one person's opinion about an internship placement cannot be the whole story. Students should speak to as many former interns from a site as possible. Moreover, nothing stays the same, supervisors leave, atmospheres change, and so on. In general, you are advised to look for certain basic structures.

- APA accreditation.
- Presence of large number of supervisory staff.
- Presence of licensed and senior staff.
- A program that will have at least two interns—the more interns, the better.
- A person designated as Director of Training, with responsibility for coordinating the student's training.
- Presence of a multidisciplinary staff.
- An educational program addressed to the in-service training of staff, such as seminars, workshops, grand rounds, and lectures.

A student whose background check is not acceptable to the internship site will not be permitted to attend the internship. A student who fails a drug screen will not be allowed to attend the internship until s/he passes the drug screen and receives approval from the Program Director/Director of Clinical Training. Please see the YU Drug and Alcohol Policy (Link) for more information.

Students are evaluated twice a year by their supervisor at internship. The Supervisor Annual Student Evaluation Rating (SASER) is distributed to internship supervisors in January and June. Additionally, at the end of the training year, the supervisor will fill out a document attesting to the hours completed by the student. This is the Internship Training Attestation Form (ITAF). Copies of these form are available online on the Current Student Resource page

After securing internship placement, students are required to complete an official Internship Training Agreement that their supervisors will sign. This form includes supervisor contact information, student's responsibilities at internship, which

population(s) they will work with, and the approximate number of hours students will be expected to complete over the course of the internship.

Research Training

Research is an essential component of the clinical program at Ferkauf. Whether students hope to continue being involved in research or whether they plan on a full-time clinical practice, learning to design, conduct, and interpret research studies fosters skills in critical thinking, creativity, and perseverance that are essential for competence as a psychologist. Students will have the option to either be on the main Standard Track, or opt to apply to the Research Intensive Track.

The following framework is intended to provide doctoral research training that covers diverse career pathways available to trainees seeking the PsyD degree. The Standard Track provides rigorous training and evaluation of competencies consistent with APA requirements, while also allowing for a diverse set of options that fit the needs and timelines of students training to be scholar-practitioners. The framework newly includes a Research Intensive Track that offers a more thoroughgoing experience that is over-and-above requirements of the Standard Track, for those whose career paths would benefit by the additional research experience and training.

The Standard Track is described first. This is the default for all our program students. The Research Intensive Track is described after, including steps that must be taken to elect participation in it.

Standard Track

All students [requirement 1] must complete a passing *Doctoral Research project (DR)* in order to meet a subset of requirements for **Research Competency**. In the **Standard Track** (see **Research Intensive Track** alternative below), the DR project can take a variety of forms. Its scope and details must be worked out and established in conjunction with a faculty research advisor. A wide degree of flexibility is possible to maximize alignment with career goals and trajectories. The DR project must at a minimum include a comprehensive and high quality literature review (e.g., a systematic review, narrative review, or theoretical review), or a relatively circumspect qualitative or quantitative empirical project prefaced by a more streamlined literature review (e.g., a case study, preliminary work with a small sample, straightforward program evaluation, and so on), or the initial development of new clinical methods or programs based on extensions of prior literature. Other approaches may also be possible. The topic, scope, and details of the final product are approved in advance by the research advisor. In choosing a topic and project, it is important for students to speak with their advisor. Advisors vary on how they work with students to decide on a specific topic for this project. The final research project is reviewed and formally evaluated by the research adviser as well as a second core faculty reader of the written product. Formal evaluation is conducted with the corresponding sections of the Research Competency Evaluation Rating Scale (RACER).

Evaluation: If the written DR project is evaluated as a Fail by the research advisor and the second faculty reader, then it is a Fail. If the two disagree, a third faculty member will be brought in to evaluate the project and offer a tie-breaking vote. If the third reader concludes it is a Pass, then the final RACER grade will be a Pass. If the third faculty member evaluates the project as a Fail, then the final RACER grade will be a Fail.

If a student receives a final RACER grade of Fail, they will have a maximum of one additional opportunity to successfully complete the DR project in a way that is responsive to feedback from the first attempt. This may involve: 1) a significant revision of the original project; 2) a different project under the supervision of the original research advisor; or 3) a different project under the supervision of a different research advisor. The decision regarding the project and advisor for the student's second attempt at the DR project should be decided by the student in consultation with the original research advisor, the new research advisor (if applicable), the student's academic advisor, and the program director.

While there is no oral defense in front of a committee in the Standard Track, the approved DR Project [requirement 2] must be formally presented in the advisor's lab and/or at a professional conference, Ferkauf research event, or other advisor-approved forum to allow rating of competency in presenting research findings. The presentation will be evaluated by the research advisor using the relevant section of the RACER. If the presentation does not pass, it can also be re-attempted once.

In addition to completion of the DR project, students must complete course work in the **Research Methods and Design** course (typically in their third year) [requirement 3] and as part of the course successfully prepare a formal, detailed research proposal. The proposal can, but does not need to, have direct connection to their DR project. It may take a variety of forms as laid out in the course syllabus. The primary purpose of the research proposal as a course assignment in Research Methods and Design is to provide instruction and evaluate student competency in research methodology and design. Students in the Standard Track will not be required to execute the proposal although they can (separate from Research Methods and Design course requirements) if this is the desired plan worked out with an advisor for the DR. In context of the course, each student will be evaluated for their ability to design a feasible, methodologically sound, clinically relevant study grounded in the existing theoretical and empirical literature. Failure at the step of the proposal will result in discussion of potential pathways to remediation including a second attempt at the proposal, re-taking the class the following year, or other steps as deemed appropriate by the course instructor in consultation with the primary research advisor and Core Faculty.

A final requirement of the Standard Track is to [requirement 4] remain engaged as contributors to other active projects as assigned by their research advisors. The expected level of engagement is an average of 4-6 hours per week for students' first 4 years in the program and can result in additional experience and co-authored publications and presentations with the advisor and other students. While we will not begin by formal tracking of hours, students can think of ongoing research participation as having a similar rationale as gaining clinical hours. All lab experiences, including those based around group projects, research advisor initiatives, or any other role where the student is not the principal investigator contribute to overall seasoning and fluency that should inform part of the scholar-practitioner identity.

The Standard Track will be the default research path for most students, as this path is most consistent with the "practitioner-scholar" model of the Ferkauf Clinical PsyD program. Demonstration of research competence is a critical domain of professional competence required for degree completion. Through completion of the DR project in the Standard Track, students will acquire comprehensive knowledge of the theoretical and empirical literature on a clinically relevant topic and produce a rigorous piece of scholarly work that should ideally facilitate their career goals and deepen engagement with chosen practice areas. To demonstrate competency, the written work, proposal, and oral presentation must be of sufficient quality to show competency at the doctoral level. At a minimum, students will demonstrate that they have the skills to be critical consumers of research in their clinical careers and fluently engage principles of evidence-based practice.

Research Intensive Track

Students wanting more extensive research experience may pursue the **Research Intensive Track**, where students will conduct a more extensive quantitative, qualitative, or

mixed-method empirical study built on a solid review of relevant literature and termed a Dissertation project. This study may take several forms, including:

- An original quantitative or qualitative empirical study or series
- Development and psychometric evaluation of an instrument
- Evaluation-outcome research (of a program or intervention)
- Meta-analysis

As with the Standard Track, it is important for students to speak with their advisor in choosing a Dissertation project. Advisors vary on how they work with students to decide on a project in the Research Intensive Track. Some advisors will direct students to focus on a component of a larger study that the advisor is conducting. Some advisors have access to databases at other institutions, and those institutions may require students to spend time contributing to data collection efforts before the students can use the data for their own research. Finally, advisors may encourage students to collect their own data independently. Whether using existing, archival, or independently collected data, students in the Research Intensive Track will generally develop an original research idea in collaboration with their research advisor (note: "original" does not preclude pursuit of replication, or replication-with-extension studies).

Admission to the Research Intensive Track

Admission to the Research Intensive Track is at the discretion of the research advisor. This option will be reserved for a select number of students. Students should inform their research advisor of their interest in the Research Intensive Track <u>by the end of their first year</u> in the program. Research advisors will generally require that interested students complete a literature review on their planned research topic area during the summer semester. Admission to the Research Intensive Track will be based in part on the student's ability to complete a high-quality literature review paper in an independent and timely manner. In some cases, research advisors may require interested students to complete alternative research activities during the summer semester to evaluate the student's research aptitude and ability to work independently, such as working on a lab research project or co-authoring a paper. Official admission to the Research Intensive Track will be decided in the Fall semester of the student's second year in the program.

Research Proposal and Coursework

After conferring with their advisor on the topic and design for the Dissertation study, students must complete a brief research proposal. The research proposal is developed with assistance from the Research Methods Instructor as part of the **Research Methods and**

Design course. <u>Students in the Research Intensive Track will take the Research Methods and Design course in their second year</u> (rather than in their third year, as in the Standard Track).

Proposals should be written in the current APA style.
They will typically include the following sections:

● Introduction
o Brief Literature Review (aim for 3-5 pages; however, your advisor may require a more extensive literature review separate from the research proposal)
o Aims/Objectives (what is your hypothesis or research question?)

● Method
o Participants (include explanation of how you will recruit them and obtain informed consent)
o Measures (provide psychometrics if possible)
o Procedure
o Ethical considerations (e.g., confidentiality of data, risks/benefits to participants)

● Tentative Data Analysis Plan

● References

As outlined in the Research Methods and Design course syllabus, students will consult/meet with their primary research advisor to complete the Secondary Advisor Request Form and submit this together with a draft proposal to the Research Methods and Design course instructor. The Research Methods and Design instructor will then assign faculty members to student projects as secondary advisers, based on:
i. Secondary Advisor Request Form by student in collaboration with primary advisor
ii. Faculty expertise-interest areas
iii. Equitable distribution across faculty
The Research Methods Instructor will communicate the allocation of secondary advisors to faculty and students.

The initial Dissertation proposal draft is submitted as part of the Research Methods and Design course assignments. Once the initial draft is approved by the course instructor and primary advisor, the student will schedule a formal proposal meeting with Dissertation committee members (typically the research advisor and two other faculty members; outside readers may be selected for the committee). The purpose of the proposal meeting is for students and committee members to have the opportunity to provide feedback, ask

questions, and ensure agreement about the proposed study design and methods. Revisions may be required prior to approval of the Dissertation research proposal. After this the student will complete any required revisions to the Dissertation proposal, and then the committee members will approve the final proposal and sign the Dissertation Proposal Approval Form.

Students in the Research Intensive Track must complete either **Data Analysis** or **Introduction to Qualitative Research** (the same classes will be available *as electives* for those in the Standard Track, pending availability and instructor consent). Students who are completing a quantitative DR project are encouraged to take Data Analysis, whereas students who are completing a qualitative research project are encouraged to take Introduction to Qualitative Research. Students who are completing a mixed-methods DR project may take either course and should confer with their primary advisor to determine which course would be most useful. If students in the Research Intensive Track pursue projects that would benefit from alternative specialty coursework, they can petition for a substitution to fulfill this requirement.

