Graduate Student Program Manual

Ph.D. Clinical Psychology Program with Health Emphasis

Ferkauf Graduate School of Psychology

Yeshiva University

Last revised: May 19, 2022

This handbook is available on the program's website,

[Program Website](#)

The Ph.D. Clinical Psychology Program, with Health Emphasis, reserves the right to modify content and procedures listed in the student program manual at any time.

Our program is accredited by the American Psychological Association. Inquiries may be directed to the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, N.E., Washington, DC, 20002-4242, Phone: (202) 336-5979.

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FOREWORD

Doctoral training in clinical psychology is a major undertaking. As graduate students you will dedicate time, effort and resources to pursue your professional aspirations. The demands of this challenging career path are high because you will be required to acquire skills and demonstrate competencies in different areas. Specifically, our program espouses the scientist practitioner model, which places equal emphasis on research and clinical training. The additional emphasis of the program on health presents a unique strength. You will learn about the application of clinical psychology, as a science, to health conditions and diseases that vary in terms of etiology, epidemiology, natural course and symptomatology. Your training will be overwhelming at times but also incredibly rewarding.

The faculty devoted significant time and effort to developing and revising the program's curriculum. This handbook provides a comprehensive overview of the process and requirements of your graduate education. Note, however, that this handbook does not substitute for your ongoing and active participation in all aspects of the program.

The science of clinical psychology, notably in its application to assessment and treatment procedures of various health conditions and diseases is in a constant state of change. Our practices evolve as a result of many factors that include but are not limited to advances in knowledge, changes in population demographics, challenging health care environments and insurance policies, and effort to continuously adjust our research and clinical service to new and ever-changing landscapes. The faculty serves as a role model and assumes the responsibility to continuously update our training, research and clinical practices to remain relevant with respect to the current conditions and regulations and to ensure compliance with the code of professional conduct. Under such circumstances you should not be surprised if we revise elements of our training during your tenure in the program.

This graduate student handbook is designed to help you become familiar with the procedures, requirements and values of our program. Furthermore, as clinical psychology graduate students in our program you are _responsible_ and _accountable_ for all the procedures, guidelines and information provided herein and at the Ferkauf Graduate School of Psychology Catalog.

COVID-19 has imposed unprecedented circumstances and challenges to our way of life. Consequently, we had to respond and adapt our didactic, research and clinical training to the fluid and unpredictable trajectory of the virus. It has also been critical for the program to adequately address, in the context of our training mission, social challenges that arose, in part, due to the pandemic. Together and collaboratively, we will rise to these challenges to protect and optimize the education our program offers.

This manual has evolved over the course of time and has benefited from the contributions of faculty and students. As such, it represents our best and most transparent effort to summarize the current training, procedures, requirements and values of the program. It is, however, and always will remain a "work in progress."

Jonathan Feldman, Ph.D.
Professor and Program Director
August 31, 2021

Program Overview and Training Philosophy

The Program is designed for full-time students only. This is a five- to six-year program. In addition to the four to five years of coursework, we require one year of full-time predoctoral internship. The length of in-residence training can be completed in four years but the rate of progress varies among students. Moreover, it is not uncommon for students who make satisfactory progress to extend the duration of in-residence training to bolster their research and publications portfolio.

The primary goal of the Program is to train doctoral-level (Ph.D.) students in the ethical science and practice of clinical psychology with an additional emphasis on the interaction of physical and mental health. The program espouses the scientist/practitioner model, which places equal emphasis on clinical and research training. Furthermore, in our view, research and clinical practice are highly integrated and mutually informative.

The Program follows a junior colleague model for education, training, and socialization among the faculty and students. This model posits that clinical, research, and professional psychological skills are best developed through modeling and observational learning. This model emphasizes mutual respect and courtesy between faculty and students, and hopes to instill the value of lifelong learning.

The program has identified four overarching training goals:

Goal 1: Provide sequential and cumulative training of increasing complexity in evidence-based psychological and healthcare assessment, intervention, and consultation services.

Goal 2: Produce independent researchers capable of contributing to the scientific body of knowledge in the field of clinical psychology as it is applied to diverse health issues, and able to educate and mentor future researchers in the field.

Goal 3: Train effective clinical providers and researchers, through comprehensive training that is cumulative and graded in complexity in psychological theories, clinical practice, and research with clinical health psychology as an emphasis.

Goal 4: Provide comprehensive training in the professional values, attitudes, standards and ethics of clinical work and research with diverse individuals and groups.

Our training process is sequential, graded in complexity and cumulative. Upon entering the program, each student is assigned a core faculty member as an academic advisor, who meets with the student at least twice per year to address academic and program-related issues. During the first month of the program, each student collaboratively identifies a research mentor, a core faculty member who provides individual supervision to students in her/his lab about research and career development mentorship throughout the student's tenure in the program. Academically, students first complete core courses and emphasis is placed on achievement of foundational knowledge.

Clinical training begins in the spring semester of the 1st year with our in-house training clinic, the Parnes Clinic, as part of the program's Behavioral Medicine Practicum sequence. In the second year and throughout their tenure in the program students are placed in year-long externships, which

are formal external clinical training sites typically located in medical centers, hospitals and outpatient clinic settings. After the students satisfactorily achieve all academic and clinical requirements during in-residence training, they are required to complete a full-time predoctoral internship (see clinical training section for further details).

The program's robust training in research is focused on the application of clinical psychology to diverse health conditions and populations. The research lab courses, which are required throughout the tenure of the students in the program, serve as platforms for students to learn core concepts related to the specific research area and to develop, implement and successfully complete their research projects. The student is required to achieve two research milestones, the predoctoral project and dissertation thesis (see research section for details).

Students are expected to demonstrate competencies in all areas of training. Our assessment of competencies is based on academic performance, direct observations of expected skill sets, indirect evaluations including but not limited to students' evaluations by clinical supervisors as well as procedures developed by the program faculty to directly observe and evaluate core clinical and research competencies. In addition, the program has developed two independent procedures that assess competency in a manner consistent with the APA competency benchmark system. During the first year's assessment sequence, students are required to demonstrate specific competencies in the administration, scoring and interpretations of cognitive and personality tests (see assessment competency section for details). The comprehensive clinical and research examinations begin in the spring semester of the second year and may continue until the end of the fall semester of the third year depending on whether and the degree to which remedial processes are required (see comprehensive examination section for details).

Communication between faculty and students: The program developed a structure that is designed to provide multiple avenues for students and faculty to communicate to optimize the process of training. All faculty members are accessible through regular office hours and by appointment. All students attend 1) Town Hall Meetings (once/semester), 2) class meetings with the Program Director (at least once/semester), 3) Provide student evaluations of each course, which are reviewed by faculty, and 4) collaborate on research with faculty mentors. Students who wish to be more involved in communicating with faculty may choose to 1) become a representative on the Organization of Psychology Students (a student-elected, Ferkauf-wide student body), 2) become a Student Cohort Representative (a program-specific, student elected designation for two students in each class), or 3) apply to be a Program TA (a faculty-selected position to assist with management of the program). In addition, the program has *Student Life and Curriculum Committees*, which are led by Drs. Seng, Swencionis, and Hirky. The committees address issues that include but are not limited to 1) running a department colloquium series, 2) evaluating core and elective courses, 3) supporting student activities in professional organizations, including campus chapters of Association of Neuropsychology Students in Training and Division 22 (Rehabilitation Psychology), and campus representative for Division 38 (Health Psychology), and 4) implementing fair and transparent selection and election procedures for student positions.

In addition to the manual, the [program's website](https://www.yu.edu/ferkauf/degrees-programs/clinical-psychology-health-emphasis), (https://www.yu.edu/ferkauf/degrees-programs/clinical-psychology-health-emphasis), provides access to faculty profiles, information about upcoming

events, noteworthy achievements by faculty and students, key documents, and important programmatic updates. The program has active and routinely updated Facebook https://www.facebook.com/groups/593493427443350/members and LinkedIn https://www.linkedin.com/company/ferkauf-clinical-psychology-with-a-health-emphasis-ph-d-program pages.

Cautionary Statement: Social media can be a powerful and effective means of communication. Students, however, should be fully aware of both the pitfalls and personal responsibilities involved when posting on social media. Please refer to Yeshiva University social media policy for general guidelines (see https://www.einstein.yu.edu/download/?token=N4dGb%2fcM1LZwYFnag08jEvYECvmXK9YYS3pdUzsG%2ftI)

*Accreditation status***:** The Ph.D. Clinical Psychology with Health Emphasis program is accredited by the American Psychological Association (APA). Following the APA site visit in December 2016, the program was granted the maximal 7-year accreditation. The next site visit will take place in 2023.

The APA Office of Program Consultation and Accreditation supports the APA Commission on Accreditation (CoA) in carrying out its responsibilities as the nationally recognized accrediting body for education and training programs in professional psychology. Contact information for the CoA is provided below:

> Contact APA Accreditation
> Office of Program Consultation and Accreditation
> 750 First Street, NE
> Washington, DC 20002-4242
>
> Phone: 202-336-5979, 202-336-5979
> TDD/TTY: 202-336-6123
> Fax: 202-336-5978

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Student Characteristics

The Program is highly successful in recruiting incoming classes that consistently meet high standards of academic excellence. Applicants to the program are screened for exposure to clinical settings and populations, research and publication experience, particularly in clinical and health psychology, quality of recommendations, quality of recommendation writers, quality of undergraduate school, outstanding accomplishments, undergraduate grades, scientific background, and GREs.

The Program's students share the common intended career path of becoming well-trained professionals in the field of clinical psychology. Furthermore, applicants who are admitted to the program all express an interest in developing special expertise in health-related areas and/or competence to deliver services in diverse health settings. As a Ph.D. program, all students hold the desire to be producers of excellent clinical and research contributions to the field.

Diversity

The program has a commitment to diversity among our faculty and student body. In addition to our commitment to recruiting a diverse faculty and student body, it is recognized that both clinical and research training in diversity related issues constitute a central component to the development of a competent clinical psychologist.

We expect our students to be capable of demonstrating graduate-level knowledge of diversity issues in professional clinical practice and research and acquire an awareness of issues relating to issues of rights, social responsibility, and ethical practices. Assessment of these competencies is achieved by evaluating grades in relevant courses, supervisory and faculty ratings on diversity issues in their clinical work, and competence in cultural and personal differences in their research.

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 program has a long-standing commitment to affirmative action and equal opportunity. The 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 an allegation.

THE ACADEMIC CURRICULUM

The Core Curriculum

Table 1: Core Courses Years 1-5

FALL FIRST YEAR	20 CREDITS	SPRING FIRST YEAR	17 CREDITS
Research Seminar I	3 credits	Research Seminar II	3 credits
Statistics I [PSA6280]	3 credits	Statistics II [PSA6283]	3 credits
Concepts in Psychotherapy [PSH6191]	3 credits	Issues in Professional Practice (Health) [PSA6371]	3 credits
Research Methods in Clinical Health Psychology [PSH6371]	3 credits	Behavioral Medicine Therapy & Practicum (BMed) I [PSH6543]	3 credits
Psychopathology and Illness [PSH6464]	3 credits	Personality Theory & Assessment [PSH6432]	3 credits
Intellectual & Cognitive Assessment [PSH6431]	3 credits	Personality Assessment Lab [PSH6432L]	1 credit
Intellectual & Cognitive Assessment Lab [PSH6431L]	1 credit	Clinical Health Professional Seminar II [PSH8944A]	1 credit
Clinical Health Professional Seminar I [PSH8943A]	1 credit		
FALL SECOND YEAR	10 CREDITS	SPRING SECOND YEAR	13 CREDITS
Research Seminar I	3 credits	Research Seminar II	3 credits
Behavioral Medicine Therapy & Practicum (BMed) II [PSH6544]	3 credits	Neuroscience of Human Behavior, Cognition & Affect [PSH6014]	3 credits
Physiological Health Psychology [PSH6938]	3 credits	Cognitive Behavior Therapy [PSH6500]	3 credits
Clinical Health Professional Seminar III [PSH8945A]	1 credit	History & Systems [PSA6601]	3 credits
		Clinical Health Professional Seminar IV [PSH8946A]	1 credit
FALL THIRD YEAR	10 CREDITS	SPRING THIRD YEAR	10 CREDITS
Research Seminar I	3 credits	Research Seminar II	3 credits
Social Psychology in Health [PSH6935]	3 credits	Multicultural & Diversity Issues [PSA6181]	3 credits
Lifespan Development [PSA6515]	3 credits	Cognitive & Affective Bases of Behavior [PSA6472]	3 credits
Clinical Health Professional Seminar V [PSH8947A]	1 credit	Clinical Health Professional Seminar VI [PSH8948A]	1 credit
FALL FOURTH YEAR	10 CREDITS	SPRING FOURTH YEAR	10 CREDITS
Research Seminar I	3 credits	Research Seminar II	3 credits
Test Construction [PSH6321]	3 credits	Psychopharmacology [PSA6071]	3 credits
Dissertation [PSH8931]*	3 credits	Dissertation [PSH8931A]*	3 credits
Clinical Health Professional Seminar VII [PSH8949A]	1 credit	Clinical Health Professional Seminar VIII [PSH8950A]	1 credit