Oral Examination. Students in the Research Intensive Track must defend their Dissertation project in an oral examination with their defense committee, which includes the primary advisor, the secondary advisor, and an additional reader. After the student submits the Dissertation to his/her research advisor, the advisor then selects the additional reader to participate in the oral examination (students and advisors may discuss options and collaboratively decide on the reader). The reader is selected by the advisor from full-time and adjunct faculty. Under certain circumstances, the Office of the Dean may approve someone other than full-time and adjunct faculty if the particular area under investigation is such that an outside opinion would be indicated. It is the student's responsibility to schedule the Dissertation defense with the Psychology Office and provide the names of the defense committee members at least two weeks in advance of the planned defense date. The student must also submit the final draft of their Dissertation to their committee members at least two weeks before the defense date. The Oral Examination is scheduled for a 1.5-hour duration during which the candidate is expected to give a brief (15 – 20 min) presentation. The brief presentation is followed by a question period, during which the candidate is examined by the secondary advisor and the reader. The written Dissertation and oral defense are evaluated by all three committee members on the Research Competency Evaluation Rating Scale (RACER). If the student has passed, the primary advisor, secondary advisor, and reader sign the appropriate form following the oral defense. This is submitted to the Psychology Office for recording in the student's folder and then sent to the Office of the Registrar. Students will receive a designation on their transcript that they have participated in the program's Research Intensive Track.

In order to walk in graduate and receive the formal Research Intensive Track designation on transcripts, the oral defense must occur at least two weeks before the student plans to graduate and the student must receive a grade of Pass on both the written Dissertation and oral examination. If a failing grade is received for either the written document or oral examination, the defense must be held again. The defense can be held a maximum of two times (i.e., one additional time in the event of a Fail). If a student receives a grade of Pass with Major Revisions or a grade of Pass with Minor Revisions on the written document, the revisions need to be completed and approved before s/he can graduate. Major revisions need to be approved by all three committee members. For major revisions, students must submit the revised document to all three committee members at least 8 weeks before the graduation date. Minor revisions need to be approved by only the primary research advisor. For minor revisions, students must submit the revised document to their research advisor at least 4 weeks before the graduation date. A final approved Dissertation document must be submitted to the registrar 1 week prior to the graduation date. Thus, it is in the student's best interest to submit revisions well in advance of the 8-week before graduation deadline for major revisions and 4-week before graduation deadline for minor revisions in case further revisions are required to avoid missing the graduate date.

Disseminating your research. A great deal of time and effort will go into completing a Disseration as part of the Research Intensive Track. Therefore, students are required to attempt to share their findings with the larger community of clinical psychologists in some form, for example, through conference presentations or through publication. In addition, students should strive to publish their Dissertation projects (and DR projects when appropriate) under the guidance of their advisors. For the Dissertation to pass on the Research Intensive Track, the project should be of sufficient quality to be worthy of peer-reviewed publication.

Selecting Research Advisers

A. Students will have the opportunity to hear the faculty describe their research prior to their first semester in the program. In order to consider whom you want to work with, you are encouraged to set up individual meetings with the faculty you would like to consider, talk to their research students, and read up on their work.

B. You may also approach faculty from other programs if their interest matches your own and see if they would be willing to work with you. If none of your interests are shared by the faculty, you may elect to use someone on the outside provided that you select a clinical faculty member to serve as the committee chair and provided that the faculty on the

outside is approved by the chair and has signed the Outside Research Mentor Agreement (please see the [Current Student Resources page](#)).

C. Please make sure your externship dates and times do not conflict with your research seminar (Thursday 10-12am).

D. Please submit a list of all faculty members in ranked order to indicate your preference of research advisers. Also, please submit a **very brief paragraph** on each faculty (e.g., why you want to work with them, such as your interest in specific areas of their research, your goals for research, ease of working with them etc.). Please forward this list of rankings and descriptions for each faculty to fgspclinicalprogram@gmail.com. Please make sure this sheet of paper has **your name** on it. You will receive specific instructions from the clinical program coordinator as the deadline for submissions approaches. The directions in that email supersede the information stated here.

E. The faculty and program director will review these rankings and you will be informed about who your adviser will be.

Research Seminars

In coordination with both the DR and Dissertation project requirements, all students take a research seminar course with their individual research labs and advisor in each required, in-residence semester of the program (first-year to fourth-year). This is a for-credit course that involves learning about the research literature relevant to the lab and developing research skills through hands-on experience. In addition to attending the weekly research seminar, students are expected to contribute 4 – 6 hours per week to lab research activities. The specific form of the research activities is at the discretion of the research advisor and will vary across labs, but activities may include coding quantitative or qualitative data (e.g., therapy videos, qualitative interviews), assisting with study preparation tasks, assisting with data management (e.g., data collection and entry, organizing and maintaining databases), working on IRB submissions, co-authoring a lab publication, or completing reviews of journal manuscripts as assigned by the research advisor. Tasks may also include assisting with projects developed for the Research Intensive Track. For students in the Research Intensive Track, the research activities may include (but are not limited to) assisting with data collection that will be used for their own doctoral research project, independently collecting data, assisting with group projects, or projects led by other primary investigators in the lab. In addition to attendance at the research seminar and participation in lab research activities, research seminars may have additional requirements as determined by the faculty advisor, which may include (but are not limited to) reading and presenting on research articles, presenting on DR and Dissertation projects, and reviewing drafts of and providing feedback on the research advisor's and other lab members' research projects.

For students in either the Standard Track and the Research Intensive Track, the requirements and evaluation of research seminars are separate from the requirements and evaluation of the DR or Dissertation projects. The Research Seminars are instead evaluated based on engagement and participation with assigned projects at the discretion of the research advisors. Working on one's individual DR or Dissertation project does not count as a contribution to lab research activities unless the research advisor agrees the activity is of a nature that counts (e.g., working separately on a literature review for the DR or Dissertation typically would not count; but working jointly to prepare a conference presentation that requires some summary of the literature likely would).

Regard for Ethical Principles of Psychologists
Collaborating with the research adviser
Students should work with their advisers to develop a productive collaboration. Advisers differ as to how they approach working with students on projects; students need to take the initiative to make sure they understand their adviser's way of working and to communicate clearly and respectfully if they have questions.

If students are working with a research adviser who is not on the faculty at Ferkauf, then they should use the Outside Research Supervisor Agreement form (included in Appendix IV) to set the terms of the relationship between the outside adviser and the chair of the RPII. It is the student's responsibility to ensure that the research project meets all Ferkauf requirements and that there is clear communication between the student, the outside adviser, and the chair.

Students should take responsibility for their research projects. The adviser will provide guidance, but the student is expected to make progress independently without constant supervision. At times, students may feel reluctant to contact their advisers because they feel that they have not made sufficient progress. These are the times when it is *most* important to contact the adviser. Avoiding one's adviser only makes the situation worse and prevents the adviser from providing assistance. Clear and consistent communication is essential for completing projects successfully.

Students should discuss with their advisers how much time advisers need to provide feedback on drafts of the RPI and RPII. It is neither realistic nor fair for a student to spend months producing a draft, and then expect the adviser to provide feedback immediately. Students are responsible for knowing the deadlines for their projects and for submitting drafts to their advisers well in advance of those deadlines. Students should be prepared for *multiple* rounds of revisions for the RPI and the RPII.

<u>Being part of a research lab</u>
Many advisers encourage their students to join with the advisers' other students in regular meetings and collaborations. Students may be expected to assist classmates with research design, data collection, or coding. Being part of a lab is a wonderful opportunity to learn more through collaborating with one's peers. It also entails responsibility to one's peers, to make one's best efforts to offer helpful feedback and assistance on projects that may not directly relate to one's own research.

<u>Authorship</u>
Because both the RPI and RPII are developed in collaboration with the research adviser, the research adviser is *always* an author on any presentation or publication that comes from these projects.

The order of authorship should reflect the scientific contributions of the authors to the project. When a publication is substantially based on a student's work, then the student should be first author and the adviser a co-author. Any fellow students who also contributed to the project may also be included as co-authors, depending on the nature and extent of their contributions. However, if a project is substantially based on the adviser's work (e.g., the project is a small component of a larger project of the advisor's, or the idea for the project was the adviser's), or if the student fails to take a leading role in preparing a project for publication (e.g., the adviser has to rewrite the paper to make it suitable for publication), then it is appropriate for the adviser to be first author.

Students should discuss order of authorship with their advisers at an early stage in the development of a project, and discussion should continue throughout the project in case changes in relative contributions occur.

Doctoral Research Project

Students must write a comprehensive literature review on a topic approved by the research advisor in order to meet the requirements for Research Competency I. The student must submit an outline for the RPI no later than **June 1st** of second year in the program, which must be approved by the research advisor. Based on feedback on the outline, a complete draft of the RPI must be written and turned in by **September 1st** of third year. All RPI documents must adhere to APA Style. Over the course of the third year, the student and advisor will work together on the editing process to ensure that a final draft of the RPI is turned in no later than **December 15th** of the student's third year. Each student must submit a final draft of their Research Project I together with the Research Competency Evaluation Rating Scale I (RACER I) to their research advisor in both hard copy and electronic copy through email. The final draft must then be rated, using the RACER I form

by the RPI advisor. If revisions are required (see RACER I for specific instructions), they must be completed by **September 1st** of the student's fourth year. If the document earns a failing grade after the second submission, another faculty member will read it. If s/he agrees with the failing grade, the student may be dismissed from the program.

RPI Deadlines:

RPI Outline to research advisor	11:59 pm on December 15 of 2nd Year
First Draft of RPI to research advisor	11:59 pm on May 15 of 2nd Year
Final Submission of RPI to research advisor	11:59 pm on September 15 of 3rd Year

Research Competency I is achieved when students satisfactorily pass Research Seminar I and II, Research Methods and Design, Statistics, and successful completion of Research Project I as evaluated by RACER I (must achieve pass or high pass).

Doctoral Research Project I FAQs:
Q: Who reviews Research Project I?
A: Research Project I is reviewed by your research adviser.

Q: Do you receive a grade for Research Project I? What are the criteria for passing?
A: Yes, you do receive a grade for Research Project I (fail, low pass, pass, or high pass). Different research advisers may have different views regarding the length and content of the project. Therefore, it is important for students to clarify the expectations of their specific adviser. Research Project I is graded using the RACER I form

Q: How much time will I have to make corrections and changes?
A: The student must submit an outline for the RPI no later than June 1st of his/her second year in the program, which must be approved by the research adviser. Based on feedback on the outline, a complete draft of the RPI must be written and turned in by September 1st of the student's third year. Over the course of the third year, the student and adviser will work together on the editing process to ensure that a final draft of the RPI is turned in no later than December
15th of the student's third year. The final draft must then be rated, using the RACER I form by the RPI adviser. If revisions are required (see RACER I for specific instructions), they must be completed by September 1st of the student's fourth year. If the document earns a failing grade after the second submission, another faculty member will read it. If s/he agrees with the failing grade, the student may be dismissed from the program.

Doctoral Research Project : Research Intensive Track

<u>Deciding on a research project</u>

Advisers vary on how they work with students to decide on a project. Some advisers will direct students to focus on a component of a larger study that the adviser is conducting. Alternatively, advisers may encourage students to work in pairs or small groups to develop and carry out projects. Some advisers have access to databases at other institutions, and those institutions may require students to spend time contributing to data collection efforts before the students can use the data for their own research. Finally, advisers may encourage students to develop their own research ideas and collect their own data independently. The data may be quantitative, qualitative, or a mixed-methods approach. As each adviser approaches research differently, it is incumbent on students to ascertain their advisers' expectations and requirements.

This research project could include any of the following:

- An original quantitative or qualitative empirical study
- A replication of an empirical study
- Development of an instrument
- Evaluation-outcome research (of a program or intervention)
- Single case experimental design
- A comprehensive case study
- Meta-analysis

Proposal for Doctoral Research Project
After conferring with his/her adviser on the topic and design for the study, students must complete a brief research proposal. The research proposal is developed with assistance from the Research Methods Instructor as part of the Research Methods and Design course taken in third year.

Proposals should be written in APA style. They may include the following sections:
- Introduction
  - o Brief Literature Review (aim for 2-3 pages)
  - o Aims/Objectives (what is your hypothesis or research question?)
- Method
  - o Participants (include explanation of how you will recruit them and obtain informed consent)
  - o Measures (provide psychometrics if possible)

- o Procedure
- ● Tentative Data Analysis Plan (if applicable)
- ● References

As outlined in the Research Methods and Design course syllabus, students will consult/meet with their primary research adviser to complete the Secondary Advisor Request Form and submit this together with a draft proposal to the Research Methods and Design course instructor. The Research Methods and Design instructor will then assign faculty members to student projects as secondary advisers, based on:

  i. Secondary Advisor Request Form by student in collaboration with primary adviser
  ii. Faculty expertise-interest areas
  iii. Equitable distribution across faculty
  iv. the Research Methods Instructor will communicate the allocation of secondary advisers to all faculty and students.

The initial proposal draft is submitted as part of the Research Methods and Design course assignments. Once the initial draft is approved by the course instructor, the student will be asked to send the proposal (and secondary advisor request form) to the secondary adviser to receive written feedback. Please copy the primary adviser into this email. Then the secondary adviser will provide written feedback and suggestions via email and copy in primary supervisor and the Research Methods Instructor into the email. The course will provide a date for the three-way zoom/in person meeting in which the secondary advisor will discuss their feedback with the student and primary advisor. During this meeting, the secondary adviser will also share the comments/ suggestions on the draft itself and email this back to the student (copy in primary supervisor and the Research Methods Instructor into the email).

Following the three-way meeting, students incorporate feedback from primary and secondary advisers into the revision of the proposal, submitted to the Research Methods Instructor as last assignment as part of course requirements. Once the RMD course has been completed, the primary supervisor and student continue to refine the proposal together.
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Students are advised to continue to work on their proposals throughout the Spring to make sure the proposal can be submitted to the psychology office and the IRB (if relevant) by the Oct 15 deadline at the very latest. **If students fail this deadline, they will not be able to apply for internship.**

After meeting with primary and secondary advisors, students will submit "Research Project Proposal Signoff" form to Dawn Basnight in Psychology Office.

      a. Obtain signatures from primary and secondary advisors.

      b. Dawn will obtain program director's signature.

      c. Dawn will scan a copy to student for their records and Dr. Schumpf for externship/internship purposes.

Deadlines for RPII Proposal

IRB Application & Final Deadline Proposal	Oct 15th of 4th Year

Prior to working on a research project, students and faculty must take courses through the [Collaborative Institutional Training Initiative (CITI)](). This web-based course is a mandated educational requirement for Yeshiva faculty and staff who participate in human subject research. It must be completed every 5 years online and students are required to submit proof of completion to the Psychology Office prior to oral defense.

i. Add "Yeshiva University" as an institution

ii. Complete the following courses:

      1. CITI Basic Course

      2. Social & Behavioral Research

      3. SBR for Students (YC, Stern…Ferkauf, Wurzweiler and Azrieli)

After the proposal is approved and CITI courses are taken, the student must then apply for IRB approval (unless the student has been told by their advisor that their project is already covered by an IRB submission for a larger project). Once approved by their primary research advisor these can be submitted to WIRB as early as May or June. This can be done through the Connexus website and students should review the "How-to for IRB Submission on Connexus" on the Current Student Resources page. Students must use their Ferkauf email addresses to register for both CITI and Connexus, as CITI training completion is required before IRB submission. Students must upload documents related to their research project such as the final proposal (protocol), consent forms, information sheets, advertisements/flyers, and CV for the PI directly into the website. The student's submission requires sign-off by the Principal Investigator (the student's research advisor). Once the submission is received by the IRB, the student will be notified via email of approval or requests for additional information or revisions. The IRB application must be turned in early enough so that it is approved before the end of the student's fourth year.

The IRB Representative for Yeshiva is Jon Gellert, CIP | Account Manager, Institutions

Office: 1 800.562.4789
Direct Line: 1 360.570.1309
Cell: 1 253.256.9371
jgellert@wirb.com | www.wirb.com

Please note that the total time from submission of the first draft of the doctoral research project to the advisor to submission of final project to the Psychology Office is about 6 months. Below are sample timelines based on the following assumptions:

a) Faculty members provide feedback on each draft within about 3 weeks (except for the revisions following the oral defense; these should be completed more quickly).
b) Students spend about 3 weeks on each complete draft of the doctoral research project.
c) Students should be mindful that advisors may have different timelines they follow and should take into account their advisors' and their own vacations.
d) Students who wait until close to a graduation deadline to defend will likely find that their advisor and readers need more time than usual to provide feedback because they are working with multiple students trying to meet the deadline.

Please note that these are *hypothetical*. They show targets students could aim for if, like most students, they need four rounds of revisions before the oral defense. Students must be aware that the number of revisions they will have to do will depend on the nature of their projects and the quality of their work. They must be prepared for the possibility that they will need *more* rounds of revisions than what is presented below.

Before the Psy.D degree can be awarded, the candidate must include all requested revisions and submit two disks of the following items to the Psychology Office in addition to a third disk to the primary research adviser.

Items to Submit (for Research Intensive Track):
1) Final copy of Research Project
2) CITI Training Certificate
3) IRB Approval
4) In-House Proposal approved by Research Advisor
5) Final copy of Research Project (with revisions after oral defense)
6) Reference list in APA style containing all posters, presentations, publications coming out of your Research Project with all co-authors listed
7) Copies of all questionnaires used in the study
8) SPSS file containing raw data
9) Outputs of data analyses

10) PowerPoint presentations, handouts, posters, abstracts for symposia etc. coming out of your Research Project
11) PDFs of all publications coming out of your Research Project
12) Copies of all articles, chapters, etc. used in Research Project

Additional research opportunities

Students are encouraged to seek out additional research opportunities, such as collaborating with more advanced students on data collection and coding, and applying for research assistant positions with Ferkauf faculty and externships with a research component. Students are *strongly* encouraged to support their classmates' research endeavors by volunteering as participants for studies for which they are eligible. However, additional research activities should never take priority over a student's own doctoral research project or other academic responsibilities; students should exercise good judgment in determining how many additional responsibilities to take on.

Student Competency Evaluations

Students undergo rigorous global and specific evaluations by faculty and supervisors each year. Competence on program goals and objectives are assessed using a combination of course grades, direct observation, and rating forms. Students also have the opportunity to provide a report of their yearly achievements and accomplishments on the Annual Student Questionnaire (ASQ). Based on these myriad sources of data, the faculty rates each student on the Faculty Annual Student Evaluation Rating Form (FASER) at the end of the spring semester. Students receive written feedback over the summer and are required to meet with their advisor the following September to review the feedback and set goals for the following year. Please refer to the student resource page on the website for a complete list of forms.

The following is a summary of the core content areas in the program along with competency methods utilized to assess student competency in the following three core areas:

(1) Assessment Competency: Students take five required assessment with practicum courses in the first two years. The courses involve didactic learning as well as practicum experience with assessments, and include courses in Clinical Interviewing, Cognitive Assessment, Personality Assessment, and Clinical Assessment I and II. Each of these courses is associated with a practicum course where students learn to implement assessment strategies. Course grades and faculty evaluation of students' clinical competency are recorded each spring using the Faculty Annual Student Evaluation Rating (FASER). In addition to evaluating competencies through academic performance, competencies in assessment and related competencies in relationship, ethics, and diversity are evaluated through direct observation using the **Assessment Competence Evaluation Rating** rubrics (ACER-I and ACER-II; See Current [Student Resources page]). Students are evaluated as to assessment competencies expected at the end of their first and second years of graduate training. Assessment Competency I (ACER-I) and II (ACER-II) are classes for which students need to register for and pass. First year assessment competencies, including diagnostic interviewing and accuracy in administering and scoring cognitive and personality assessment instruments (MMSE/3MS, WAIS, Rorschach), are evaluated using the ACER-I by observing students' performance in simulated/role play assessment exams, which are videotaped for review by an independent faculty rater. Second year assessment competencies, including integrative interpretation of test data and communication of findings, are evaluated through two methods: (1) Evaluations by faculty of students' abilities to administer, score, and interpret psychological measures and communicate findings regarding an adult patient (one each semester); (2) Direct observation by faculty,

using the ACER-II, of students' performance in summarizing findings from a simulated test battery into a written test report. In both years, students who fail their first assessment competencies exam are engaged in discussion and remediation according to ACER I or II procedures. Students who fail their second exam must repeat coursework prior to being examined a third time. Please refer to the Assessment Training for further detail.

(2) Psychotherapy Competency: Students are trained on preliminary clinical skills in first year assessment courses such as Clinical Interviewing with Practicum, as well as in Basic Psychotherapy Practicum, and Concepts of Psychotherapy, where they learn basic, humanistic, and common factors of psychotherapy. Students are also required to take courses in theory related to psychodynamic (Evidence-Based Psychodynamic Therapies and either Self-Psychology, Interpersonal, or Object Relations Therapy), and cognitive and behavioral therapies (Cognitive Therapy and Behavior Therapy) in their first and second years. In the third and fourth year, students enroll in the CBT or Psychodynamic practicum where they treat patients in our training clinic. Students are required to carry between 2-4 cases at any given time and receive three hours of supervision (1 individual and 2 group). In addition, students take additional courses in the practice of psychotherapy appropriate to the track (psychodynamic or CBT) they choose. For example, students enrolled in the CBT practicum are required to take the yearlong course on CBT for anxiety and depressive disorders. Students enrolled in the Psychodynamic practicum may take other Category A courses previously not taken to satisfy the category A courses. Please visit the student resource page for the full sequence of psychotherapy courses offered in the program and in other programs.

Course grades and faculty impressions of students' clinical competency are recorded each spring using the Faculty Annual Student Evaluation Rating (FASER). Strengths and weaknesses in clinical work are communicated to students in their end-of-year evaluation letters. In their second, third and (optional) fourth years, students participate in clinical externships in the community. Students' performance at externship will be evaluated by their externship supervisor at two time points – midyear and end-of-year – using the Supervisor Annual Student Evaluation Rating (SASER) form. These evaluations are reviewed by the faculty and incorporated into students' end-of-year evaluation letters. In their third and fourth years, students see patients in the Parnes Clinic and are supervised by licensed psychologists in the community. Supervisors for the Parnes Clinic patients also evaluate student therapists using the SASER. SASER ratings are taken into account when the students' end-of-year evaluation letters are written.

At the end of their third year, students are required to write a Clinical Competency II Report, which is a case conceptualization and treatment report on one of their patients in the in-house training clinic. This clinical competency report follows a template (see

CBT/Psychodynamic Case Report Templates) and is evaluated by a core faculty member using the Clinical Competency Evaluation Rating Scale (C-CERS). Students achieve Clinical Competency II when they earn a Pass (meets competency) or High Pass (exceeds competency) on the C-CERS. If a student does not earn a passing score, (approaching competency, fail) another faculty member will read the clinical competency report. If s/he agrees that the document does not meet minimum requirements, the student will be required to revise the document and resubmit. Students who do not pass on the second round of submission will repeat the third year lab and be subject to a remediation plan, as determined by the faculty.

Students are required to video record all therapy sessions during their two year advanced in-house practicum sequence (provided the patient consents). The videos are currently being used to provide formative evaluations during weekly individual and group supervision. These video recordings will be used to provide summative evaluations during their third and fourth years (titled "Clinical Competency I and III").