FALL FIFTH YEAR	1 or 2 CREDIT(S)	SPRING FIFTH YEAR	1 or 2 CREDIT(S)
Clinical Health Internship I [PSH8941]	1 credit	Clinical Health Internship II [PSH8942)	1 credit
Dissertation Extension [PSH8999]* (optional)	1 credit	Dissertation Extension [PSH8999]* (optional)	1 credit

List of Fall Semester Research Seminars with course numbers (Research Seminar I):
[PSH 6009] Psychology of Asthma I (Feldman)
[PSH 6469] Psychology of Multiple Sclerosis I (Foley)
[PSH 6013] Psychology of Diabetes I (Gonzalez)
[PSH 6941] Neuropsychology & Cognition Research I (Holtzer)
[PSH 6019] Headache & Adherence I (Seng)
[PSH 6007] Psychology of Obesity I (Swencionis)
[PSH 6021] Smoking and Nicotine Dependence Research I (Weinberger)
[PSH 6017] Systems Neuroscience I (Zemon)
[PSH 6401] Psychosocial Oncology I (Mitchell)

List of Spring Semester Research Seminars with course numbers (Research Seminar II):
[PSH 6010] Psychology of Asthma II (Feldman)
[PSH 6470] Psychology of Multiple Sclerosis II (Foley)
[PSH 6016] Psychology of Diabetes Research II (Gonzalez)
[PSH 6944] Neuropsychology & Cognition Research II (Holtzer)
[PSH 6020] Headache & Adherence II (Seng)
[PSH 6008] Psychology of Obesity II (Swencionis)
[PSH 6022] Smoking and Nicotine Dependence Research II (Weinberger)
[PSH 6018] Systems Neuroscience II (Zemon)
[PSH 6402] Psychosocial Oncology II (Mitchell)

*Research Seminars are repeated courses. Students must register for 8 semesters total of research seminar during the program: 4 semesters of Research Seminar I in the Fall semesters and 4 semesters of Research Seminar II in the Spring semesters during the first four years of the program.

*Dissertation (PSH 8931) may be a repeated course. Students must register for and complete at least one semester of Dissertation, completing one or two semesters depending on when they first register for the course. Students in their 4th year who register for the course in the fall semester will register for two semesters of the course (in the fall and spring semesters). For students in their 4th year who first register for the course in the spring semester, they will register for the course once. Students in their 5th year and beyond who have registered for at least one semester of Dissertation, but have not yet defended their dissertation, are eligible to register for Dissertation Extension (PSH 8999A), a 1-credit course that satisfies requirements for full time status until the dissertation is successfully defended.

The curriculum of the Ph.D. Clinical Psychology (Health Emphasis) Program has been designed so that the sequence of training is sequential and cumulative. In order to fulfill the requirements of the program, students must complete all required courses. See Table 1 for the Core Courses that are required during the first four years of the program.

Sequential Training: A Year-by-Year Guide

First Year: Students in their first year take a range of courses related to core knowledge and skills in research and clinical domains, with an emphasis on building a foundation of clinical skills. Students take Psychopathology & Illness in the fall semester and Behavioral Medicine Therapy & Practicum (BMed) I in the spring semester. Through the BMed I course, students begin to see clients through the Program's in-house clinic, the Parnes Clinic, where they conduct supervised clinical interviews and individual psychotherapy. Students also develop skills in cognitive and personality assessment through the year-long assessment sequence of Intellectual & Cognitive Assessment in the fall and Personality Theory & Assessment in the spring. Mastery of basic assessment skills are assessed through competency exams. Additional clinically-related courses include Concepts in Psychotherapy and Issues in Professional Practice. First year students work with the Director of Clinical Training (DCT) through the Clinical Health Professional Seminar I and II courses. In Clinical Health Professional Seminar I and II, the DCT orients and prepares the students for their formal externship placements with information about the process, academic readings, group exercises, and class discussions all designed to engender a culture of competency-based self-assessment and the integration of science and practice. First yearstudents also select a research mentor and register for two semesters of their mentor's Research Seminar. Academic courses during the first year include Statistics I and II, and Research Methods in Clinical Health Psychology.

Second Year: In their second year, students continue to build on the clinical, research, and academic skills they began to develop in their first year. Students build on the skills developed in Behavioral Medicine Therapy & Practicum (BMed) I as they complete Behavioral Medicine Therapy & Practicum (BMed) II and Cognitive Behavior Therapy. Second year students also continue to see clients through the Parnes Clinic. Students continue to develop their research skills through two semesters of their mentor's Research Seminar and continue to work with the DCT through Clinical Health Professional Seminar III and IV. Emphasis is also placed on academic coursework during the second year including courses in History & Systems, Physiological Health Psychology, and Neuroscience of Human Behavior, Cognition and Affect.

Third Year: Students in the third year take fewer courses than the earlier years to allow time for clinical work and research. Students build on skills they developed in their second year through two semesters of their research mentor's Research Seminar and two semesters of Clinical Health Professional Seminar V and VI. Additional academic and clinically oriented classes include Social Psychology in Health, Lifespan Development, Multicultural & Diversity Issues, and Cognitive & Affective Bases of Behavior.

Fourth Year: Similar to the third year, students in the fourth year take fewer courses to allow time for clinical work and research. Students continue to take two semesters of their research mentor's Research Seminar and two semesters of Clinical Health Professional Seminar (VII and VIII). Students also register for Dissertation Planning I and II with their research mentor so they can dedicate significant time to their doctoral dissertation project. Additional academic and clinically oriented classes include Test Construction and Psychopharmacology.

Elective Courses and Minors

Ph.D. Clinical Psychology (Health Emphasis) Program Minors

Students have the option to complete a number of minors that are offered by the Clinical Psychology (Health Emphasis) Ph.D. Program. In order to successfully fulfill the requirements for a minor, a student must complete all required coursework with grades of B+ or higher in each course as well as any required externships and/or research projects. A summary of each minor can be found below and can also be found in the Ferkauf Graduate School of Psychology Academic Catalog.

Students interested in elective training opportunities through the minors are required to schedule an in-person appointment with the faculty member who directs the minor they wish to pursue in order to discuss the training process and requirements, and to receive formal approval.

Clinical Neuropsychology Minor (Director: Dr. Roee Holtzer): The training in Clinical Neuropsychology is consistent with the educational and training guidelines recommended by Division 40 of the APA and the Houston Conference. Core courses in assessment, interviewing, psychopathology, therapy, statistics, and biological basis of behavior must be completed before students begin their training in the Clinical Neuropsychology Minor. Successful completion of the courses "Neuroscience of Human Behavior, Cognition and Affect" and "Physiological Health Psychology" also serves as a prerequisite for admissions to the minor. Then, concurrent with the two-semester didactic sequence (Introduction to Clinical Neuropsychology I and II) students are required to complete a formal year-long externship in Clinical Neuropsychology. The course in Psychopharmacology may be taken in parallel or subsequent to completion of the above year- long didactic sequence. As discussed above, the following courses are required for the minor: Physiological Psychology [PSH 6938], (2) Neuroscience of Human Behavior, Cognition and Affect [PSH 6014], (3) Clinical Neuropsychology I [PSH 6011], (4) Clinical Neuropsychology II [PSH 6012], (5) Psychopharmacology [PSA 6071].

Research Methodology and Statistics Minor (Director: Dr. Elizabeth Seng): The Research Methodology and Statistics Minor will give students an opportunity to gain advanced didactic and applied training in research methodology and statistics in the behavioral sciences. Students must take Statistics I [PSA 6280] and Statistics II [PSA 6283] as prerequisites to the minor. Students will then take coursework in Applied Statistics in Health [PSH 6284], Social Psychology in Health [PSH 6935], Qualitative Research [PSA 6289], and Test Construction [PSH 6321]. Students will also practice advanced research methodology and statistics skills through an applied project, which will consist of a written document describing the application of an advanced methodological or statistical technique in either an academic research project, an abstract submitted to a conference, or a peer-reviewed publication.

Addictions Minor (Director: Dr. Andrea H. Weinberger): The Addictions Minor requires the completion of the three courses (listed below) which will provide the students with training related to clinical work in addictions (e.g., assessment, treatment), research (statistical analysis of addiction-related data), and the association of addictions to health. To fulfill the requirements of the minor, students must also complete one of the following: (1) a clinical externship with an emphasis on clinical work in addictions or (2) a research project focused on addictions. The externship and research project must be approved by the minor advisors. The following courses are required to complete the Addictions Minor: (1) Applied Statistics in Health [PSH 6284], (2) Health and Addictions [PSH 6421], and (3) the American Psychological Association (APA)

Substance Use Disorders (SUD) Curriculum [https://www.apa.org/ed/graduate/substance-use]. For the APA SUD Curriculum, the certificate of complication must be submitted to Dr. Weinberger in order to get credit for the course as part of the Addictions Minor.

Additional Minors

Clinical Psychology (Health Emphasis) Ph.D. Program students are eligible to complete several minors that are offered through the Clinical Psychology Psy.D. program or the School-Clinical Child Psychology Psy.D. program at the Ferkauf Graduate School of Psychology. In order to successfully fulfill the requirements for a minor, a student must complete all required coursework with grades of B+ or higher in each course as well as any required externships and/or research projects. A summary of each minor can be found below and can also be found in the Ferkauf Graduate School of Psychology Academic Catalog.

Geropsychology Minor (Director: Dr. Richard Zweig): The Ferkauf Older Adult Program (FOAP) offers a minor in the newly emerging field of clinical geropsychology comprised of didactic coursework and clinical training experiences. *Didactic Training Requirement*: Students who seek a minor in clinical geropsychology must complete 9 credits (see below) to meet the didactic coursework requirement; one of these must include Assessment and Treatment of Older Adults [PSC 6448], an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults. Required Coursework: (1) Assessment and Treatment of Older Adults [PSC 6448] and (2) Two of the following courses: Neuroscience of Human Behavior, Cognition, and Affect [PSA 6014]; Geropsychology Lab I [PSC 6449L] & II [PSC 6450L]; Research in Depression & Personality Disorders in Older Adults I [PSC 6459L]; Research in Depression & Personality Disorders in Older Adults II (PSC 6450L]; Clinical Neuropsychology I [PSH 6011] & Clinical Neuropsychology II [PSH 6012] (only open to students pursuing the Neuropsychology minor); Geriatric Neuropsychology Practicum I [PSC 6449] & Geriatric Neuropsychology Practicum II [PSC 6550] (open to participants in the FOAP geropsychology externship ONLY). *Advanced Clinical Training Requirement:* Students who seek the minor may satisfy the advanced clinical training requirements through participation in an externship that emphasizes supervised clinical work with older adults (minimum experience of nine (9) months of applied supervised training for at least ten (10) hours per week).

Master of Arts Psychology

Program description: The MA in Psychology at Ferkauf Graduate School of Psychology of Yeshiva University is a 36-credit master's degree in psychology only available for students who were admitted to one of Ferkauf's doctoral programs. Students can choose from a list of approved graduate courses in psychology (see courses below). Students need a passing grade of B or better and must maintain a 3.0 GPA.

Transfer credit policy: Students are allowed up to 12 transfer credits. The courses must be graduate level and the student must receive a B or better grade for the course to transfer. Ferkauf faculty must also approve course equivalence before transfer.

GPA Requirement: 3.0

Admissions:

A student admitted to a doctoral program who wishes to receive an MA degree must apply for admission to the Master of Arts Psychology program (36 credits). Students must be counseled by their advisors into making an admissions application.

More details can be found in the Ferkauf Graduate School of Psychology Academic Catalog and students can contact the registrar for information regarding the application process, forms, and fees **(see Appendix D).**

Conferral date	Admission Application Deadline *see academic calendar for exact deadline*
January	October 15 (prior year)
June, August, and September	February 15 (prior year)

Graduation:
Only students admitted to the MA program are eligible for the following conferral dates:

Conferral Date	Graduation Application Deadline
January	November prior year
June, August, September	March the same year

Students must submit a Graduation Application to the Office of the Registrar by the deadline to be considered for a Master of Arts degree.