Faculty will randomly select one therapy session video from each student during late fall of their third year and will rate it using either the Cognitive Therapy Rating Scale (CTRS) or the Psychodynamic Therapy rating Scale (PTRS) depending on whether the student is in the CBT or Psychodynamic program. In order to pass their third year Clinical Competency I, student therapists in the CBT program must score a minimum competency of 24 or higher on the CTRS, and at least a 4 on interpersonal effectiveness. Student therapists in the psychodynamic program must receive a rating of 2 or higher on the overall rating item ("the extent to which the therapist facilitated the patient's overall psychological development") of the PTRS.

These procedures will be repeated in the late fall semester of the students' fourth year, although a higher threshold will be used for achieving competency (Clinical Competency III), in order to ensure that students are acquiring a higher level of competency as they proceed through the program. In order to pass their fourth year Clinical Competency III, student therapists in the CBT program must score a minimum competency of 33 or higher on the CTRS, and at least a 4 on interpersonal effectiveness. Students in the psychodynamic program must score a 3 or higher on the overall rating item. If students switch tracks from psychodynamic to CBT between the third and fourth years, they must score a minimum competency of 24 or higher on CTRS, and at least 4 on interpersonal effectiveness. If students switch tracks from CBT to psychodynamic between the third and fourth years, they must score a 2 or higher on the overall item of the PTRS.

For both Clinical Competency I and III, a faculty member will rate one therapy session video. Students that do not meet the minimum requirement are rated by the same faculty

on another session. If the student fails the second session by the same rater, another faculty member will rate one of the two sessions. Students who fail after the second rater rates the session may not be permitted to apply for externship or internship. An individualized remediation plan will be developed in order to help the student improve his/her therapy skills. If students do not meet competency by the end of the spring semester, they may have to repeat the lab and be prevented from going on externship/internship.

Once students have passed the Clinical Competencies I and III and have met all other program requirements, they will be permitted to apply for their clinical internship. Successful completion of the clinical internship now constitutes Clinical Competency IV and is a requirement for graduation from the program. All graduates of the program are encouraged to apply for licensure once they have completed their internship and postdoctoral training, and have passed the EPPP exam. Achieving licensure is the fifth and final clinical competency (Clinical Competency V).

CTRS:
The program has used the Cognitive Therapy Rating Scale (CTRS) to provide formative feedback since CBT training was initiated in the clinical program in 2001. The CTRS provides summative feedback at the end of the third year and the fourth year.

PTRS:
The program has developed a scale to assess competence and provide summative feedback at the end of the third year and the fourth year for evaluating psychodynamic competency. The Psychodynamic Therapy Rating scale (PTRS) was developed to be used in parallel with the CTRS and used to rate student videotapes. Items, however, correspond to crucial psychodynamic constructs such as Understanding and Tracking the Process, Deepening/regulating emotions, and Transference/countertransference.

Clinical Competencies I, II, and III are courses that students will have to register for and pass. Students should register for Clinical Competency I summer of year 2 and Clinical Competency II and III summer of year 3. Instructor for Clinical Competency I, II, and III is Dr. Lata McGinn.

Psychotherapy Competency Minimum Requirements and Timeline

Performance on required psychotherapy sequence coursework	Minimum grade of B- in required psychotherapy sequence courses (all four years)	

Clinical Supervisory ratings	Minimum ratings of 3 on SASER on externship (2nd and 3rd year), and in-house practicum (3rd and 4th year).	
Faculty assessment of competence in psychotherapy	Minimum ratings of 3 on clinical portion of FASER (all four years)	
I. Clinical Competency I	CTRS or PTRS evaluations of a random videotape of an in-house therapy practicum session. Late Fall of third year. Proposed minimum competency of 24 or higher on CTRS, and at least 4 on interpersonal effectiveness. As this is the first year using the PTRS, we will examine how students fair this year to help determine minimum competency for passing.	November of Third Year
II. Clinical Competency II	Clinical Competency Report evaluated using the C-CERS. Two weeks after classes, spring of third year. Minimum competency on C-CERS is a pass.	Summer Third Year

III. Clinical Competency III	CTRS or PTRS evaluations of a random videotape of an advanced in-house therapy practicum session late Fall of fourth year. Proposed minimum competency of 33 or higher on CTRS for people who done two years of the CBT track, and at least 4 on interpersonal effectiveness. Proposed minimum competency of 24 or higher on CTRS, and at least 4 on interpersonal effectiveness for people who have switched tracks. As this is the first year using the PTRS, we will examine how students fair this year to help determine minimum competency for passing.	November of Fourth Year
IV. Clinical Competency IV	Minimum ratings of 3 on SASER and successful completion of 5th year clinical internship	
V. Clinical Competency V	Successfully obtaining licensure	

(3) Research Competency: Students are required to pass four research classes by their fourth year; Research Seminars I and II, Statistics, Research Methods and Design. At the end of their second year, students must submit a proposal for their Research Project I (RPI). Over the summer prior to their third year, students are expected to write their RP I, the first draft of which is due September 1st of their third year. Following revisions, as directed by the student's research adviser, the final draft of the RP I is submitted, and rated, using the RACER I by the student's research adviser. See the Research Training section below for more detail on this process. Students must also pass Integrating Clinical Practice and Research in their third year. At the end of the third year, students must submit a proposal for their Research Project II (RP II) to their faculty adviser. The student must then arrange

to meet with his/her adviser to review the proposal. Once the proposal has been approved, the student should work on his/her IRB application. This must be completed by the end of the fourth year. Students must also pass Data Analysis *or* Introduction to Qualitative Research before the end of the fourth year. Finally, students must conduct the research study proposed and write their research project II. Once the student and his/her adviser decide that the RP II is complete, the student must distribute the document to a committee (to be determined by the student and adviser) no later than two weeks prior to his/her defense date. The committee chair and two readers will rate the RP II document and defense using the RACER II. The RP II must earn a passing score before the student can graduate. Please refer to the Research Training section below for more detail.

Research Competency I is achieved when students satisfactorily pass Research Seminar I and II, Research Methods, Statistics, and Research Project I. Research Competency II is achieved when students pass Integrating Research and Clinical Practice, Data Analysis *or* Introduction to Qualitative Research, and Research Project II with oral defense.

SECTION 3

Program Director

The Program Director has administrative and training oversight of the clinical program. The program director coordinates and has administrative responsibilities for the clinical program faculty, and students. That individual determines, together with the program faculty, the policies, procedures, and curriculum for the clinical program that are outlined in the program handbook. Each newly admitted student is assigned to an academic adviser by the Program Director. The academic advisor's role is to assist the student with programmatic, administrative, professional, and interpersonal issues and to facilitate the student's progress throughout the course of study.

Student Responsibility

It is the responsibility of each student to ensure that all regulations have been observed, all fees paid, and all course requirements met, including prerequisites whenever required. The degree candidate should note that completion of the specified number of credits does not in itself satisfy degree requirements.

Advisement and Mentorship

The Clinical Program prides itself on providing many sources of advisement and mentorship to students. The following is a brief description of the myriad sources of advisement available to students.

Advisement and Mentorship on Externship and Internship Training

Throughout all four academic years, students in each cohort meet on a regular basis once a semester with the Director of Training for a professional seminar. This seminar focuses on helping students prepare for and navigate the processes of applying for externships and internship. Additionally, these seminars allow an opportunity to discuss any questions related to students' clinical experiences, and many of the scheduled meetings are small supervision groups. In addition to the professional seminar, the Director of Training offers individual guidance to students in an effort to ensure that students obtain clinical

opportunities at external placements that provide well-rounded and diverse training experiences.

Academic Advisement

Each year, students are assigned to a faculty academic advisor. Advisors change from year to year allowing students to build relationships with multiple faculty members over the course of their tenure in the program. Academic advisors help students understand the academic requirements and plan their four-year curricula, assist students through the registration process each semester, and allow students an avenue for obtaining advice, sharing feedback related to the program, and discussing any challenges that may arise. Read the detailed description included below under "Navigating Communication at Ferkauf".

Clinical Advisement (assessment and therapy)

Students are assigned clinical and assessment supervisors who conduct two-hour lab meetings on a weekly basis with a small group of students. Labs complement the didactic training learned in courses and are aimed at reviewing and applying knowledge learned in courses. Lab supervisors provide clinical supervision as students gain knowledge and build their expertise in assessment and therapy.

Research advisement

During their first year, students have the opportunity to hear about faculty interests and determine their research advisor through a selection process. Beginning in the second semester of first year, students meet with their research advisors in small research labs and in one-on-one meetings. Research advisors teach the relevant and current knowledge about their particular subject matter, help students determine research questions, and advise students through the development of their doctoral research projects.

Student Mentorship

Each incoming student is assigned a student mentor prior to beginning the program. Student mentors welcome incoming students to the program and provide guidance as students register and engage in their coursework. While students can always engage with those students ahead of them in the program, student mentors provide a structure for tapping into the knowledge and experience of more advanced students. Senior students also offer group supervision on first year assessment labs as well as supervision on basic skills in psychotherapy.

Overall Advisement and Mentorship

The program director oversees all the mentorship and advisement conducted in the program and also meets with students one-on-one to provide overall guidance and

mentorship. The program director also meets with students from each incoming class every semester in a professional seminar to provide guidance on academic advisement and obtain feedback from students. The clinical program also affords the students other opportunities to get mentorship, provide feedback, and gain experience in leadership skills.

Class Representatives

Class representatives (reps) are appointed by the program director and serve as the liaison between faculty and students. The class rep position affords students the opportunity to give systematic feedback, receive information and feedback from the program about issues affecting the class, and offers a channel of communication even beyond graduation.

OPS

The Organization of Psychology Students (OPS) is the student organization of Ferkauf Graduate School of Psychology. Each Ferkauf student is a member of the organization, and dues (student activity fees) are collected automatically each semester with tuition. These dues constitute OPS's budget. The organization's purpose is to provide Ferkauf students with information relevant to their academic and professional careers. Members serve to facilitate communication between students and administration/faculty, as well as student organizations and alumni by acting as a liaison between the groups. In addition, OPS offers reimbursements for research and conferences and works to foster a sense of community, both within Ferkauf by sponsoring student socials and outside of the school by offering students the chance to get involved in social action projects. An Executive Board leads OPS. The Executive Board consists of no less than six members representing each of the Ferkauf psychology programs. The Executive Board is elected to a two-year term by the general OPS membership from each program except for the master's program representative, who is elected to a one-year term. Officers are chair and co-chair, vice chair, secretary, treasurer, social and secretary. OPS establishes a committee based on the varying needs and goals of Ferkauf students from year to year. Its structure encourages maximum participation by all students.

Teaching Assistant positions

Students also have the opportunity to be selected as teaching assistants (TAs). There are a variety of TA positions that provide students with the opportunity to gain administrative, research, and teaching experience as well skills to become leaders and managers. These skills enable our graduates to go on to leadership positions in hospitals, universities, centers and clinics.

Navigating Communication at Ferkauf

Academic Questions/Issues

For specific academic questions or issues, please go directly to your professor. If your professor cannot answer your question, or you have issues pertaining to more general academic issues, please see your academic adviser. Office hours are listed in Section 1 of this handbook and are often posted outside the professor's office door or near the photocopy machine in the Psychology Office. During times of remote learning, some professors may prefer to schedule a meeting outside of their normal office hours.

Academic Advisement

Every student has a designated academic adviser assigned to him/her from the first day of school. This adviser performs a number of functions:

1. Helps the student plan his/her schedule
2. Approves and signs each semester's course schedule
3. Acts as a conduit between the student and the Clinical Faculty, conveying information in both directions. For instance, when the student experiences difficulties in the program, it is the adviser who counsels the student and conveys the faculty's recommendations

    1. If your academic adviser cannot answer your question, please make an appointment with Dr. Critchfield (Program Director) or Dr. Schumpf (Asst. Program Director). To meet with Dr. Critchfield email him at kenneth.critchfield@yu.edu. To meet with Dr. Schumpf, email her at Jamie.Schumpf@yu.edu to set up an appointment time.