Leave of Absence (LOA):
If a student is on a LOA and wishes to be awarded a MA degree, the following applies:

a. Must have met the requirements for the MA *prior* to going on LOA
b. Approved by the program director
c. Apply by the deadline

Requirements

MA in Psychology – 36 credits *(must choose 12 courses from below-additional courses may qualify if approved by Program Director and Dean)*	
Core Classes	**Credits**
PSA 6071 Psychopharmacology	3
PSA 6181 Multicultural & Diversity Issues	3
PSA 6280 Statistics I	3
PSA 6283 Statistics II	3
PSA 6371 Issues in Professional Practice	3
PSA 6472 Cognitive & Affective Bases of Behavior	3
PSA 6515 Lifespan Development	3
PSA 6601 History & Systems of Psychology	3
PSA 6930 Physiological Psychology	3

Clinical Health	Credits
PSH 6014 Neuroscience of Human Behavior, Cognition, & Affect	3
PSH 6191 Concepts in Psychotherapy	3
PSH 6321 Test Construction	3
PSH 6371 Research Methods in Clinical Health Psychology	3
PSH 6431 Intellectual & Cognitive Assessment	3
PSH 6432 Personality Theory and Assessment	3
PSH 6464 Psychopathology & Illness	3
PSH 6500 Cognitive Behavior Therapy	3
PSH 6543 Behavioral Medicine Therapy & Practicum I	3
PSH 6544 Behavioral Medicine Therapy & Practicum II	3
PSH 6938 Physiological Health Psychology	3
PSH 6935 Social Psychology in Health	3

*Students formally enter the doctoral candidacy stage of their graduate studies only after they successfully fulfill all the requirements for the Master of Arts Psychology degree, complete their predoctoral research project, and successfully pass the Research and Clinical Comprehensive Examinations.

RESEARCH TRAINING

General Organization

Students work with a research mentor from the core faculty based at Ferkauf who serves as the student's dissertation chair. Students attend their mentors' laboratory meetings throughout their tenure at Ferkauf. Students may also receive co-mentoring from associate faculty at the medical school as members of their dissertation committees.

During the first month of the program, each student collaboratively identifies a research mentor, a core faculty member who provides individual supervision to students in her/his laboratory regarding research and career development mentorship throughout the student's tenure in the program. This process is specifically designed to ensure that competencies in the research domain are achieved and that program requirements are met in the context of the predoctoral and dissertation projects. The research laboratory courses, which are required throughout the students' tenure in the program, serve as platforms for students to learn core concepts related to the specific research area and to develop, implement and successfully complete their research projects.

Students are also required to pass a comprehensive examination evaluating competencies related to research, with an emphasis on clinical health psychology, over the summer following their second year in the Program (see Comprehensive Evaluation section for details).

Research Labs and Courses

Students choose a research mentor who is most closely aligned to their research interests from among eight core Clinical Psychology (Health Emphasis) Ph.D. Program faculty. Typically, the research mentor is also the student's dissertation chair. Students will attend their research mentor's research lab courses throughout their tenure at Ferkauf. Students may request to collaborate with a faculty member from the associate faculty based at the medical school. However, students will be expected to pick a primary research mentor from among eight core faculty based at Ferkauf to serve as chair of their dissertation committee. Students are allowed to change their research mentor at any time during their tenure at Ferkauf. However, this should be done with adequate discussion between their academic advisor, current research mentor, and the proposed new research mentor.

Research Seminars are required weekly 3-credit courses for graduate students with their respective mentors in which discussions are held regarding the scientific foundations of that field, current scientific work in relevant topics of research, and development of research ideas and design of scientific studies to be conducted by the students with the aim of completing predoctoral research projects and doctoral dissertations, as well as supporting group research projects. Oral and written communication skills are developed through presentations to the group and at professional conferences and in preparation of proposals, progress reports and final manuscripts/theses.

All faculty research efforts involve student participation as evidenced by student co-authorships on faculty papers, and presentations. Hence, faculty members are able to provide students with a breadth and depth of training in clinical psychology and related health areas, and a range of clinical and research experiences in diverse settings/populations that enable students to have multifaceted perspectives and experiences of the issues they might encounter in clinical psychology.

Research laboratories are a mechanism for encapsulating the junior colleague training model. Students have the opportunity to develop close links with a member of the core faculty and senior students working with that faculty member. All laboratories have a didactic as well as an experiential component.

Research laboratories provide exposure to each faculty member's research areas, including relevant literature, theory, clinical applications, research methods, methods of analyses, potential career options, and preparation for careers in specific areas of interest. Students work together in teams of junior and senior colleagues to develop their own independent areas of interest within a larger general topic area. An important part of the laboratory experience is obtaining research supervision experience, where senior students frequently provide training and supervision to junior colleagues. Training is also provided in formal presentations at scientific meetings. Students are also encouraged to present their research findings at local, national, and international meetings. Preparation for these meetings is done during laboratory meetings. Laboratories available include Asthma (Feldman), Multiple Sclerosis (Foley), Diabetes (Gonzalez), Neuropsychology & Cognition (Holtzer), Headache and Adherence (Seng), Obesity (Swencionis), Smoking and Nicotine Dependence (Weinberger), and Systems Neuroscience (Zemon).

Students are also required to pass a comprehensive examination evaluating competencies related to research, with an emphasis on clinical health psychology, over the summer following their second year. The document adheres to the formatting and content requirements of the research strategy portion of an NIH F31 proposal for a training grant. Students are asked to demonstrate their ability to: 1) comprehensively and concisely review, interpret and critique the available research; 2) propose testable hypotheses, based on available evidence and informed by theory; 3) describe and justify a scientifically-sound and innovative approach to a clinical health psychology research study that provides a strong test of hypotheses and is feasible as a dissertation project. Each proposal is reviewed by a committee of two faculty members who score the proposal based on its significance, innovation and the soundness of the proposed approach (study design).

The research comprehensive examination begins in the summer between the second and third years and depending on the extent of revisions may extend into the end of the fall semester of the third year. The students receive written and oral feedback from the faculty members who tested them. In addition, the faculty devotes two separate meetings to discuss students' performance on the research examination. This mechanism is specifically designed to ensure that faculty pairs are consistent and fair with respect to the expectations and grading of the students. Following the meetings, when revisions are necessary, students receive individually-tailored remediation plans to address specific areas of weakness in competency. Formal feedback on areas of strength is

also provided. For additional details, see Research Comprehensive Exam, p. 30.

Predoctoral Project

The predoctoral research project is to be submitted by December 15th of the fall semester of the third year. Research progress is monitored and supervised by the core faculty member who is the student's research mentor. The research project should employ appropriate methods, adequate statistical analyses, and an acceptable number of people or animal subjects to test the hypothesis. A short write-up of the proposed predoctoral project or research idea, called the "Predoctoral Proposal" needs to be approved by the faculty research mentor (see form in **Appendix B.8**). When the research project is completed, it should be written following American Psychological Association style for a journal article and be approved by the student's research advisor. The final version must also be approved and graded by the research mentor, who must sign the manuscript as well as the Predoctoral Research Project Approval Form (see **Appendix B.9**). Students are strongly encouraged to publish their predoctoral research project.

Doctoral Dissertation

Dissertation Committee

A meeting of the dissertation committee is required before a student begins formal work on his/her dissertation project. The chair of the committee must be a core faculty member of the Clinical Psychology (Health Emphasis) Ph.D. Program. However, the two other committee members may come from outside the university. This may happen if the outside member(s) has special expertise or is deeply involved in work with the student. In this case, the outside member(s) must have his/her CV presented to the program director and the dean by the Ferkauf committee chair and must be approved before they can sit on a dissertation committee.

In addition to the three dissertation committee members, two readers will be selected later on for the dissertation defense. At least two of the five members (3 committee members, 2 readers) must be Ferkauf faculty members.

Dissertation Proposal

After assembling a committee, students should begin writing their dissertation proposal, which includes a literature review/background and significance section, hypotheses, procedures and instruments, power calculations, and proposed statistical analyses (see official headings below). APA style must be followed. Students must register also for Doctoral Dissertation Planning.

Dissertation Proposal Contents:
1. Introduction
2. Background and Significance
3. Rationale/Hypotheses
4. Innovativeness or Unique Contribution of the Study
5. Data Analysis Plan (to be outlined separately for each hypothesis)
6. Power Analysis Section
7. Methods (detailed)
8. Ethics
9. Risks and Benefits
10. Timeline

a. Dates of data collection commencement and completion
b. Date of data analysis completion
c. Date the document will be written and regular feedback from the chair sought
d. Date of document submission to the committee
e. Date when readers will be chosen (in consultation with the chair)
f. Date the student plans to submit the final document to the entire committee and the readers (must be three weeks before the defense).

Included in the proposal must be a timeline that describes when data collection will start and end, when written feedback will be sought, and when the document will be submitted to committee. This timeline may be adjusted by submitting a memo to the committee and readers. The committee must be notified and approve any changes in the proposed study due to data collection or other difficulties. The committee must sign off on changes by re-using the proposal forms provided.

Next, the dissertation proposal meeting is held, where the student presents the proposal to the committee. Criticisms and research problems are voiced and corrected, and the student is told whether she/he should proceed with the project. If approved, the proposal (see **B.10**) is signed by all involved and filed in the Psychology Office.

Dissertation Format
A formal write-up for the dissertation is outlined below and American Psychological Association style should be followed. Chapters are submitted to the chairperson and revised as necessary. Once the chairperson approves them, they are circulated to the other two committee members. Changes are made as necessary and once the three committee members have approved these chapters they become the final draft of the dissertation. When all agree to the finished document, the date for the oral defense can be set. This does not imply that the hypotheses of the dissertation must have been confirmed. Once the committee has approved the proposal, they have agreed that the methods are adequate.

Dissertation Outline
Chapter I Introduction
        Background and significance
        Rationale for the study
        Innovation
        Hypotheses

Chapter II Methods
        Participants and Recruitment
        Eligibility and Exclusion Criteria
        Measures
        Procedures
        Data analysis plan

Chapter III   Results

Also, complete instructions for the final formatting of the dissertation document is available as a separate PDF:
https://www.yu.edu/sites/default/files/legacy//uploadedFiles/Academics/Graduate/Ferkauf_Graduate_School_of_Psychology/Student_Resources/Organizing%20and%20Formatting%20your%20Dissertation.pdf

Dissertation Defense
The following tasks are to be completed by the student (in consultation with dissertation chair):
- Two outside readers are selected – approved by the chairperson, program director, and dean.
- Negotiate a date with your committee and readers. A full two hours must be reserved for the oral examination. This applies to all committee members and outside readers.
- Let the Psychology Office know your defense date. Dissertation defenses are public meetings that will be advertised by the Psychology Office two weeks prior to the date.
- Work with your dissertation chair and the Psychology Office to determine an appropriate location.
- Provide a copy of your final document and the location of your defense to your committee and readers. The student must get a completed hard copy of the dissertation to all five people **three weeks** before the orals. No exceptions will be made to this rule.

At the orals, the student will present a 30-minute summary of the purpose, methods used, and conclusions of the dissertation. The members of the orals committee (including the two readers) are then free to ask questions about the document and presentation. After her/his examination, the student will be asked to leave the room, and the five-member committee will determine whether the student has passed the oral examination, whether the dissertation is to be approved, and what revisions are required. If the student does not pass the oral defense, the committee will determine what further work needs to be done to enable another examination to take place. Revisions must be made in a timely fashion and the orals committee will determine whether revisions must be seen by all members (typically when major revisions are required) or only by the chairperson (typically when minor revisions are required).

Human Subjects Protocols
IRB Approval
The protocols of the predoctoral and dissertation projects or the parent study under which these and any other research projects are subsumed must be approved by the Western Institutional Review Board (WIRB), which is used by Yeshiva University. The website for WIRB is www.wirb.com and submissions are made on Connexus, the WIRB online submission portal: https://connexus.wcgclinical.com/ (phone number: 800.562.4789). Research projects that are conducted at Albert Einstein College of Medicine must be approved by the Einstein IRB, which is located on the 10th floor of the Belfer Building (phone number: 718.430.2237). Research protocols are submitted through iRIS (https://iris.einsteinmed.org). Students must obtain explicit written approval from their dissertation chair to submit their research protocols to the IRB. If the research is being conducted at any other institution, the protocol must be approved by the IRB of that institution in addition to being approved by WIRB. After approval, the student can begin to collect data. A student should consult with the chairperson and the dissertation committee members as necessary during this period.