    2. Finally, if the program directors cannot answer your question, you have the option to put your question or a description of the issue in writing and bring it to Mr. Mike Gill (Assistant Dean). He will arrange an appointment with Dean Halpern.

Questions/Issues Related to Registration

1. For registration advisement or to add, drop or transfer a course:

    a. Meet with your faculty adviser who will approve your course selections and provide you with your registration access code.

    b. Help complete your graduation checklist.

       c.   Complete registration online.

2.   Transfer of Credits (maximum 12 credits)

       a.   Review the rules outlined by "Transfer of Credit Policy"

       b.   Consult with the Ferkauf faculty member who teaches the course for which you would like to transfer credits. This faculty member will inform you whether or not the course you previously took covers the same content as the course at Ferkauf.

       c.   If the faculty gives consent, obtain transfer forms from the Registrar's Office and then meet with your academic adviser to obtain approval.

       d.   If you are seeking a transfer for courses not routinely transferred, see your academic adviser.

       e.   Finally, hand in transfer forms to the Registrar's Office.

3.   For technical questions about registration (credits, add/drops, transfers, forms etc), please see the Registrar. Staff at the Registrar will not be able to give approval or advisement but are available to answer technical questions related to these issues.

4.   Register for the Clinical Competency II (May of third year), through Banner Self-Service (accessible through Inside Track, insidetrack.yu.edu).

5.   For questions and paperwork regarding your Master's Degree, please see Lorenzo D. Harris in the Registrar's Office (646-592-4516)

Questions/Issues Related to Financial Aid/Tuition
1.   Call the Office of Student Finance (Student aid: 646-592-6250; Student account: 646-592-6260)
2.   Go to the office at the Van Etten building on the Albert Einstein/Ferkauf campus in the Bronx.

Questions/Issues Related to Scholarships
1.   See Mike Gill, Assistant Dean, FGSP

Questions/Issues Related to Externship/Internship

      1.   Contact Dr. Schumpf (jamie.schumpf@yu.edu)

Questions/Issues Related to the Parnes Clinic
      1.   Administrative questions can be addressed by the Clinic Coordinator, Clinic Secretary, or Clinic Director.

Questions/Issues Related to the IRB
1.   Contact the Ferkauf representative to the IRB, Dr. Roee Holtzer

Please contact your Organization of Psychology Students (OPS) representative for the following issues:
      1.   Reimbursement for conferences or lectures attended
      2.   To arrange social or events of interest to students
      3.   Any issue related to student life at Ferkauf

To find out if classes are canceled due to weather:
Psychology Office: (646) 592-4520

Security guards at the Rousso Building:
For emergencies related to security issues at the Rousso Building, please go to the security guard who is located in the lobby or call at 212-960-5200.

I. Academic Standards & Evaluations of Academic Standing

For students and faculty of the Clinical Psychology Program, the sections to follow augment the Ferkauf Graduate School of Psychology catalog in regard to academic standards and expectations.

DEFINITIONS AND EVALUATIONS OF SATISFACTORY ACADEMIC PERFORMANCE, ACADEMIC PROGRESS, AND INTERPERSONAL SKILLS AND PROFESSIONAL/ ETHICAL BEHAVIOR:

Academic Performance:

The Clinical Program defines satisfactory academic performance as comprised of a student's performance of academic, clinical, and research activities. Academic performance includes overall course grades as well as critical-analytic skills, written communication skills, intellectual engagement, class participation, and teaching and/or other scholarly activities. Clinical performance includes the demonstration of clinical competencies in clinical coursework, on the Competency Exams, 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 the doctoral research projects, and in research-related scholarly activities.

Students are required to maintain a satisfactory level of academic performance in each academic semester as defined by the following criteria:

1) Minimum overall GPA of 3.25 for each semester
2) Timely completion of ALL course work. Students are allowed no more than one "Incomplete" per semester unless special arrangements are made with the appropriate professor prior to the close of the academic semester. Incompletes that are not completed by the following academic semester will automatically convert to an F.
3) Passing the Competency Exam(s).
4) Overall satisfactory evaluations in clinical practicum settings and internship.
5) Missing no more than 2 sessions of a course or lab; more than 2 absences are grounds for a Failing grade.

Academic Progress (Overview):

Academic progress, in contrast with academic performance, is defined as meeting programmatic deadlines for research, coursework, and clinical training. Students are expected to complete their degree in 5 years (see Clinical Program Curriculum Planner). The minimally accepted pace is as follows:

Year 1   Course work, Passing ACER-I
        Year 2   Course work, Writing RP I, Externship I, ACER-II
        Year 3   Course work, Completion of Externship II, RP I completed by Fall, (RACER-II passed), Proposal for RP II and IRB application completed by end of spring semester; Clinical Competency II Report (C-CERS) paper submitted by the last day of class in the spring semester. Passing Clinical Competency I (PTRS or CTRS)
        Year 4   Course work, Apply for Internship, Data collection, Data analysis, Passing Clinical Competency III (PTRS or CTRS)
        Year 5   Internship (Clinical Competency IV), completion of Research Project II (Research Project II orals must be taken by the last day of class in the spring semester before graduation RACER-II).
        Year 6+   If a student has not defended by the completion of Internship, he/she must register for the Research Project II Extension Course each semester until he/she completes his/her oral defense. It is the student's responsibility to maintain contact with his/her research adviser.

Academic Progress: Detailed Curriculum Sequence Requirements and Timelines
Failure to meet or progress in any academic, clinical, interpersonal skills or professional and ethical requirements may prevent the student from moving ahead in the program and may be grounds for academic warning, probation or dismissal (see academic standards and policies for further clarification).

Fall I:
1. Five courses (15 credits, 10 hours)
2. Professional Seminar (.75 credits, 1 hour)
3. (First half of the class) Clinical Interviewing lab (2 hours, 0 credits), Assessment lab (2 hours, 0 credits), and Basic Individual Psychotherapy Practicum (2 hours, 0 credits)
4. Research Seminar (0 credits, 2 hours)

Spring I:
1. Five courses (15 credits, 10 hours)
2. Professional Seminar (.75 credits, 1 hour)
3. (Second half of the class) Clinical Interviewing lab (2 hours, 0 credits), Assessment lab (2 hours, 0 credits), and Basic Individual Psychotherapy Practicum (2 hours, 0 credits)
4. Research Seminar (0 credits, 2 hours)

5. Apply for Externship I *(Students who fail an assessment, interventions, or psychopathology course will not be permitted to go on externship in their second year)*

Summer I:
1. Register for Assessment Competency I
2. Results of Assessment Competency I due during the Summer after first year.
    - If the student receives a grade of Fail by the first rater, another faculty member will review the assignment (administration, scoring, or both) and rate it using the ACER-I within one week
    - If the second rater passes the student, the student will receive a passing grade; however, he/she will be required to meet with the first rater to review the problems and address any concerns prior to the start of the new semester
    - If the second reader fails the student, he/she will be required to meet with the first rater within two weeks to review the problems and develop a plan for remediation
    - The student will then redo the failed portion of the assignment with a new confederate if applicable within three weeks
    - If the student fails the second administration, another rater will review the administration and rate it using the ACER-I
    - As above, if the second rater passes the student, the student will receive a passing grade; however, he/she will be required to meet with the first rater to review the problems and address any concerns
    - If the second rater fails the student on their second assignment, he/she will be required to repeat the first year course in the domain in which the student failed (i.e., Cognitive Assessment or Personality Assessment, but not both unless both were failed) and will not be permitted to attend externship during their 2nd year
    - The student will retake the competency exam at the end of that year
    - If the student fails the competency exam a third time, he/she is terminated from the program

Fall II:
1. 3 courses (9 credits, 6 hours) (Both category A and B must be taken prior to the fall semester of the third year).
2. Professional Seminar (.75 credits)
3. Assessment labs (0 credits, 2 hours)
4. Research seminar I (3 credits, 2 hours). Begin working on Research Project I in the context of the research seminar.

5. Externship I *(Externships are typically attended on Monday and Friday. If an externship requires the student to be present on other days, the student must ensure that externship does not conflict with courses, labs, or research seminar).*

Spring II:
1. 3 courses (9 credits: 6 hours) (Both category A and B must be taken prior to the fall semester of the third year).
2. Professional Seminar (.75 credits)
3. Assessment labs (0 credits, 2 hours)
4. Research seminar I (3 credits, 2 hours). Continue working on Research Project I
5. Externship I
6. Apply for Externship II *(Students who either fail an assessment or interventions course, or get an unsatisfactory Externship I evaluation will not be permitted to go on Externship II. If unsatisfactory externship evaluations are received, students will be required to repeat Externship I).*

Summer II:
1. Externship II
2. Treatment of third year psychotherapy patients and supervision initiated (If a student is on academic probation, has failed an assessment or interventions course, or has received unsatisf*actory evaluations on externship, they will not be permitted to enroll in psychotherapy labs or treat patients).*
3. Register for Assessment Competency II
4. Results of Assessment Competency II due at the end of the Spring Semester
   - If the student receives a grade of Fail by the first rater, another faculty member will review the assignment (administration, scoring, or both) and rate it using the ACER-II within one week
   - If the second rater passes the student, the student will receive a passing grade; however, he/she will be required to meet with the first rater to review the problems and address any concerns prior to the start of the new semester
   - If the second reader fails the student, he/she will be required to meet with the first rater within two weeks to review the problems and develop a plan for remediation
   - If the student fails the second write up, another rater will review the report and rate it using the ACER-II
   - As above, if the second rater passes the student, the student will receive a passing grade; however, he/she will be required to meet with the first rater to review the problems and address any concerns

- If the second rater fails the student on their second assignment, he/she will be required to repeat the full year course
- The student will retake the competency exam at the end of that year
- If the student fails the competency exam a third time, he/she is terminated from the program

Fall III:
1. 3 courses (9 credits, 6 hours)
2. Professional Seminar (.75 credits)
3. Research Project I (3 credits, 2 hours). RPI submitted at the beginning of fall semester.
4. Psychotherapy labs (Psychodynamic or CBT) (l.5 credits, 2 hours) *(If a student fails the first semester of psychotherapy lab, they will not be permitted to apply for externship.)*
5. Psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules).
6. Individual Supervision (1 hour a week).
7. Externship II
8. Register for Clinical Competency I
9. Begin working on Clinical Competency II (instructions will be distributed)
10. Results of the Clinical Comprehensives I-psychodynamic or CBT due at end of Fall semester.
    - Students that do not meet the minimum requirement are rated by the same faculty on another session.
    - If the student fails the second session by the same rater, another faculty member will rate one of the two sessions.
    - Students who fail after second rater rates the session may not be permitted to apply for externship or internship. An individualized remediation plan will be developed in order to help the student improve his/her therapy skills.
    - If students do not meet competency by the end of the spring semester, they may have to repeat the lab and be prevented from going on externship/internship. The student will retake the competency exam at the end of that next year
    - If the student fails the competency exam a third time, he/she is terminated from the program

Spring III:
1. 4 courses (12 credits, 8 hours)
2. Professional Seminar (.75 credits)

3. Research Project II (3 credits, 2 hours). Complete Proposal for Research Project II, submit IRB application by the end of the spring semester and take requisite IRB online course.
4. Psychotherapy labs (Psychodynamic or CBT) (1.5 credits, 2 hours)
5. Continue psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules).
6. Individual Supervision (1 hour a week).
7. Externship II
8. Apply for Externship III (optional).
9. Submit Clinical Competency II.

Summer III:
1. Register for Clinical Competency II
2. If students fail the Clinical Competency II, they will have the opportunity to revise the paper using feedback from two readers. A second failure will result in the student not being permitted to apply for internship. In addition, the student will have to write a new clinical comprehensive exam using a patient from the fourth year psychotherapy lab. If the student fails the fourth year clinical comprehensive exam, the student will be terminated from the program.
3. Psychotherapy patient and individual supervision continue until end of July
4. Last modifications on Research Project II Proposal
5. Monitor IRB submission proposal and approval.
6. Initiate internship pre-application process *(communicate with Dr. Schumpf).*

Fall IV:
1. 3 courses (9 credits, 6 hours)
2. Professional Seminar (.75 credits)
3. Advanced Research Seminar (0 credits, 2 hours). Initiate Data Collection for Research Project II
4. Psychotherapy labs (Psychodynamic or CBT) (1.5 credits, 2 hours)
5. Continue psychotherapy with Parnes Clinic patients *(*3-4 hours, varying schedules)
6. Individual supervision
7. Externship III
8. Apply for internship *(Students will not be permitted to apply for internship unless they have successfully passed the following by September 1st: Clinical Competency I and II, completed all assessment and lab requirements, passed lifespan psychopathology and interventions courses, completed Research Project I and had proposal for Research Project II approved, received satisfactory evaluations on Externship I and II, have no Incompletes, and are not on academic probation).*
9. Register for Clinical Competency III

10. Results of the Clinical Competency III-psychodynamic or CBT due at end of fall semester.

- ● Students that do not meet the minimum requirement are rated by the same faculty on another session
- ● If the student fails the second session by the same rater, another faculty member will rate one of the two sessions
- ● For students who fail after second rater rates the session, an individualized remediation plan will be developed in order to help the student improve his/her therapy skills
- ● If students do not meet competency by the end of the spring semester, they may have to repeat the lab and be prevented from going on internship. The student will retake the competency exam at the end of that next year
- ● If the student fails the competency exam a third time, he/she is terminated from the program

Spring IV:
1. 4 courses (12 credits, 8 hours).
2. Professional Seminar (.75 hours)
3. Advanced Research Seminar (0 credits, 2 hours). Continue data collection for Research Project II. Begin writing Research Project II. [K[1]
4. Psychotherapy labs (Psychodynamic or CBT) *(if the student fails the second semester of the psychotherapy lab, a discussion and remediation plan will be discussed with the internship director or the student may not be permitted to go on internship).*
5. Continue psychotherapy with Parnes Clinic patients (3-4 hours, varying schedules)*.*
6. Individual Supervision (1 hour a week)*.*
7. Externship III

Summer IV:
1. Complete data collection for Research Project II
2. Continue writing Research Project II
3. Psychotherapy patient and individual supervision continue until end of July (if internship begins July 1, then psychotherapy patients will be seen until end of June)

Fall V:
1. Internship
2. Register for internship and Research Project II Extension Course for this semester (registration for Research Project II Extension Course continues each semester until the studen*t graduates).*
3. Data analysis for Research Project II

4. Continue writing Research Project II

Spring V:
1. Internship *(If it is judged by the faculty that the internship year was unsuccessful, the student may be terminated from the program or may be required to repeat an internship year).*
2. The student must register for internship and Research Project II Extension Course *(registration for Research Project II Extension Course continues each semester until the student graduates).*
3. Complete Research Project II
4. Orals must be completed by the last day of class in the spring semester before graduation ceremonies. All recommended changes made after the orals must be completed and a final draft of the Research Project II must be submitted before 9/30 of the upcoming fall semester.

Fall VI+:
1. If a student has not defended by the completion of Internship, he/she must continue registering for Research Project II Extension Course each semester until he/she completes oral defense. It is the student's responsibility to maintain contact with his/her research adviser.
2. Deadlines for graduating in time periods other than Spring V are listed in the FGSP academic calendar.

Program Expectations Regarding Academic Planning and Scheduling
▪ All academic coursework and colloquia occur on Tuesdays, Wednesdays, and Thursdays. Externship schedules should be on Mondays and Fridays and if needed during the fourth year, one half day on either Tuesday or Thursday. If the externship requires the student to be present on alternative days, the student must discuss the issue with Dr. Schumpf, the academic adviser, and the director of the externship to permit any exceptions.
▪ Academic responsibilities take precedence over clinical externship responsibilities. Hence, if a conflict should arise between academic and clinical externship responsibilities, students are expected to prioritize academic responsibilities in resolving the conflict. However, students are expected to resolve the conflict in a timely, professional, and ethical manner so that it does not unduly affect the training site or compromise their responsibilities at the training site. Students are expected to work with the Director of Externship and Internship Training (Dr. Schumpf), academic advisers, and if needed, the Program Director, to resolve any conflict.
▪ Students are required to take five intervention classes (in any order), two from both Group A and B and one from Group C. Group A (Psychodynamic), B (Cognitive Behavior

therapy), and C (other modalities or populations: family therapy, couple therapy, older adult, or other specific populations). Beyond that, students may choose to take additional courses in the orientation of their choice.

▪ Students are required to take 116 credit hours in total (see Clinical Program curriculum planner). Only 12 credits may be transferred from a prior graduate program and must be approved by the Registrar's Office, faculty teaching that course at Ferkauf, and the student's academic adviser. Only three credits may be substituted per semester. Certain courses may not be transferred for credit.

▪ Students are expected to attend colloquia and other academic conventions, talks, and seminars organized by the clinical program or by the school. Students are also expected to attend and submit their clinical and research work to FGSP and national peer-reviewed conferences. If required, students may request a letter from the externship and internship director to excuse them from training site responsibilities for such events.

Interpersonal Skills and Professional/Ethical Behavior:

In addition to displaying satisfactory academic, clinical, and research performance as indicated above, students are expected to demonstrate professional development of their graduate student role, cultural/ racial and individual sensitivity, and the requisite interpersonal skills and professional and ethical behavior one would expect in an aspiring psychologist-in-training. As representatives of our program, all students are required to behave appropriately when in school, externship/internship, meeting with patients, etc. This includes, but is not limited to, the following: ethical and professional knowledge and behavior consistent with the role of a psychologist; professional responsibility, preparedness, and behavior consistent with continuous learning; an ability to thoughtfully listen and critically examine multiple perspectives; appropriate incorporation of feedback to foster a positive and collaborative learning climate; interpersonal skills in professional settings, including the ability to maintain appropriate boundaries with patients, students, staff, and faculty; and respect toward others of diverse cultural, racial, gender, age, or sexual orientation status or who maintain diverse beliefs. Students are also evaluated as to their investment in their role as graduate students. This includes, but is not limited to, the following: investment in clinical, academic, or research interests; leadership and/or service to the program or school; involvement in professional societies, conferences, or colloquia; class attendance, motivation, and good citizenship with faculty and students.

As with other domains of student performance, faculty and/or supervisors will notify students if they are evaluated as demonstrating deficient interpersonal skills or professional or ethical behavior. Of note, impaired interpersonal skills or professional or ethical behavior is distinct from impairment as it relates to disability defined by the Rehabilitation act of 1973 and the Americans with Disabilities Act (ADA) of 1990. In

addition, impaired interpersonal skills, professional behavior, or ethical behavior is distinct from developmentally normal behavior (such as being anxious regarding clinical performance in beginning therapists).

Impairment in interpersonal and professional behavior refers to diminished functioning, incompetence, or possessing insufficient skills to provide adequate professional care. Impairment and incompetence can result from inadequate theoretical understanding and/or insufficient proficiency in assessment and treatment skills. They can also stem from interpersonal and intrapersonal problems. The courts have consistently ruled that interpersonal skills and intrapersonal characteristics are considered part of academic credentials for psychologists and have given deference to the judgment of faculty in such matters (Forrest, Elman & Gizara, 1997).

Students should not be surprised if minor problematic behaviors or characteristics are brought to their attention. These can include, but are not limited to performance anxiety, discomfort with clients of ethnic and culturally diverse backgrounds, and rigidity regarding situational norms. When these problems progress to impairment, it is an indication of problematic interpersonal skills and/or professional behaviors, which are likely to include the following: 1) The student does not acknowledge, understand or address the problematic behavior when it is brought to his/her attention; 2) The behavior is not related to a skill deficit that can be remedied via academic or didactic training; 3) The quality of service provided by the student is negatively affected; 4) The behavior is not limited to one area of functioning; 5) The behavior has potential legal ramifications if not addressed; 6) A disproportionate amount of attention by training personnel is required; 7) The student's behavior does not change in spite of feedback, remediation efforts or time and, 8) The student's behavior negatively affects the public image of the program or agency.

Evaluation Methods:

Each year in the last month of the spring term, the clinical faculty reviews the overall status of every student in the program. Students' performance is evaluated using multiple sources and data points along the following criteria: academic, clinical, and research performance as defined above; academic progress; interpersonal skills; professional and ethical behavior; cultural/racial and individual sensitivity; and graduate student role. Each student receives a written letter of feedback regarding this evaluation. When problems are identified, the faculty makes concrete recommendations for change. The faculty relies on the student's academic adviser to communicate to the student the nature of the identified problems and the recommendations that the faculty have made in order to rectify these problems. A record of the review is kept in the Office Student files (psychology office) of the faculty discussion and any recommendations that were made.

In addition, the performance of all first-year students is discussed in the first faculty meeting of the spring semester in order to identify and address problematic issues in a

timely fashion. Students who receive first semester grades of B- or below and/or whose professional/ethical behavior have raised concerns by the faculty or verifiable external sources are identified in this meeting and appropriate administrative decisions are made at this point (e.g., academic warning or probation).

Students are also evaluated periodically on specific competencies, including assessment competency and clinical competency. Students are evaluated as to assessment competencies expected at the end of their first and second years of graduate training. First year assessment competencies, including diagnostic interviewing and accuracy in administering and scoring cognitive and personality assessment instruments, are evaluated by observing students' performance in simulated/role play assessment exams, which are videotaped for review by an independent faculty rater. Second year assessment competencies, including integrative interpretation of test data and communication of findings, are evaluated by observing students' performance in summarizing findings in a written test report. In both years, students who fail their first exam are engaged in discussion and remediation; students who fail their second exam must repeat coursework prior to being examined a third time.

Third year students' completion of Research Project I requirements is monitored and evaluated at the close of the fall semester. Students who have not fulfilled this requirement by this time are automatically placed on academic warning. If RP I is not passed by fall of the fourth year, the student will not be permitted to apply for internship. Similarly, students' progress toward the completion of Research Project II is also closely monitored. Students who do not meet the required deadlines may be placed on academic warning. Students who do not have approval for their RP II by fall of the fourth year will not be permitted to apply for internship.

Students have the continuing obligation to update all student information so that it is complete and accurate at all times. Students are also expected to complete all questionnaires sent out by the clinical program for purposes of updating student information, compiling reports for accrediting bodies, and evaluating student progress and standing.

REMEDIATION PROCEDURES:

Policy:
The Ferkauf Graduate School of Psychology is committed to providing its students with explicit specific remediation procedures for both academic and clinical problems. Our remediation procedures are based on a reflective student practitioner model, in which students, as future practitioners of clinical psychology, assume responsibility for their own development as clinicians. Thus, when students have problems in their training they are expected to engage in a process of self-reflection, in which they, together with the faculty, analyze the cause of their difficulties, and develop remediation strategies based on their

understanding of the problem. Subsequently, they are expected to take responsibility for following through with the proposed remediation.

Procedures:
Remediation procedures are developed in four steps: problem identification, problem analysis, developing remediation strategies, and establishing criteria for successful remediation. These steps will be described below for both academic and clinical issues, and illustrated with reference to hypothetical student problems. It should be noted that the examples are given only to clarify our procedures, and do not necessarily apply in all cases. Because the remediation model imposes requirements on both students and faculty, we specify, in what follows below, the responsibilities of each participant.