CLINICAL TRAINING

General Organization
Students begin seeing patients during the second semester of their first year at the Program's in-house training clinic called the Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic (Parnes Clinic). Students take the year-long Behavioral Medicine Practicum sequence led by Dr. Jonathan Feldman while they are treating patients at the Parnes Clinic. Students also attend the Clinical Health Professional Seminar led by Dr. Liz Hirky, the Director of Clinical Training, every semester throughout their four years in the Program. This seminar is specifically designed to maintain a formal link between the Program and externship training sites, and address any clinical, administrative or procedural issues that arise at externships and includes an academic component with formal readings, group exercises, and discussion designed to promote the integration of academic, scientific, clinical foundational knowledge, and practical experience. Students complete a 16-hour/week externship where they will obtain practical clinical experience during their second, third, fourth, and fifth (if applicable) years. Externship sites are picked in consultation with Dr. Hirky based on the students' interest and training needs. Please see below for more details on each of these components of clinical training.

Behavioral Medicine Sequence and Parnes Clinic
The Parnes Clinic offers low-cost, high quality psychological services to adults. All services are provided by students pursuing their doctoral degrees in psychology, under the supervision of licensed psychologists. The newly renovated Parnes Clinic is located within the Van Etten building and directed by Dr. William Salton. The Parnes Clinic operates on an 11-month (September - July) basis, five days a week. In addition to Dr. Salton, it is staffed by a full-time administrative assistant, Ms. Marilyn Gotay, a full-time postdoctoral fellow, and an annually changing complement of paid student assistants.

Within the Parnes Clinic is the *Behavioral Medicine Service* led by Dr. Feldman. Student placement in the *Behavioral Medicine Service* begins the second semester of the first year, and represents the initiation of students to clinical work. The Behavioral Medicine Practicum courses are required for all of the Program's students. The year-long course sequence meets

weekly for two hours. It provides a forum for case presentations and role play of therapeutic strategies between the instructor and students. The course also enables the instructor to monitor student contact with outside clinical supervisors. Dr. Feldman provides training on report writing, case conceptualization, and case presentations. Students are assessed on these skills by Dr. Feldman as well as formal evaluations by their clinical supervisors. Students' chart work and professionalism within the Parnes Clinic is also regularly assessed. If any issues arise with a student's training within the Parnes Clinic, Dr. Feldman and Dr. Salton meet with the student to rectify these issues and if necessary, discuss steps for remediation with the entire faculty and monitor the remediation plan.

Dr. Salton and Dr. Feldman are responsible for assuring the suitability of patients for students, case assignment to students, and securing external individual supervisors for students. Dr. Feldman provides weekly group supervision in the Behavioral Medicine Practicum courses, which supplements individual supervision provided by external supervisors, all of whom are licensed psychologists located throughout the New York metropolitan area. Individual supervision is conducted on a 1:1 hourly basis by highly qualified supervisors who serve as adjunct clinical supervisors. These supervisors are screened by Dr. Feldman and Dr. Salton for their qualifications and relevant experience. Supervisors provide formal written evaluations on the students' progress semi-annually. Students also provide written evaluations of supervisors to monitor the quality of their supervision. Dr. Feldman serves to oversee the work at an academic and administrative level, in conjunction with Dr. Salton.

Clients are screened in an intake interview, and are then referred to the appropriate student for their training experience. Patients who have medical disorders, such as obesity, asthma, chronic pain, diabetes, sleep problems, chronic illness, and other psychophysiological disorders, are typically seen by the Program's students. Referrals for the services are received from other Parnes Clinic services, Jacobi Medical Center, and Montefiore Medical Center. Additionally, students conduct psychological evaluations of patients prior to bariatric surgery to determine readiness for surgery. The pre-bariatric surgery patients are referred from Montefiore Medical Center's Weight Reduction Surgery Program as well as other local Bariatric Surgery centers. In keeping with the coursework and supervision, the primary orientation is cognitive-behavioral. Students conduct intake interviews using the SCID-5 and provide psychotherapy. Students are expected to continue seeing patients in the Parnes Clinic during the summer months (except during August when the clinic is closed). Students continue to see patients through the end of the second year, and then transfer any ongoing patients before the Fall of the third year. More information about the Parnes Clinic is available here: http://yu.edu/ferkauf/parnes-clinic/

Externships
An external externship experience usually follows initiation of the in-house training at the Parnes Clinic described above. Clinical Externships are program-sanctioned clinical training experiences, usually taking place at one of the diverse placements available in the New York tri-state area. The externship experience typically comprises clinical training in one or more sites during the second, third, and fourth years. Students participate in a wide range of clinical activities ranging from assessment to individual and group therapy. In general, these externship placements provide basic clinical training to deal with a wide range of psychopathology. At least one of the student's primary externship experiences tends to be in an academic medical setting. Sometimes students seek general medical settings, such as a family practice setting or a consultation and liaison service in a hospital, that may provide outpatient and inpatient services.

Students may also focus on assessment and treatment services in a specific medical specialty such as oncology or cardiology. The Program has a long and successful relationship with a wide variety of clinical externship placements in the NYC Metropolitan area. Externship directors and supervisors have often served in that capacity before, so that Dr. Hillman is familiar with the milieu they work in and their past experience with our students. Students also find new practica and supervisors that are screened by Dr. Hillman for the quality of their clinical training, the overall educational experience, and appropriateness in terms of developmental level and student training goals.

Face-to-face supervision (minimum one hour per week) with an on-site licensed psychologist is a required part of this training component and externships may not require commitments of more than two days or 16 hours a week of work without written approval from the Director of Clinical Training. Students may apply for summer externships as well. Students are encouraged to work with diverse populations (e.g., psychiatric, medical, developmental lifespan) across a variety of settings to broaden their clinical capabilities. Externships are also required to provide a weekly didactic component to the training experience that may include a weekly extern case conference seminar, journal club, and attending Grand Rounds or Psychiatry or Psychology department case conferences. Additional details regarding what constitutes an externship, as well as required evaluations and procedures are outlined in the Externship Description and Requirements document that can be found in the student Externship Docs DropBox folder and in Appendices A.1 through A.7 of this manual.

Applying for externships: Students participate in a formal externship application and acceptance process that is annually refined and agreed upon by the Psychology Directors of New York State (PSYDNYS) and the New York New Jersey Association of Directors of Training (NYNJADOT). Applications are usually submitted late January or early February followed by a 4-6 week period of interviews culminating in a uniform match process detailed in the current externship guidelines (see **Appendix A.3** for a recent example). Students are not allowed to apply before the agreed-upon date. This process is discussed in detail during the Externship seminar, and first-year students are strongly encouraged to talk to students further along in the program and their "buddies" (more advanced students in the program that all first-years are paired with) as well.

Applications usually consist of a cover letter, a CV, several letters of recommendation, and a letter of readiness for externship (to be provided by Dr. Hillman); some sites also require a clinical writing sample, such as an assessment report, case summary, or intake report. Externships require students to be covered by malpractice liability insurance, which is provided by the University for every student registered for the Externship Seminar. A PDF of the insurance declarations page is made available to students via DropBox to submit to their externship site.

Information about the externship sites participating in the formal application and acceptance process is available through a webpage maintained hosted by the American Psychological Association and the New York-New Jersey Directors of Clinical Training: https://nynjadot.apa.org

Students in the program are also directed to maintain a cumulative program-based spreadsheet of the placements they have held. Students are encouraged to reach out to their "buddies" and more senior students for feedback on the application process and individual sites. This

spreadsheet is made available to new students at the beginning of their first year.

Students should start searching for an externship placement in the fall of their first year, with the goal of being placed for the fall and spring in the second year and possibly summer after their first year. As per New York State Psychological Association (NYSPA) guidelines, students are only allowed to have one primary clinical externship at a time, which should not exceed 2 days a week or 16 hours. The externship process is done under the guidance and approval of the Director of Clinical Training. Each student is required to submit a list of potential externship applications to Dr. Hillman in late December or early January. Each student can apply to a given site only with Dr. Hillman's approval after discussion of the student's individual training goals.

Note: The duration of an externship is determined by the schedule of the clinical externship setting, not the academic year, and may start in the summer and/or continue through the following summer.

Many externship sites, especially those at hospitals or medical centers, require health clearance prior to start. Therefore, keeping up to date records on immunizations is recommended and a student's failure to be immunized against COVID – and/or other diseases – may impact their training placement. Sites may also require a formal background check and/or drug testing. A student whose background check is not acceptable to the externship site will not be permitted to attend the externship. A student who fails a drug screen will not be allowed to attend the externship 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 for more information:

http://www.yu.edu/sites/default/files/legacy//uploadedFiles/Student_Life/Resources_and_Services/Standards_and_Policies/Drug%20and%20Alcohol%20Policy%206.28.16.pdf

Each student is required to develop a Clinical Externship Agreement for each externship site, which is signed by both the student and the externship supervisor. A typical externship proposal can be found in the students' clinical DropBox folder and **Appendix A.2**. Additionally, students are responsible for completing an Evaluation of Supervisor (**Appendix A.5**) and facilitating their supervisor's Evaluation of Student (**Appendix A.6**), every six months at the externship site. Evaluations are facilitated through the use of an online survey form.

Clinical Hours
Clinical hours are divided into direct hours (face-to-face client contact hours, including assessment and intervention; e.g. counseling clients, administering test batteries, etc.), supervision hours and indirect hours (non-client contact hours, a.k.a. support hours; e.g. scoring test batteries, writing reports and chart notes, etc.). **A total of 1200 hours are required to apply for internship.** The Clinical Hours Log can be found on Dropbox and in appendix A.4 of this program manual.

Hours Logs must be completed for each site and submitted to the student's file once every three months (**Appendix A.4**). A student may start accumulating externship hours after completion of the year-long Clinical Health Professional Seminar sequence (I & II). In other words, students may begin accumulating *externship* clinical hours during the summer after their first year. Clinical hours

accrued at the Parnes Clinic may be included if hours logs are completed. Students apply for internship usually in the fall of the fourth or fifth year, and complete the predoctoral clinical internship experience during their fifth or sixth year. A student may use hours acquired before the summer of their first year toward their APPIC (Association of Psychology Postdoctoral and Internship Centers) Internship application. It is recommended that students log extensive details of their hours and important details of their clinical cases (e.g., medical or psychiatric diagnosis) since day one of the program using an Excel spreadsheet. As of Fall 2020, all students are required to use the online hours tracking service Time2Track -- https://time2track.com -- which is designed to dovetail with the information required for the internship application. The program will provide yearly access, at the reduced institutional rate, which will be charged to the student through their activity fee. Details regarding clinical hours and experience tracking is addressed starting in the first year of the Professional Seminar. To see the APPIC application, visit https://www.appic.org

The professional seminar class in the third and fourth years will address the topic of internship and the internship application process in detail. Students will meet with Dr. Hirky to evaluate what they need to do to be able to apply for internship their fourth year and to discuss their application. Student readiness for internship is based on several factors, including successful defense of a dissertation proposal, no incomplete grades, good standing in the program, and faculty assessment of the student's developmental readiness which includes, but is not limited to, consideration of clinical supervisor evaluations.

Internship
Students apply for a full-time one-year internship for their fifth or sixth year of the program. The purpose of the internship is to further develop the students' assessment and intervention skills. Students are eligible to apply for internship following completion of course work, successful completion of assessment competency and clinical and research comprehensive exams, clinical externships, and pre-orals meeting resulting in an approved dissertation proposal by **October 15th**, and faculty agreement on the student's overall developmental readiness. Application for internship normally occurs in the fall of the fourth or fifth year. Clinical Psychology (Health Emphasis) Ph.D. program students are strongly encouraged to apply nationwide for internship. Typical placements include medical rehabilitation hospitals, medical centers and psychiatric hospitals that have specialty tracks in health psychology, medical rehabilitation, behavioral medicine or neuropsychology. Students are required to meet with the Director of Clinical Training to assess whether they are on-track to apply and, if so, to plan their application process. Students go through mock-interviews with core faculty members in order practice interviewing skills. It is recommended that students familiarize themselves with the APPIC website well before application time: www.appic.org. APPIC also hosts an Internship application listserv also found on the website.

Many internship sites, especially those at hospitals or medical centers, require health clearance prior to start. Therefore, keeping up to date records on immunizations is recommended, and a student's failure to be immunized against COVID – and/or other diseases – may impact their training placement. Sites may also require a formal background check and/or drug testing, which may include the use of marijuana/cannabis, THC, and/or CBD in some or all circumstances. A student whose background check is not acceptable to the internship site will not be permitted to attend the internship, and internship sites may refuse to hire a student who tests positive regardless of medical need, the presence of a prescription, the fact that it was obtained over-the-counter, or its legal status.