Step 1. Problem Identification
Student problems fall into three broad categories: academic and clinical performance, academic progress, and interpersonal skills and professional/ethical behavior. An example of an academic performance problem is a student's GPA falling below the program requirements. An example of an academic progress problem is a student failing to complete a draft of his/her RP I project by the beginning of his/her third year. An example of an interpersonal skills or professional or ethical behavior problem is a student being perceived as oppositional to clinical supervision or having strained relationships with all of his or her student colleagues.

The responsibility of the faculty is to provide the student with an objective and accurate definition of his/her problem, based on cumulative evidence from faculty and supervisors. The student is expected to either accept the faculty's feedback as substantially accurate, or to clarify any inaccuracies they believe to be present.

Step 2. Problem Analysis
After the student's problems have been identified, the student and the faculty will jointly analyze the factors that produced the problem.

Academic factors are conceptualized as produced by the factors of skill deficiencies and/or deleterious life circumstances. Academic skill deficiencies may include such issues as inadequate writing skills, inadequate time management and organizational skills, and lack of appropriate background knowledge. For example, a student whose GPA falls below program requirements might not have sufficient writing skills to produce acceptable papers. Similarly, clinical performance problems are conceptualized as produced by skill deficiencies, although these may also be affected by personality issues.
Deleterious life circumstances describe the range of stressful events that interfere with academic progress. For example, a student who has to cope with the unexpected illness of a family member may not have enough time to complete his/her RP I project in a timely fashion.

Interpersonal skill deficiencies or problems with professional and ethical behavior are often produced by lack of knowledge of professional behavior and standards, personality issues, or the lack of the social skills necessary to behave appropriately in clinical settings. The result of these factors is unprofessional or inappropriate behavior or interaction with the faculty, with professional colleagues, or with patients. For example, a student who has strained relationships with student colleagues may not have developed appropriate listening skills. Personality issues include such factors as immaturity, unresolved life issues, or character pathologies. For example, a student judged oppositional in supervision may have deeper conflicts with authority present in all areas of his or her life.

In any case, it is the responsibility of the student and the faculty to determine, in so far as is possible, the factors that contribute to the problem, and to agree on the causes of the problem to be addressed.

Step 3. Developing Remedial Strategies

After the problem has been analyzed, remediation strategies are developed based on this analysis. Although these strategies are unique to each student, they fall into some general patterns, as is indicated below.

If the student has academic skill deficiencies, appropriate remediation involves specific steps to correct these deficiencies and bring the student up to appropriate skill level. These may include writing courses, instruction in time management and organization, and remedial coursework or meetings with instructors. For example, the student with the low GPA due to difficulties in writing might be required to take a course at an academic writing skills center.

If the academic problems are produced by deleterious life circumstances, remediation strategies include granting leaves of absence until the circumstances change for the better, or offering the student support in changing the life circumstances. For example, a student with a low GPA or a problem with academic progress due to having to cope with family illness may be granted a leave of absence.

If the student has problems in interpersonal or professional/ethical behavior, remediation may involve increasing interpersonal skills. Strategies may include personal discussion with faculty and supervisors, suggested readings on appropriate professional behavior, or increased supervision. For example, the student who engages in academic debate in a supervisory setting might be told about the distinction between appropriate classroom behavior and appropriate behavior in supervision. If the student has difficulties due to mental health or personality problems, remediation strategies involve increased clinical supervision and/or personal psychotherapy. For example, the student whose oppositionality in supervision is suggestive of broad authority issues might be required to begin individual therapy, where it would be expected that these issues be discussed.

In any case, it is the responsibility of the faculty to be as specific and definite as possible about remediation strategies. It is the responsibility of the student to reflect on his/her own behavior, and to make every effort to carry out these remediation strategies.

<u>Step 4. Establishing Criteria for Having Successfully Remediated the Problem</u>
The final and crucial step is that criteria be established and agreed upon as part of a successful remediation plan.

In the case of academic or clinical performance problems, the criteria may involve bringing academic performance up to acceptable levels, as specified elsewhere in this manual. Thus, if the student's GPA fell below the acceptable 3.25, it would be expected that his/her grades over the next year and the next evaluation period would be sufficient as to raise his/her GPA to above 3.25. In the case of clinical performance problems, the criteria are somewhat different depending on whether the issues had involved skill deficiencies or personality problems.

It is more complex with problems in interpersonal or professional/ethical behavior. In the case of interpersonal skill deficiencies, the criteria for successful remediation involve the student receiving acceptable performance evaluations by the relevant faculty or clinical supervisors. Thus, the student who was judged oppositional in supervision would be expected to get evaluations reporting less oppositional tendencies. If the student's problem was judged as due to personality issues, then the student would be expected to convince a panel of interviewers that his/her issues had been sufficiently understood and worked through so as to not interfere with his/her future clinical work. The student with the authority conflicts, for example, would have to demonstrate his/her understanding of the conflicts to such a panel.

In this final stage, the faculty's responsibility is to specify these criteria for problem resolution as precisely as possible, as part of the remediation plan. The student's responsibility is to carry out the remediation plan as agreed, or to inform the faculty in a timely fashion about any circumstances that might interfere with carrying out the plan. In some circumstances, faculty will provide the student with a written contract specifying the work that the student must do for successful remediation, and the student will formalize his/her agreement to the plan by signing the document.

II. Policies and Procedures for Student Registration

Please follow the instructions below for registration and review the following documents in the [Student Resource Page](#) under the heading "Registration Materials."

1. Curriculum Planner (specific to incoming class)
2. Graduation Checklist (specific to incoming class)
3. Fall and Spring Course Schedule (lists all Clinical Program course descriptions)
4. Ferkauf Minors
5. Clinical Program Concentrations
6. Clinical Program Core Sequence Requirements

Students need to meet with their adviser to pick up their RAC# letter so that they can register online. Students should review all registration materials and use these forms to help them prepare for their meeting with their academic advisor to register for next semester. Prior to meeting with their advisor students should fill out the Graduation Checklist and the Registration Form and bring it to this meeting.

Registration Do's

- Students should review the curriculum planner, the course schedule, the graduation checklist, and all the course lists and description under "Registration Materials" section of the current student resources page
- Based on this review, students should complete their graduation checklist based on courses they have already taken, make a plan for what they want to take next semester, and also make a tentative plan for when they will take their required courses over the course of their four years in the program.
- Once the student's advisor has advised students on potential courses they should take next semester (and beyond) and approved and signed off on their course registration form for next semester, he/she will give student the assigned RAC codes so students can register for their courses.
- Students should register only for the courses that are approved and signed off by their academic advisor.
- If students want to add or drop courses at the beginning of next semester, they should make an appointment with their academic advisor to make sure this meets with his or her approval. Students should bring all original documents so their advisor knows what he or she approved before.
- If students are interested in registering for a course offered in another program, they must receive permission from the instructor prior to registering.

- To fill in the course CRN numbers section of the Registration Form, students should look up their courses under the appropriate semester on the Inside Track Registration page.
- Students should review the Transfer of Credit policy before they register.

Registration Dont's

- Students are not permitted to go below or above the prescribed credit limit per semester noted in the curriculum planner.
- Students are not permitted to use more than one 3-credit course in a given semester from their list of approved course transfers.
- Students should not register for any courses that have not been approved by their academic advisor. This could result in serious penalties including termination from the program.

III. Policies and Procedures for Graduation

1. Policies and Procedures for Conferral of Master's Diploma.

Students will be eligible to receive their Master's Diploma if (1) they are in good standing, (2) have successfully completed their first two years of academic coursework, (3) have successfully completed Research Project I and successfully passed Research Competency I and, (4) have successfully passed Assessment Competency I and II.

There are four possible dates when students may receive their MA diploma: *June 30th, August 31st, September 28th (this date can change based on the Jewish holidays so please check the date with registrar for the year in question)* and *January 31st.* To meet these dates, students will have to adhere to the following deadlines for **submitting their application for their MA diploma** to the registrar's office (see item 1) and completing clinical program forms required to get their MA degree (see item 2).

1. **Complete and submit the Graduation Application to receive their MA diploma through the registrar's office**. Students need to obtain the application form from the registrar's office and complete and submit it to them. The deadline for application through the registrar's office is the following: March 1st if they intend to graduate by June 30th, August 31st, or September 28th and October 1st if they intend to graduate by January 30th. However, deadlines can change so students will need to refer to the Academic Calendar for the respective year's dates. The registrar's application form may also list different

deadlines, as their form is used across all YU campuses, so please confirm with the registrar's office of the respective year's deadlines.

2. Students must complete and submit the MA Degree Completion form to Ms. Dawn Basnight **(**Basnight@yu.edu**)** in the psychology office when they have received all signatures except that of the Program Director, Dr. Critchfield. Please note the following deadlines for submission of these two forms. These two forms below should be submitted to Ms. Basnight as early as possible but <u>no later</u> than June 1st (for June 30th graduation), August 1st (for August 31st graduation) September 1st (for September 30th graduation) and January 1st (for January 30th graduation).

Additionally, the following documents must be submitted to Ms. Basnight:

1) **Research Project I Approval Form** (under Research Project Forms on CSR Page)
  - a.   This must be signed by your research advisor
  - b.   Dawn will obtain program director's signature.

2) **Research Project I Cover/Title Page**
  - a.   This must be signed by your research advisor.
  - b.   You do not need to submit entire hard copy of RPI. Only cover page is needed.

Once Ms. Basnight collects the signed MA Degree Checklist and the MA degree Completion forms, she will obtain Dr. Critchfield's signature, and will then submit these forms to the registrar's office so that students can obtain their Master's diploma. She will file all forms in the psychology office folder.

2. Procedures to attend Commencement ceremonies

1)   Please register to attend the commencement ceremonies with the registrar's office no later than March 1st by submitting the **Graduation Application**.

2)   Complete the **Commencement Forms** no later than March 1st with the necessary signatures (except that of the Program Director, Dr. Critchfield) to Dawn Basnight in the Psychology Office.

a. The student and the student's academic adviser will need to attest that the student will
      successfully complete the 116 credits of coursework by this spring semester.

b. The student and the student's research adviser will need to attest to the fact that the
student will be likely to successfully complete the oral defense by the last day
of the spring semester.

c. The student and the Director of Externship and Internship Training, Dr. Schumpf will
need to attest to the fact that the student will successfully complete a
year-long
internship by June 30th or August 30th of the same year (circle which one).

Once all signatures have been obtained, the form should be submitted to Ms. Dawn
Basnight who will give them to the program director to sign.

It is the student's responsibility to complete their requirements and obtain these signatures
in a timely manner and submit them to Ms. Basnight in the psychology office so that Dr.
Critchfield can sign off on the form and indicate to the registrar that the student is ready to
participate in commencement ceremonies.

3. Procedures for Conferral of PsyD Diploma

The following are the procedures students need to follow in order to receive their PsyD
degree.
Students are encouraged to begin collecting all required materials as they go through the
program and begin the process of getting signatures as early as possible so that they are
able to graduate on time and not face a time crunch at the end.

There are four possible graduation dates: *June 30^{th,} August 31st, September 28th (this date can
change based on the Jewish holidays so please check the date with the registrar for the year in
question)* and *January 31st.*

To meet these graduation dates, students will have to follow the following deadlines for
submitting their application for graduation (see item 1) and **their PsyD Degree
Completion form** (items, 2, 3, and 4).

2. Students must complete and submit their application for graduation through the
registrar's office. Students need to obtain the graduation application form from the
registrar's office and complete and submit it to them. The deadline for application
through the registrar's office is the following: March 1st if students intend to graduate by
June 30^{th,} August 31st, or September 28th and October 1st if students intend to graduate
by January 30$^{th.}$

3. Students must collect materials complete and submit the following materials to Ms. Dawn Basnight (Basnight@yu.edu) in the psychology office**.** Please note the following deadlines for submission of all four items. All four items below should be submitted to Ms. Basnight as early as possible but <u>no later</u> than June 1st (for June 30th graduation), August 1st (for August 31st graduation) September 1st (for September 30th graduation) and January 1st (for January 30th graduation).

> 1) Please review the Instructions to complete the PsyD Degree Completion form (below)
> 2) Please complete and submit the signed PsyD Degree Completion form
> 3) A copy of the student's final graduation checklist.
> 4) A copy of the student's unofficial transcript
> 5) Two CDs or flashdrives containing items 1-6 **(instructions noted below)** (please note that the third CD, containing items 1-12 have to be submitted to their research adviser)

Student must complete and submit the PsyD Degree Completion form to Ms. Basnight after they have obtained all signatures that of the program director, Dr. Critchfield. The procedure for obtaining all the other necessary signatures for the attestation form is outlined in the PsyD Degree Completion Instructions noted below. Once Ms. Basnight collects all the forms, she will give them to Dr. Critchfield to sign, and then submit it to the Registrar's office to clear the student for graduation. Ms. Basnight will then file the student's signed PsyD Degree Completion form in the psychology office folder.

Instructions to complete the PsyD Degree Completion form

The following are instructions regarding how the PsyD Degree Completion form must be completed. Please note that it is the student's responsibility to obtain all needed signatures (except for the program director's signature):

1. Student
2. Academic Adviser
3. Research Adviser
4. Director of Clinical training (Dr. Jamie Schumpf)
5. Psychology Office (Ms. Dawn Basnight)
6. Director of the Program (Dr. Kenneth Critchfield)

1. **<u>Successful Completion of all Graduation Requirements</u> (student)**: Students must read through and fill in all the dates required throughout the form and sign to indicate that they have completed all requirements for the PsyD degree.

a. **Successful Completion of Academic Requirements:** Students should make sure they have taken all required courses, and that they have completed 116 credits. Students should make sure all Incompletes and other grades are resolved before obtaining their academic adviser's signature. Students will have to submit an unofficial copy of their *transcript* and their *completed graduation checklist to* their academic adviser as proof of completion of all required coursework. Please note that if students have not finished all required and elective courses totaling 116 credits, they will not be able to graduate.

b. **Successful Completion of Research Requirements**: Students should make sure they have successfully completed their *Research Project I, Research project II, oral defense and all changes required by their oral defense committee on Research Project II.*

c. **Successful Completion of Clinical Training Requirements:** Students should make sure they have successfully completed two years of externship training and two years of in-house training at the Parnes Clinic.

2. **Successful Completion of Academic Requirements (Academic Adviser):** After you have signed the form and filled out all the dates, please go to your academic adviser with a copy of your transcript and your graduation checklist. Your academic adviser will review your transcript and graduation checklist and then sign off on the appropriate place in the form. **Please be aware that in your fifth year and beyond, your research adviser becomes your academic adviser as well.**

3. **Successful Completion of Research Requirements (Research Adviser).** After you have obtained your academic adviser's signature, please obtain your research adviser's signature. Your research adviser will sign off only after you have successfully completed RP I, your oral defense, and the final Research Project II (including all changes required by the oral defense committee), <u>and</u> after all you have successfully submitted the CD containing the items 1-12. Please note that if you do not have e-copies of this, the materials will have to be scanned in:

Submit one **CD or flashdrive** (based on their preference) to your research adviser with the following (they will sign off on their portion of the PsyD Degree Completion form after they have received this). We also encourage students to check in with their research advisors regarding the content of their CD/flashdrive before submitting.
1. Final Copy of your final Research Project I
2. CITI Training Certificate
3. IRB Approval
4. In- House Proposal approved by Research Adviser
5. Final Copy of Research Project II (with revisions after oral defense)

6. A reference list in APA style containing all posters, presentations, publications coming out of your RP I or II with all co-authors listed
7. Copies of all questionnaires used in the study
8. SPSS file containing raw data
9. Outputs of data analyses
10. PowerPoint presentations, handouts, posters, abstracts for symposia etc. coming out of your RP I or II
11. PDFs of all publications coming out of your RPI or RPII
12. Copies of all articles, chapters, etc. used in RPI and RPII

Item #4, the in-house proposal, is the proposal that describes your Research Project II. This was given to your research adviser and permitted you to apply to internship. People who did not have to apply for IRB approval still needed to have submitted this in-house proposal and the IRB approval that your adviser may have received for the overall project.

Item #6 requires a list of references in APA format for any posters, presentations, or publications you were involved in.

Item # 10 requires copies of the PowerPoints, posters, etc. for presentations from your RP I & II.

Item # 12 requires copies of all references used in your RP I and II

4. Successful Completion of External Clinical Training Requirements (Director of Externship and Internship Training):

The successful completion of your in-house clinical training requirements (assessment and therapy) will be reviewed by your academic adviser as they will be reflected in your transcript.

Please get this section of the form signed by Dr. Schumpf. The Director Clinical training will determine if you have successfully completed your field training requirements (two externships and an internship). It is your responsibility to make sure that Dr. Schumpf has received all your attestation forms, mid-year evaluations and end-of-year evaluations from all your externships and internship sites. Please make sure to check-in with Dr. Schumpf and your Externship and Internship supervisors about attestation forms and evaluations that must be handed in before Dr. Schumpf can change the grade for internship and sign off on the form.

Please note that we cannot permit you to graduate until we received all signed attestation forms and evaluation forms indicating have completed your externship and internship hours and your signed attestation form has been sent to Dr. Schumpf. If any material is missing, she will not be able to sign off on your PsyD Degree Completion form.

Please also note that if your internship is not completed until end of August, you will not be able to receive a June degree. If you have successfully completed your oral defense, and the only remaining requirement is your internship, you will be permitted to attend commencement ceremonies in May but will not receive your degree until June 30th or September 30th depending on when your internship ends and when we receive signed attestation forms and end of year evaluation forms from your internship attesting that you have successfully completed your internship. Dr. Schumpf will sign the field clinical training portion of your PsyD Degree Completion form when all materials have been submitted.

5. <u>Successful submission to Psychology Office</u> (Ms. Dawn Basnight)
Once you have received all above signatures on your PsyD Degree Completion form, please submit the following four materials to Ms. Dawn Basnight and obtain her signature.
1. Psy.D Degree Completion form signed by everyone except the program director
2. A copy of your graduation checklist
3. Copy of your unofficial transcript
4. Two CDs containing the 6 items:
    1. Copy of your final Research Project I
    2. CITI Training Certificate
    3. IRB Approval
    4. In- House Proposal Approved
    5. Final Copy of Research Project II (with revisions after oral defense)
    6. A reference list in APA style containing all posters, presentations, publications coming out of either RP I or II (list full reference including all co-authors)

6. <u>Successful Completion of the PsyD Degree</u> (Program Director)
Ms. Basnight will give your form to the program director to sign. The program director will then sign it to attest that you have successfully completed all requirements and are eligible for graduation. After this is signed, the program director will sign off on the registrar's graduation form, indicating that you have the requisite permission slip to receive your diploma.

Frequently Asked Questions

Q: What is OPS and how can they help me?
A: The purpose of the organization is to provide FGSP students with information relevant to their academic and professional careers. Members serve to facilitate communication between students and administration/faculty, as well as student organizations and alumni by acting as a liaison between the groups. In addition, OPS offers seminars and workshops, and provides funding for research and conferences. In attempts to foster a sense of community within the culture of FGSP, OPS sponsors student socials, and refreshments during midterms and finals.

Q: What is our Accreditation status? How is it determined?
A: The Clinical (PsyD) began in 1979 and has been accredited by the American Psychological Association (APA) since 1985 and prior to that, was preceded by an accredited Clinical (PhD) program which was established in 1965. The committee on Accreditation conducted a review of the clinical program in 2015 and granted reaccredidation to the program for another 7 years. The next accreditation visit will occur in 2022.

  Ferkauf Graduate School of Psychology is also accredited by the Middle States Association as part of Yeshiva University's review and has been approved by the Department of Education of New York State. The clinical program was reviewed by the New York State Department of Education for licensure- qualifying status and was re-registered as a licensure-qualifying doctoral program on January 1, 2002. This registration will be extended annually until the program is reviewed in the future.

Q: When does my clinical training begin?
A: Students begin their clinical training in their first year as they conduct intakes through the Parnes Clinic. Also, all clinical students begin the Clinical Assessment sequence in the first semester of their first year. For more information regarding clinical sequence, please refer to page 25.

Q: What classes have labs and when should I expect to be in school?

A: Classes are offered on Tuesdays, Wednesdays, and Thursdays. Though individual circumstances may permit students to squeeze their course load into one or two days, students are expected to be able to attend Ferkauf monthly symposia (held on Wednesdays) and to allot time for externship (16 hrs/wk), which generally occurs on Mondays and Fridays. Labs are required for all assessment classes. Lab instructors and lab hours are determined at the start of every semester. For more information regarding labs, lab FAQs, and the times that they are usually offered, please refer to page 27.

Q: How do you transfer credits? What's the maximum credit transfer allowed?
A: The Registrar handles all transcript issues, including the transfer of credits. A maximum of 12 credits are allowed to be transferred. For more details, please refer to page 55.

Q: What research opportunities are available to me at Ferkauf?
A: Each professor at Ferkauf has his/her own research interests that are supported by research seminars available to students in their second and third years. Students are encouraged to familiarize themselves with the general interests of each professor. Students should then discuss their research ideas with a professor whose interests most closely matches his/her own. For a list of faculty interests please see page 8.

Q: CBT v. Psychodynamic Track: How does this work? What are the requirements?
A: All students are required to take two intervention courses in Category A (Psychodynamic) and Category B (CBT), and one course in Category C ("other modalities or populations"). Students are then required to choose either a category A or B track for advanced practicum training which involves specified advanced courses, labs, supervision, and patients. For the CBT track, students are required to take two Category B courses (Cognitive Behavior Therapy of Anxiety and Depressive Disorders I and II)). For the Psychodynamic Track, students are required to take three courses: Self Psychology, Object Relations, or Interpersonal and Relational Psychotherapy. Students may also choose to do one year of the CBT track and one year of the Psychodynamic track. For more details, please see page 25.

Q: Are there opportunities to earn money while in graduate school? Can I work?
A: Part-time employment is feasible for highly-organized students wishing to work during the school year. A variety of teaching/research assistantships are also available, in which students may earn a stipend.

Q: Whom do I contact about tuition?
A: Issues regarding tuition and payment are handled by the Office of Student Accounts. Telephone: (646) 592-6260. Email: accounts@yu.edu

Q: When will I be awarded the Master's Degree?
A: Generally speaking, the Master's Degree is usually conferred during students' third year. For more information, please see page 72.

Q: What is the program's policy regarding maternity and early motherhood?
A: Expecting parents should schedule a meeting with the program director to discuss maternity policies.

FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
YESHIVA UNIVERSITY

Statement of Understanding

Date: _____

I _____,
                             Student Name

have read the Ferkauf Academic Catalog, the Clinical Program Handbook for Students, and the Ethical Principles of Psychologists and Code of Conduct. I understand all the policies and procedures and Code of Conduct in these three documents and agree to abide by them throughout my graduate studies at Yeshiva University and beyond.

_____   _____
Signature of Student   Date