Please refer to APPIC Match Policies (i.e., #8b) and the YU Drug and Alcohol Policy for more information:

http://www.yu.edu/sites/default/files/legacy//uploadedFiles/Student_Life/Resources_and_Services/Standards_and_Policies/Drug%20and%20Alcohol%20Policy%206.28.16.pdf

https://www.appic.org/internships/Match/Match-Policies

ASSESSMENT COMPETENCY EXAMINATIONS

Students in the Clinical Psychology (Health Emphasis) Ph.D. program are required to pass two phases of assessment competency examinations in their first year that include combinations of testing administration, scoring, and basic interpretation.

General Organization
Phase I: Students must demonstrate competence in assessment administration by correctly administering four subtests of the Wechsler Adult Intelligence Scale (WAIS) in January of their first year. Each student administers four subtests selected by faculty to a confederate while being observed by one faculty member. The confederate provides standard responses to the WAIS prompts. Students have 30 minutes to score the responses in the presence of a proctor.

Phase II: Students must demonstrate competence in assessment administration, scoring, and basic interpretation for commonly used psychological measures, including the Minnesota Multiphasic Personality Inventory (MMPI) in May of their first year. The student has two hours to complete the multiple choice exam in the presence of a proctor.

Scoring
For Phase I, the faculty member rates the student's performance on the administration and scoring adapted from the criteria set forth by Jerome Sattler (2009) for the WAIS with the following criteria: 0 = Does Not Meet Expectations, 1 = Below Expectations, 2 = Meets Expectations, 3 = Above Expectations. Grading criteria are:
> *Pass* – The student has met expectations on all essential criteria required for valid administration and scoring.
> *Revision* – The student has met expectations on all essential criteria required for valid administration and scoring but scored below expected on three or more non-essential criteria for administration, scoring, or both.
> *Failure* – The student has not met expectations on all essential criteria required for valid administration and scoring.

For Phase II, the grading threshold are:
> *Pass* – 80/100
> *Revision* – 70/100
> *Failure* – below 70/100

Remediation
If a student fails either of the assessment competency exams, they will re-take that assessment competency exam three months after the initial competency examination (April for Phase I and

August for Phase II). The student will receive individual remediation to address the issues that arose during the competency examination. A different faculty member will administer and/or grade the second competency examination. Scoring for revisions are graded as Pass / Fail. For Phase I:

Pass – the student has met all essential criteria required for valid administration and scoring.

Failure – the student has not met all essential criteria required for valid administration and scoring.

For Phase II, the grading threshold are:

Pass – 70/100

Failure – below 70/100

If a student receives a revision for Phase I, they must retake one additional WAIS subtest, or protocol, depending on the section being revised. If the student receives a revision for Phase II, they must retake the section being revised with a different item bank. The revision will be administered by a different faculty member within one month. If the student does not meet expectation upon revision of their second competency exam, it will be considered a failure and they will receive remediation to address the issue that arose during the competency exam and will re-take the competency exam within three months. If a student fails a second full competency exam, their exam will go to a vote before the clinical health psychology faculty. If a majority of the faculty vote that the students has failed the second competency exam, they have failed the assessment competency exam.

*Failure of a second assessment competency exam will result in dismissal from the program.

COMPREHENSIVE EXAMINATIONS

General Organization

Towards the end of the second year in the Program, students will be expected to take and pass two comprehensive exams that evaluate their core competencies in clinical practice and in research. Given the nature of our Health Emphasis Program, each of these exams will also expect the student to demonstrate their competency in clinical health psychology, as related to clinical practice and research, respectively. The details and timelines for each of these exams are provided below. Detailed instructions are also provided to each cohort during the second year of training.

Students must register for the Clinical and Research Comprehensive Examination.
Comprehensive Clinical Exam – PSH 8000 (Comps Exam I)
Comprehensive Research Exam – PSH 8001 (Comps Exam II)

Clinical Comprehensive Exam

Students in the clinical psychology (health emphasis) Ph.D. program are required to pass a clinical comprehensive examination by the middle of their third year. Students are presented with a vignette of a hypothetical patient who presents with psychological and medical problems, and relevant data from cognitive (e.g., WAIS) and personality assessment (e.g., MMPI-2RF) testing. Students are given two weeks to write a case report with their diagnostic formulation, case conceptualization, and treatment plan. The clinical comprehensive exam is administered to

students in the second year of graduate school, typically in April or May.

Each student's report is reviewed by a committee of two faculty members who score the report across several domains that are based on APA competencies. The student must also prepare a brief oral presentation (maximum of 10 minutes) of the patient to the committee. The presentation should include diagnostic impressions, CBT case conceptualization, and a brief summary of a treatment plan. The committee then asks the student questions following the presentation. Students must pass both the written and oral components of the clinical comprehensive examination. Three or more scores of 1 (inadequate level of demonstrated competence for the student's level of training) on the scoring domains of the written report will result in an overall failing grade. If there is a discrepancy between the two faculty reviewers on the decision to fail the written paper, then a third faculty member will independently review and score the proposal, with the majority deciding the final outcome. One or two scores of 1 from either faculty reviewer will require a revision of the report to be submitted within one month to the original committee. The domains for scoring of the clinical comprehensive exam are in **Appendix C.11**.

If a student fails the clinical comprehensive exam, then the following remediation plan is carried out:
<u>If a student fails the oral examination, but passes the written paper</u>:
If the consensus of the faculty reviewers is to fail the student on the oral examination, then the student has failed the oral portion of the comprehensive examination. The student will receive extensive feedback from the original committee on the reasons why the student failed and how the student can improve on oral presentation skills. The student will need to present the original case a second time to a new two-person faculty committee in May. If the student fails this second oral examination, then the student will receive a new case in November and have to prepare a new written report and oral presentation (see below).

<u>If the student receives a revise and resubmit on the written paper</u>:

The student will receive feedback from the original committee on the reasons why one or two domains received scores of 1. The student will have 1 month to submit a revision to the original committee. All revisions should include a one-page Introduction that summarizes the changes made in response to the reviews and indicates in the main document where the changes occur (using brackets or bolding the new text). The revision will be scored as pass/fail. If the student fails this revision, then the student will receive a new case in November and have to prepare a new written report and oral presentation (see below). The committee will also give the student a reading list to help the student prepare for the next clinical comprehensive exam.

<u>If a student fails the 1st written paper</u>:
Phase I: Revision to the original comprehensive exam
For students who fail the written comprehensive exam, the student will have opportunities to meet with the original committee members to clarify the feedback and ask questions. The student will also receive a reading list. The student will revise the original clinical comprehensive report based on this feedback. The student and committee will have additional meetings as needed, and email communication.

<u>1st week of September</u>: the first draft of the revised paper based on the original case will be

turned into the original committee. A second oral defense is not required for this original case. The committee will decide whether the revised paper has now passed or if further revisions are needed.

1st week of November: the second and final version of the revised paper must pass by the first week of November in order for the student to move onto Phase II. If the original committee has not passed the revised document by this point, then the faculty of the program will take a majority vote on the revised paper. If the majority vote of the faculty is to fail the revised written paper, then the student will be terminated from the program. If the majority vote is to allow the student to advance to Phase II, then the student will receive a new case in November (see below).

Phase II: 2nd clinical comprehensive exam
Mid-November: a new case is given to the student for the second clinical comprehensive examination and a new 2-person faculty committee is formed. The student will be given a maximum of 2 weeks to turn in the exam.

Early-mid December: a formal oral defense will take place for this second comprehensive exam and the student will either pass or fail on the oral and written examination. Failure is defined by 3 or more scores of 1 (inadequate level of demonstrated competence for the student's level of training) on the written paper, or a failure on the oral examination. If the student has failed, then a majority vote of the faculty will take place on whether the student has passed or failed. The student must successfully pass Phase I (revision to the original clinical comprehensive exam) and Phase II (the 2nd clinical comprehensive exam) in order to continue with the program.

Failure to pass Phase I or Phase II of the remediation plan will result in dismissal from the program.

Research Comprehensive Exam

Students in the clinical psychology (health emphasis) Ph.D. program are also required to pass a comprehensive examination evaluating competencies related to clinical health psychology research over the summer after their second year. The document, consisting of the research strategy portion of an NIH F31 proposal (detailed instructions will be provided) will be due during the first week of the Fall Semester of the 3rd year in the program (date to be announced). Students will be asked to demonstrate their ability to: 1) comprehensively and concisely review, interpret and critique the available research; 2) propose testable hypotheses, based on available evidence and informed by theory; 3) describe and justify a scientifically-sound and innovative approach to a clinical health psychology research study that provides a strong test of hypotheses and is feasible as a dissertation project.

The proposal cannot be based on the student's predoctoral thesis. It can be based on a similar topic but must have distinct aims from the specific aims of the predoctoral thesis.

Each student's proposal will be reviewed by a committee of two faculty members who will score the proposal based on its significance, innovation and the soundness of the proposed approach (study design) using NIH scoring criteria. In order to pass, students must receive an overall impact score of 6 or lower on NIH's 9-point scoring scale. According to these criteria, a score of 6 indicates that the proposal was "satisfactory," including some strengths but also some moderate weaknesses. Students who receive an overall impact score of 6 or lower from each of their faculty reviewers but who receive domain scores between 7 and 9 on significance, innovation, or approach from either reviewer will be required to submit a revision in early November (date to be announced) in order to pass the research comps. Detailed written feedback will be provided by the faculty reviewer(s) to guide the necessary revisions. Students will have the opportunity to meet with their faculty reviewers after they receive the written feedback to answer any questions they may have about how best to address the comments raised in the review. The original faculty reviewers will review the revised document and come to agreement on whether the revision passes or does not, based on the student's responsiveness to the original feedback. The domains for scoring of the research comprehensive exam are in **Appendix C.12**.

An overall impact score between 7 and 9 on the initial comprehensive submission will indicate a failure to demonstrate basic competence in research skills. Students receiving these scores from both reviewers will be required to submit a substantially revised proposal by December of the Fall semester of the 3rd year (date to be announced) in order to pass. This revision will be reviewed by the original committee and must receive a passing grade from both reviewers in order for the student to pass research comps.

For the initial submission and for any revisions, failing scores will require agreement between the two faculty reviewers. In cases where the two faculty reviewers do not agree (i.e., one grades the comps as passing and the other grades it as failing), a third faculty member will independently review and score the proposal, with the majority deciding the final outcome.

Thus, there are five possible outcomes for the Research Comprehensive Exam:

Pass without revisions on initial submission – Proposal receives an overall impact score of 6 or

lower from both faculty reviewers, with each domain also receiving a score of 6 or lower.

Revise and resubmit, with a pass on the resubmission – Proposal receives an overall impact score of 6 or lower from both reviewers and the student successfully addresses any domains receiving a score of 7 or higher on a resubmission. At this point, the resubmission will be graded pass/fail and the student will need to receive a passing grade from both reviewers. In cases where two reviewers disagree, a third will be selected to review the document and break the tie.

Revise and resubmit, with a fail on the resubmission – Proposal receives one or more domain scores between 7 and 9 on significance, innovation, or approach from either reviewer but the student fails to successfully address the initial reviewer comments on the resubmission. Although we expect that this outcome would be unlikely, it is possible that a revise and resubmit would be judged as a failure because of a clearly inadequate response to the issues raised on the first submission, despite detailed feedback from the reviewers. Revisions will be graded pass/fail by the same faculty reviewers who gave the original comments and a failure would require both reviewers to agree that the revised document failed to adequately address the needed revisions. In cases where two reviewers disagree, a third will be selected to review the document and break the tie. Students in this category will be required to submit a substantially revised proposal by December, which will result in a final grade of pass/fail.

Fail and resubmit, with a pass on the resubmission – Proposal receives an overall impact score of 7 or higher from two reviewers, but the student successfully addresses the initial concerns on a substantially revised resubmission, which receives a passing grade from both faculty reviewers. If the reviewers disagree as to pass/fail, a third reviewer will break the tie.

Fail and resubmit, with a fail on the resubmission – Proposals receive an overall impact score of 7 or higher from two reviewers, and the student receives a failing grade from both faculty reviewers on the substantially revised resubmission. If the reviewers disagree as to pass/fail, a third reviewer will break the tie.

All students will receive detailed written feedback on their research comps from their faculty reviewers. This will consist of an overall evaluation of strengths and weaknesses, as well as specific strengths and weaknesses noted for significance, innovation and the approach. In addition to assisting the student in preparing a revision, these comments are intended to be helpful in revising the proposal for eventual submission to the NIH or another funding agency. If students elect to continue with their proposed study for their dissertation project, these comments should also be helpful in finalizing their dissertation proposal.

Remediation Plan
All students will have the opportunity to review their feedback with the faculty reviewers after they receive their scores. Faculty may recommend additional readings or other remedial work to address any areas of insufficient competence. The written feedback and consultation with faculty between the initial submission and the resubmission will constitute a remediation plan, tailored for each student, and it is hoped that all students will use this feedback to ultimately pass.

All revisions should include a one-page Introduction in addition to the main document for the proposal to summarize the changes made in response to the reviews. Text that was changed in

the body of the research strategy should be in bold or bracketed text.

For resubmissions that fail, faculty reviewers will present the student's proposal documents and their evaluations to the full core faculty of the clinical health program. After a presentation of the reasons for failure, the faculty will vote as to whether they agree with the failing grade, with a majority (inclusive of the initial faculty reviewers) deciding the final outcome.

Any student who ultimately fails the research comprehensive exam despite the above noted opportunities for remediation and revision will be dismissed from the program.

PROFESSIONAL CONDUCT AND EVALUATIONS

Student involvement in school and program activities
Organization of Psychology Students: The Organization of Psychology Students (OPS) is the student organization of FGS. Student activity fees constitute the budget of OPS. Additionally, the dean gives OPS a yearly budget to support speeches, travel to conventions, research costs, and social events. An executive committee that consists of seven students leads OPS. Executive committee members are chosen through an election (held each spring) that is open to all students. There is at least one representative from each program who serves on OPS.

Committees are established annually based on the varying needs and goals of FGS students in that year. The executive committee meets regularly for the following reasons: to establish and implement a "student agenda"; coordinate programming of social hours, parties, and lectures; oversee the execution of specific projects handled by individual committees; and respond to special requests and problems raised by students during the course of the year. The structure of OPS encourages maximal participation by all students. The OPS representative may also canvass all students, in person and by e-mail, for current problems and interact regularly with the program director to discuss these topics. Finally, OPS representatives meet at least once a semester with the dean and once a year with Ferkauf's board.

Student Representatives: Two representatives are elected independently by each cohort, each year, to provide feedback to the faculty on student-related program issues. Meetings between the program director and representatives take place at least once a semester and additional meetings are frequently initiated by either the program director or the student representatives if there are issues that need discussion. This becomes another mechanism through which students impact and provide feedback about the program as well as any other related issues. In turn, the faculty has an opportunity to inform students of any emergent professional issues and ascertain how the program is functioning.

Program TAs: Program TAs are students who applied for a position and were ultimately chosen by faculty to assist with Program responsibilities and provide student input on Program activities. The class representative liaison manages the election of future class representatives and serves as an intermediary between class representatives and the faculty. The website coordinator monitors and updates the Program website, including program manual and laboratory information, and social media accounts. The colloquium coordinator assists with the selection and coordination of the Program colloquium series. The clinical activities TAs facilitate the tracking and monitoring of student clinical training experiences, and communication with students regarding clinical training requirements. The admissions TAs assist with the graduate student admissions process. The program TAs assist with compilation and communication of program outcome data. The Parnes Clinic TAs manage the Program's in-house training clinic by conducting initial phone screenings with potential patients, auditing clinic charts, and training first- and second-year students on policies and procedures.

To maximize the effectiveness of the learning experiences in the Program, faculty, students, and staff, are expected to interact in a professional, collegial manner codified in the APA "Ethical Principles of Psychologists and Code of Conduct," which communicates the rules of ethical conduct to be followed by the scholarly and professional psychology community. Students are

familiarized with expectations regarding professional conduct through this document and discussions of ethical and professional issues through 1) *Issues in Professional Practice*, a didactic course taught during first year, and 2) *Clinical Health Professional Seminar*, an interactive course taken each semester of graduate school. During the entire course of their training, students are encouraged to follow these principles in the conduct of their professional activities in the Program as well as in their externship placements.

<u>Admissions Process</u>: Students play an important role in coordinating the admissions process and are also involved in interviewing applicants to the program and providing feedback to program faculty about potential applicants. It should be noted that participation in the admissions process is a formal requirement reflecting the standards of professionalism expected throughout the student's tenure in the program.

Interpersonal Skills and Professional Conduct
In addition to displaying satisfactory academic, clinical, and research performance as described elsewhere, 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, on externship/internship, in meetings with patients, research participants, 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 despite the provision of feedback, remediation efforts or time; 8) The student's behavior negatively affects the public image of the program or agency.

Student Personal 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.

Student Evaluation
Consistent with APA accreditation guidelines we have implemented a multi-pronged approach to assess the competencies linked to the program's training objectives. The program's assessment of competencies is based on academic performance, direct observations of expected skill sets, indirect evaluations including but not limited to students' evaluations by clinical supervisors as well as procedures developed by the program faculty to directly observe and evaluate core clinical and research competencies.

Evaluation of Academic Standing
Students receive a letter from their academic advisor at least annually describing their overall performance in regard to program requirements and expectations. If a problem is identified, the letter will also include explicit steps to remediate the problem. If remediation had been recommended in previous letters, subsequent letters describe the extent to which students have completed their remediation plans.

Students with unsatisfactory performance in academic, supervisor or faculty evaluations, interpersonal skills or professional and ethical behavior are placed on either _academic warning_ or _academic probation_. The criteria are briefly stated below:

Academic Warning
- Semester or cumulative GPA below 3.25
- One or more B- within a semester
- One C grade within a semester
- Two incomplete grades within a semester
- Unsatisfactory evaluation of clinical performance (interviewing, assessment or treatment) as indicated by a poor supervisory evaluation (or B- or below grade) during a semester
- Failure of any comprehensive/competency exam
- Unsatisfactory interpersonal skills

- Unsatisfactory professional and/or ethical behaviors
- Falling more than one semester behind standards of progress in the program

Probation
- Failure of a course
- Two or more C grades in one semester
- Semester or cumulative GPA falls below 3.0
- More than two incomplete grades within a semester
- Poor professional or ethical behavior

Procedures regarding academic warning and academic probation are discussed in depth in the Ferkauf academic catalog (pp. 13-15). If students are placed on probation, they are reevaluated every semester, and again feedback is conveyed to them in writing and by meeting, and their efforts at remediation assessed.

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

The grievance procedure progresses through the following steps: 1. Informal Level, 2. Meet with Program Director 3. Departmental Committee and 4. Review by Dean. For specific details regarding the grievance procedure, please see the Ferkauf academic catalog (pp. 21-22).

Evaluation Forms

Clinical Evaluation Forms: (Appendix A)
1) Hours Log (A.4)
2) Evaluation of Supervisor (A.5)
3) Evaluation of Student (A.6)
4) Attestation of Experience- Externships and Internships (A.7)

Research Evaluation Forms: (Appendix B)
5) Predoctoral Research Project Proposal Approval Form (B.8)
6) Predoctoral Research Project Completion Approval Form (B.9)
7) Dissertation Proposal Approval Form (B.10)

Comprehensive Evaluation Forms: (Appendix C)
8) Clinical Comprehensive Exam Scoring (C.11)
9) Research Comprehensive Exam Scoring (C.12)

OTHER PROGRAMMATIC ISSUES

Financial Aid
The University Office of Student Finances helps students put together a funding package through a variety of resources (e.g., grants, scholarships, loans, and work study), which enables the student to cover up to the full amount of tuition and expenses. FGS has two designated student finance officers (the director of student finance and the student aid counselor) as well as two additional student finance staff members who assist with student fee and tuition payment work. The student finance officers work with each interested student in designing a financial aid package based on their family or individual circumstances and obligations. Scholarships, loans, and grants are awarded in the form of credits against tuition and fees on the statement each student receives prior to the beginning of each semester. Awards are made for one academic year at a time and must be renewed in May of each year.

Information about financial aid and scholarships can be found in the Ferkauf Student Financial Aid Information Brochure, which can be picked up in the Registrar's Office (Rousso 128A). The brochure contains a financial aid and scholarship application that must be completed and submitted to the dean's office.

Students in the program are eligible to receive federal aid to help pay for their tuition. In order to apply for federal aid, students must fill out a FAFSA application online at https://studentaid.gov/h/apply-for-aid/fafsa in addition to the Ferkauf financial aid application. If the student qualifies, aid is sent directly to Ferkauf each semester and applied directly to the student's tuition bill. To find out more information about obtaining a federal loan, contact the Office of Student Accounts at (212) 960-5400 ext. 5767.

Students may also apply for a private loan each year to pay for living expenses. The money is sent to Ferkauf, which subsequently sends a check (not in one lump sum) to the student's home. To find out more information about obtaining your first private loan contact the Office of Student Accounts at (212) 960-5400, ext. 5767. The next time you apply for a private loan, visit www.studentloans.com, where many students apply for Graduate Student Plus loans. For more information on financial aid, please refer to the Financial Aid Information Brochure.

Note: There are many different financial aid departments at Yeshiva. The correct office is located at the following location:

500 West 185th Street Room 121
New York, New York
Fax number: 212 960 0037
Phone number: 212 960 5400, ext. 5767

When applying for a loan online, make sure you choose the option "Yeshiva University – New York."

Ferkauf Facilities and Technical Support

Samuel Gottesman Library
Ferkauf students are given access to the D. Samuel Gottesman Library located on the first floor of the Forcheimer Building at the Albert Einstein College of Medicine. A student ID is required for entrance to the building. The library provides a comfortable and quiet environment for Ferkauf students to study while on campus. Workshops regarding research tools are often provided on site. Remote access using your student ID number is available to the online resources of the library including database and journal access off campus. For more information, please visit the library website at library.einstein.yu.edu. The library is open more than 80 hours a week and houses a collection of over 35,000 print volumes and 49,000 e-books as well as audio visual programs. The library subscribes to over 650 electronic databases and 9,000 electronic journals. Library operations that are automated include acquisitions, cataloging, interlibrary loan, searching the card catalog, circulation of materials, and searching MEDLINE, PsychINFO, and other related databases. Searching may be done on library computers within the facility or from a remote site with a computer and a modem. Searching the card catalog, online journals, journals in the databases, and MEDLINE may be done remotely. The library also provides access to programs such as Endnote and Reference Manager to enable easy formatting for journal articles. Reference service is available Monday – Thursday from 8:30 am – 6:00 pm; Friday from 8:30 am 5:00 pm. The reference staff assists users in learning to search the free databases (e.g., PSYCHLIT, PsychINFO, Compact Cambridge/MEDLINE, MEDLINE, Current Contents, the Compact Library AIDS Knowledge Base) as well as other programs such as Endnote. Students can also schedule a remote web meeting with a librarian. Students are able to borrow laptops and iPads from the library for seven days and computers, printers, scanners, and photocopy machines are available for students to use onsite. For a fee, users may choose to have the reference staff prepare and run a computer search. Books that are required reading for courses are kept on Reserve at the Circulation Desk. Books or journals needed for course work or research that the library does not own may be requested through the Interlibrary Loan Office. The library staff provides a high level of service in helping all patrons satisfy their information needs.

Maintaining Student Files in the Psychology Office
Each student is required to maintain a student file while enrolled at Ferkauf. These files are started when the student applies, and contain academic transcripts, letters of recommendation, etc. The student must maintain his/her file by submitting required paperwork to the Student Files box located in the Psychology Office. Each student is required to submit:

- Updated log hours, evaluations (student & supervisor), and forms (e.g., clinical agreement, research agreement, etc.) (each semester)
- Updated CV (yearly)
- Student Activity Report (yearly, submitted online)

It is the student's responsibility to complete and submit his/her paperwork in an up-to-date, timely fashion. Blank and sample forms are located in the Appendix and online in the Dropbox folder (to which students are given access their first year in the program). **Students must keep a copy for their own records**.

Shuttle Bus Service
There is a shuttle bus service to Montefiore Medical Center and to the 180th Street subway/elevated station outside the Belfer Building at AECOM. As schedules may change, please visit https://www.yu.edu/safety-security/transportation/shuttles for the current schedule.

Gym Membership
Ferkauf students are eligible for membership at the Falk Recreation Center, on the AECOM campus, for a fee of approximately $35 dollars/month:
https://www.einstein.yu.edu/administration/auxiliary-services/falk-center/

Email Accounts
Every Ferkauf student is given a YU e-mail address at registration. YU e-mail can be retrieved at any university-based computer or via the Internet at www.gmail.com. To find your email address, go to https://selfserveprod.yu.edu/pls/banprd/yumisweb.fetchad and type in your name and banner ID or social security number. Many students forward their YU e-mail to their existing personal email account. Your email ID is also used to log onto your account in the computer laboratories.

Banner (My YU)
The Banner online system provides access to a student's schedule, grades, financial aid, course registration, and account information. It is accessible through the website:
https://selfserveprod.yu.edu/pls/banprd/twbkwbis.P_GenMenu?name=homepage

Clerical and Technical Support
The Office of the Dean and Assistant Dean is staffed with one administrator. The Psychology Office is staffed with one full-time executive secretary and two full-time administrative assistants. The graduate school has an in-house Registrar's Office that is staffed with an assistant registrar, a full-time administrative assistant, and two part-time clerical assistants. The full-time Office of Admissions is staffed with a director and student TAs who aid with the admissions process. The staff of the Parnes Clinic includes a director, Dr. William Salton, a full-time administrative assistant, a full-time postdoctoral fellow, and 15 student TAs from all of the Ferkauf doctoral programs, who work part-time in the Parnes Clinic.

Training Materials & Equipment
The Lillian Zach Testing Library: FGS has its own testing library, located within the building where classes are held, that is well-stocked with approximately 130 different psychological tests - including testing of cognitive function, personality tests, and behavioral tests. There are multiple kits and manuals available exclusively for student use, updated each year.

Computers: FGS has its own student computer room with multiple PCs and printers exclusively for the use by students from the school. Internet access and remote access to the library is available on each of the machines. The medical campus has several computer rooms with primarily PC machines and a Macintosh computer room. The buildings that house the Program, the Rousso and Van Etten Buildings, have wireless access. The Program has arranged for students to obtain software licenses at greatly reduced prices for the following statistical

packages: IBM SPSS Statistics Premium GradPack, NCSS/PASS. Students can also download the reference management program Endnote for free through the Library's site license with Thomson Reuters.

Physical Facilities
FGS is located in the Rousso and Van Etten Buildings of Yeshiva University. Classrooms, faculty offices, and faculty laboratories are located in both buildings which are in close proximity to each other. The Albert Einstein College of Medicine Campus and associated services encompass a variety of educational facilities in addition to the medical school. These facilities include the Belfer Institute for Advanced Bio-Medical Studies, the Sue Golding Graduate Division of Medical Science, The Rose F. Kennedy University Center for Excellence in Developmental Disabilities, the Jack Weiler Hospital of AECOM, Jacobi Medical Center, and the Soundview/Throgs Neck Community Mental Health Center. In addition to these major teaching and health service centers, there are additional teaching hospital facilities located in close proximity to FGS including Montefiore Medical Center, North Central Bronx Hospital, Bronx Psychiatric Center, Bronx Children's Psychiatric Center, and Bronx-Lebanon Hospital.

The presence of these educational-medical facilities offers unique advantages to students. The availability of training facilities where our students may have access to year-long, full-time internships and part-time externships is an important advantage. Basic and applied research play an important role in all of these facilities and ongoing research projects are available for our students who may be invited to participate as research assistants. The availability of research samples facilitates data collection for students engaged in thesis research, and include such diagnostic groups as patients with depression, autism, schizophrenia, panic disorder, drug addictions, and adults who are living with HIV. An additional value of these resources is that students benefit from additional research mentoring from investigators at these facilities.

The school is housed in the Rousso building that includes our administrative offices, faculty offices, the Parnes Clinic, ten classrooms and several smaller rooms, computer room, and student lounge. Each core faculty member has an office in this building. Drs. Feldman, Holtzer, Gonzalez, Seng, and Weinberger also have research offices with appropriate equipment in the Van Etten Building. Dr. Swencionis conducts research through a number of settings including Jacobi Hospital. Dr. Foley has research facilities at the Multiple Sclerosis Center at Holy Name Hospital in Teaneck, New Jersey. Dr. Zemon has research facilities at Hunter College of the City University of New York in Manhattan, New York, and at the Nathan Kline Institute for Psychiatric Research in Rockland County, New York, a 30-minute drive north.

Office of the Registrar: FGS has its own in-house Office of the Registrar. Jeannine Englert is the assistant registrar at YU. This office maintains the academic records of all students who have attended FGS. The Office coordinates registration and also issues diplomas, transcripts and certifications of current enrollment. The Office of the Registrar schedules campus teaching spaces and coordinates the publication of Course Schedules each semester.

International Student Advisement: Students who reside abroad must contact the international student advisor who can aid students in the transition to the United States. Ms. Jennifer Golden is the director of the Yeshiva University Office of International Students and Scholars Office. She assists international students with their transition to FGS.

Office of Student Disabilities: Yeshiva University's Office of Disability Services collaborates with students, faculty, and staff to provide appropriate accommodations and services to students with disabilities. Disability services for students in the Program are coordinated through the Office of the Dean. Students are informed about the Office of Disability Services through a "Statement on Disability Accommodation Requests" that is included in course syllabi.

Yeshiva University Writing Center: Students needing assistance with improving their writing skills are welcome to use the Writing Center, which uses English Department faculty and teaching assistants to provide feedback and training to students to improve their writing techniques.

Legal Services: The Office of Legal Affairs assists students in processing all affiliation agreements for externship and internship placement sites. Our students are covered for Professional/Liability with a limit of $2,000,000 per occurrence and $4,000,000 in aggregate while acting within the scope of their duties at placement sites. Students working through their faculty advisor, program director, and the dean can also receive academic-related legal advice in special circumstances.

Health and Accident Insurance: Full-time students are eligible to subscribe to an accident and health insurance program for themselves and their dependents. Information is made available to students at the beginning of each school year.

Counseling Services: Counseling services are available for all graduate students and are arranged by Dr. Salton. Dr. Salton arranges for low-fee counseling for students from local licensed clinicians who the students would not interact with in an educational capacity (e.g., as a clinical supervisor).

Recreation and Dining Facilities: Campus life offers a wide variety of lectures of professionals that are of scientific interest, as well as such activities as concerts and art shows. Student lounges and other facilities are available for student events and for quiet relaxation or recreation. They provide pocket billiards, stereo music, television, and automated food service. The campus is within easy driving reach of major recreational areas of Long Island, Westchester, Connecticut, and New Jersey. Only a few minutes away are the Bronx Zoo, City Island, Pelham Bay Park, and Orchard Beach; nearby Pelham Parkway provides an attractive setting for jogging. The University-operated dining hall is open on all days on which classes are held.

Practicum Training Sites and Facilities: Students in the Program obtain their clinical practicum training through a combination of experiences. These include both in-house and external practicum experiences. In-house practicum training resources include our Behavioral Medicine Service which is located within the Parnes Clinic (see below for more details). Students who participate in the minor in neuropsychology are also able to complete their neuropsychology externship at an in-house program. Under the support of the program director, David Masur, Ph.D. ABPP, and the Department of Neurology, each year three students from the minor are placed with the Neuropsychology Outpatient Service of the Department of Neurology. Students completing the minor in gero-psychology with Dr. Zweig can also complete their externship in-house at the Parnes Clinic. External externship placements within the New York

metropolitan area are widely available, and students compete nationally for internship placements. During their externships, students are placed at sites on a part-time basis during their second, third, and fourth years, as well as their fifth year (if applicable; see clinical training section for details).

The Max and Celia Parnes Family Psychological and Psycho-educational Services Clinic (Parnes Clinic): This is the in-house training facility for all three of FGS's doctoral programs located within the Rousso Building and directed by Dr. William Salton. It is structured to offer a site in which students in these programs, at all levels of training, can obtain the experience required by their coursework. The Parnes Clinic operates on an 11-month (September - July) basis, five days a week. In addition to Dr. Salton, it is staffed by a full-time administrative assistant, Ms. Marilyn Gotay, a full-time postdoctoral fellow, and an annually changing complement of paid student assistants, who are employed to help with conducting initial phone screenings of potential clients and chart audits to ensure accuracy of clinic paperwork (see clinical training section for details).

Transferring Credits, Taking Leave

Transfer of Credit
Up to 12 credits of graduate-level coursework may be transferred from other institutions. A student who wishes to transfer credit must first obtain a Transfer of Credit form from the Registrar's Office in Ferkauf. The student must then speak with his/her class advisor, who will recommend the acceptance or rejection of the course credit. Upon advisor approval, courses to be transferred require the signature of the instructor who teaches the comparable course at Ferkauf, as well as the program director and the dean. The student must provide the instructor of the course a copy of her/his official transcript, which indicates the grade they received in the course, syllabus for the course, and any papers or projects submitted for the course. All forms should be submitted during the student's first semester, and it is at the discretion of the program director to decide which courses may transfer. Students who are transferring credit from the Ferkauf master's program may transfer credits for courses that are the same as courses in the doctoral program. These courses must first be approved for transfer by the doctoral program director. This will not, however, reduce the four-year full-time status requirement.

Only graduate coursework will be accepted as transfer credit. Credit will not be granted for any course transferred from another institution with a grade below B or for a P/F course, nor for any subject that is technical or commercial or in any way not ordinarily classified as a liberal arts subject. Courses that are transferred will not factor into the student's Ferkauf GPA.

Please Note: No more than one course can be transferred per semester. Additionally, credit will not be granted for coursework completed more than ten (10) years before the date of application for transfer credit.

Leave of Absence

If students wish to take a leave of absence, they must discuss it with their academic advisor and the program director prior to applying for it. After the application is submitted, the academic advisor reviews the appropriateness of the request and makes a recommendation to the program director. Leaves are granted for medical reasons after completion of one semester of coursework and must be approved by the dean as well. It should be noted, however, that the presumption is that training is continuous and requests for leaves of

absence greater than one year are unlikely to be approved and will require documentation of continued motivation, a plan for completion, and review by the full Program faculty. A student who neither registers nor secures an official leave of absence for any semester will be considered as having withdrawn from the school. A student who wishes to resume studies will be required to apply for readmission. If the student is entering full-time service in the armed forces or in ACTION, Peace Corps and VISTA, no charge will be made for the leave during the period of actual service. Sympathetic consideration will be given to a request by a student returning from an official leave who wishes to continue a course of study under the requirements in place at the time the leave was granted. Leaves of absence, except for the purpose of government service, do not extend the time limits set for completion of degree requirements.

*Please note that under current Immigration and Naturalization Service regulations, foreign students in F-1 classification are not permitted to be on leave of absence. A student on a leave of absence registers for one of the registrarial courses in the sequence REG 0900A-0909

APPENDICES

A) CLINICAL FORMS
(AVAILABLE ON DROPBOX)

A.1 Externship Description and Requirements Document

Clinical Psychology Ph.D. (Health Emphasis) Program
Description and Requirements of Externships

Students train in a health care or mental health care setting approved by the Director of Clinical Training. Students conduct clinical assessments and interventions.

Assessments may include intake evaluations, psychological or neuropsychological testing, structured or unstructured clinical interviews, administering psychological screening instruments, or other assessments that are typically utilized in the field setting and that are appropriate for the patient population served.

Interventions involve face-to-face meetings with "patients" or "clients" served by the care setting that may include individual, group, or family psychotherapy, the provision of therapeutic support and/or education, psychologically oriented rehabilitation, or other interventions that are typically utilized in the field setting and that are appropriate for the patient population served and the setting (inpatient, outpatient, etc).

Malpractice Insurance: Yeshiva University provides malpractice liability insurance for all registered students who are engaged in approved externship training. Externship settings may request a copy of the insurance policy declarations page that is made available to students through DropBox.

Supervision: Since the externship is primarily a clinical *training* experience for the student, regular, weekly, individual, face-to-face *clinical* supervision by a licensed psychologist is required to be provided by the care setting (minimum 1 hour/week; ideally minimum 1 hour per 4 hours of clinical work)

Evaluations: Students are evaluated by externship supervisors every semester on a form provided by the University. Externships supervisors are evaluated by students. Evaluations are facilitated through Survey Monkey.

Documentation of Externship Hours: Students log their direct and indirect externship hours on an *Hours Log* form provided by the University and that is signed by the field supervisor every 3 months. This form can be found in the program's student resources section of the website and includes a guide to categorizing direct vs. indirect hours. Hours Logs should be submitted to the DCT at the end of each semester. At the completion of each externship experience, an *Attestation of Experience* form must also be completed by the student and the externship site. This form must be submitted to the Registrar's office. It is suggested that a copy

of this form be submitted to the DCT for the student's clinical file. Students should keep a copy of their completed externship agreements, hours logs, and attestation of experience forms.

The Duration and Frequency (hours/week on site) of the clinical training experience may be fixed or negotiable. Some field settings require a minimum duration of student participation (e.g., 6 months, 12 months, etc.), and/or a minimum number of hours/week on site. Some field settings do not have fixed requirements. In the latter case, duration of training and hours/week are agreed upon in advance between the student and field supervisor. ***There is a maximum of 16 hours/week of externship training***, unless an exception is made by the program Director of Clinical Training.

Didactics: All students must participate in a Weekly Didactic Component that may take the form of a weekly externship seminar or a combination of educational activities such as grand grounds, case conferences, or discussion of assigned readings during supervision.

Externship Agreement: *All students who apply for externships, through formal or informal channels,* must write a description of the proposed clinical externship training. A list of the required components of an externship as well as an example of an externship agreement are available in this manual and in the student DropBox folder "Externship Docs."

The description may be brief, but must include the following information:
- Name of Site/Institution with Brief Description (e.g., hospital, clinic, private practice, etc.
- Description of Patient Population Served
- Proposed Responsibilities/Activities of the Student (e.g., will attend staff meetings, rounds, conduct intake evaluations, provide psychotherapy, enter chart notes, attend supervision, etc.)
- Proposed Duration of Training (start/end dates) and Hours/Week on Site
- Frequency of Supervision, Supervisor Name & Qualifications (degree/license)
- Description of Didactic Component (see below)
- The written description of the proposed training is signed by the field supervisor and the student. Since it is only a description and not a "contract," it may be amended during the training period if warranted, which is usually done by mutual consent between the student and field supervisor.

A.2 Externship Agreement Template

**YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF
PSYCHOLOGY 1165 MORRIS PARK AVE
Rousso Building, Bronx, NY 10461**

Clinical Externship Agreement

Student Name:
Site Name:
Site Address:

Time Period: Month/Day/Year through Month/Day/Year

This **(days/per week, # hour per week, e.g., two day per week, 16 hour per week)** clinical psychology externship will be under the supervision of **NAME, DEGREE, NYS LICENSE #, at SITE NAME.**

Description of setting, population, type of training experiences: Extern will train on an adult inpatient medical rehabilitation unit where they will develop an understanding of diagnostic criteria and treatment of some of the major types of psychopathology from which medically hospitalized City Hospital patients suffer; clinical interviewing and assessment skills within an inpatient medical setting; the ability to set psychological treatment goals within an inpatient medical setting where psychological issues are conceptualized both independently and in the context of their impact on medical/physical treatment; and general skills for working within an interdisciplinary inpatient medical setting.

Extern Duties, Responsibilities, Training Activities: Extern will conduct supervised intake interviews, help diagnose patients, assist with mental health service disposition planning of patients, conduct supervised individual psychotherapy with patients, observe interviewing of patients, perform psychological, and/or neuropsychological, and or educational assessments on patients and write medical chart notes and assessment reports. Neuropsychological assessment is diagnosis-driven, with batteries tailored to presenting problems. Additional psychological service recommendations may be made including linkages to in-patient psychiatry, outpatient substance abuse treatment programs, outpatient psychotherapy or other services. Under supervision, Extern will work in consultation with other members of a patient's treatment team from allied professions. The Extern will attend interdisciplinary case conferences and family meetings.

Didactics: Extern will attend didactic seminars and/or have additional relevant clinical and professional development readings. Extern may also attend service and department case conferences and grand rounds, as well as other psychology trainee didactics, as possible and relevant.

Supervision: Extern will receive a minimum of one hour of individual, dyadic, one-on-one clinical supervision per week. Additional supervision may be provided individually or in group format. Per the American Psychological Association, training must include at least one live observation per semester, which can be in the form of live observation, audiotape, or video.

Time Period: Duration of training is scheduled from XX to XX, for 2 days (16 hours) per week.

_____   _____
Student Signature and Date   Supervisor Signature and Date
                                                                            NYS License # _____

_____   _____
Student Name (printed)   Supervisor Name (printed)

A.3 Externship Match Guidelines (Please note that these guidelines may be modified each externship year. Please refer to Dropbox for updated documents)

NYNJADOT- PSYDNYS EXTERNSHIP GUIDELINES FOR 2021-2022

REGISTRATION FOR THE NYNJADOT/PSYDNYS EXTERNSHIP PROCESS IS OPEN ONLY TO DOCTORAL STUDENTS IN NYNJADOT-MEMBER DOCTORAL PROGRAMS, and OTHER APA-ACCREDITED PROGRAMS. STUDENTS ENROLLED IN NON-APA ACCREDITED PROGRAMS ARE NOT PERMITTED TO PARTICIPATE IN THIS PROCESS.

All Externship sites are expected to adhere to these minimally acceptable standards for externship:

a. 16 hrs/ week – in no more than two days (if modified, permission of Program Director/DCT required).
b. Direct observation at least once during each semester (**APA's Implementing Regulation C-14-D (IR C-14-D)).**
c. Live supervision in the form of at least one hour of face to face, **individual** one-on-one dyadic supervision and another hour of "other" types of supervision. This may be offered virtually, as needed, due to safety or health reasons.
d. Externship must have a stated didactic component to the training – specifics are not mandated.
e. Sites should update their information on the portal prior to December 1, 2020. Any sites that will not be offering externship slots for 2021-2022 must suspend their listing by November 16, 2020. Sites will not be able to update their listing by December 1, 2020 that still plan to offer externship slots for the 2021-22 match must clearly state that the information on the portal will be updated as soon as possible and place this at the top of their listing. This includes whether sites will be offering only in-person services, only tele-health services, or will be offering services through a hybrid model. Sites should include number of positions that are offered by the placement and number of hours required. **The URL for the APA Portal is: nynjadot.apa.org. This is also the URL for first time registrants**
f. Students' documents will be uploaded into one PDF file. Consequently, sites must specify the type of documents they want students to upload. It may be helpful if the site also specifies the order in which the documents are to be uploaded. For example: eligibility letter, cover letter, CV, assessment report or case summary, letters of recommendation, unofficial transcript, etc.

GENERAL INFORMATION:

1. The Portal will open on January 11, 2021. Not all sites will use the Portal. If a site does not use the Portal, they should stipulate the process for receiving student materials.
2. Students can upload their materials from January 11, 2021 through January 19, 2021. **All student materials should be uploaded into one PDF – each site will determine the specific materials required.**
3. Students will receive feedback **FROM THE PORTAL** that all their materials have been uploaded to the portal.
4. **OFFERS FOR INTERVIEWS CAN BEGIN TO BE SCHEDULED ON JANUARY 20, 2021. HOWEVER, THE EARLIEST DATE ON WHICH INTERVIEWS CAN OCCUR IS JANUARY 25, 2021. INTERVIEWS WILL OCCUR BETWEEN JANUARY 25, 2021 AND FEBRUARY 26, 2021.**
5. In concert with APPIC guidelines for the 2021-2022 internship match, all interviews will occur remotely.
6. Students can upload additional applications, with their DCT's approval, on or after February 10, 2021. By this date students will have a fair sense of the number of interviews that will be offered to them.
7. The Match will occur on Monday, March 8, 2021. (See below for details).
8. Students should check the Portal for information about openings during the MATCH DAY. Sites will be able to "suspend" their site when they have filled all of their positions. The "suspension" will **temporarily**

remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

9. Phase 2: New applications can be sent at 9 am on March 10, 2021.

10. PLEASE USE THE FOLLOWING EMAIL ADDRESS TO CONTACT THE COORDINATORS OF THE EXTERNSHIP PROCESS AND MATCH: **nynjadot@gmail.com**

STUDENTS:

Students will be permitted to Register and search the Externship Directory at any time with the understanding that many sites may not yet have updated their information. However, students will be NOT be permitted to upload any documents prior to 9am on January 11, 2021. Students who upload their materials prior to that date will be acting in an unprofessional manner and will be treated as such by their programs.

Students who registered for the 2020-2021 externship process do not need to re-register; but need to upload required documents.

1. Students should insert their DCT's name, email address and phone numbers on their CVs. **It is advisable for students to indicate the days of the week that they are available for externship and the day/s that they are not able to attend.**

2. Students must confirm receipt of any interview offer by emailing the Externship Coordinator at the site and their DCT.

3. Once a student accepts an externship offer, on March 8 or after, he/she should inform their DCTs of their decision, and then withdraw from all sites *where they were granted interviews*.

4. Students should check their SPAM folders to ascertain if any interview or acceptance offer has been directed to SPAM.

5. Students should ask for letters of recommendation from their faculty or others as early as possible in the semester.

6. No Thank You Notes: Students are not to send "Thank you" notes to their interviewers or to other professionals at the externship site.

7. As of February 10, applicants can contact sites (via email) and inquire if they are still being considered for an interview. Students should consult their DCTs before they send the email.

8. Students applying for PRE-DOCTORAL INTERNSHIP (through the APPIC Match or otherwise) MUST ATTEST, on their externship application, that they are applying for internship concurrent with the application for externship. These students must receive their DCT's approval to apply for externship concurrent with internship. Externship sites should state their position about such applications on their website and the portal site.

EXTERNSHIP COORDINATORS:

All interview offers must be made via email. All offers for externship positions must be made via email.

9. Each site should determine how it wants to receive letters of recommendation (through portal, separate email from recommender or otherwise). Some recommenders will not permit students to see their letters of recommendation. In such cases, please specify if site prefers to receive the letters via regular mail or email. In which case, please provide address, contact person's name and email address.

10. **Every site MUST designate at least one person who will serve as the contact person for the site. Insert an email address for the contact person, on the site's web pages**.

11. It is recommended that Externship Coordinators provide information on their Directory page as to whether attending the externship will reduce, increase, or have no impact on the students' chances of attending that site's internship. For example, some sites may accept students for internship who have externed at their site and others do not. Some will accept a student if there is a one-year gap between the externship and internship experiences; some will accept without a gap year. It is recommended that the externship site make their policy transparent.

12. Externship Coordinators should state, on their webpage and Directory site, whether the site is willing to interview students who are concurrently applying for internship.

13. Externship Coordinators need to cc (via email only) DCTs on all interview offers, acceptances, and rejections.

14. Externship Coordinators are strongly encouraged to post their interviewing time frame.

15. **On February 10th, it is recommended that Externship Coordinators indicate whether they are accepting additional applications from those students who have permission from their DCTs to submit additional applications.** This information must be posted on the site's Portal page. Of course, you will be able to change the date as is warranted.

DCTs:

1. DCTs should affirm their students' rankings prior to Match day.

2. Eligibility letters should state if the student is applying for both externship and internship during the current cycle.

3. <u>**DCTs will provide Letters of Eligibility that specify the number of hours and number of days/week that students can attend externship.**</u>

4. <u>Number of hours that students are permitted to complete on externship:</u>
   Students who are applying for their first or second externship are permitted to complete no more than 16 hours per week on two days of externship. Students who are applying for their third or fourth externships are permitted to complete no more than 20 hours per week on externship.

5. DCTs will oversee their students' compliance with all the guidelines – and specifically, adherence to the policies concerning acceptance and rejection of offers.

6. **Limiting the number of student applications:**
   a. DCTs are to place **limits on the number of applications** that students can initially submit **(from January 11- January 19).** Students applying for a clinical externship for the <u>first time</u> are permitted to apply to no more than ten sites. Students applying for their 2nd <u>clinical</u> externship can apply to no more than eight sites; students applying for their 3rd <u>externship</u> are permitted to apply to no more than eight sites. ⎯
   b. **After February 10**, **2021,** DCTs will discuss the usefulness of additional submissions with their students (second wave of applications)

THE MATCH:

The Match will begin at 9:00 on March 8, 2021. All offers must be made by e-mail.

If an offer is made on Monday, March 8 between 9 am and 4 pm, the student must make a decision about the offer within 3 hours of receiving it. They must either accept or decline the offer within three hours.

If the offer is received after 4pm the student has until 9 am on Tuesday morning to accept or decline the offer.

A student may only hold on to one offer at a time. A decision about a second offer must be made immediately upon receiving it.

The rules will be suspended after 9 am on Tuesday, March 9. New offers can be made until 5pm on any day.

SITES will be able to "suspend" their site when they have filled all of their positions. The "suspension" will temporarily remove the site from the Directory, so as to inform the remaining applicants that they are no longer being considered.

A.4 Clinical Externship Hours Log (available on Dropbox)

<div align="center">

Ferkauf Graduate School of Psychology
Yeshiva University

Externship Hours Log

</div>

Please complete and return externship activities log form to:

Liz Hirky, Ph.D., Director of Clinical Training
Clinical Psychology Ph.D. Program, Health Emphasis
Ferkauf Graduate School of Psychology
1165 Morris Park Avenue, Rousso Building
Bronx, NY 10461

Instructions:
- Complete 1 log for each 3 months at your placement
- Either your clinical supervisor(s) or the Director of Training at your clinical placement must sign this form
- This form is due on the last Wednesday of each semester and on the second Wednesday of the Fall semester for summer placements

Definition of Terms:

Direct Clinical Hours:	Clock hours spent in direct contact with patients/clients, either in assessments or interventions.
Assessment Hours:	Clock hours spent in conducting face-to-face assessments with patients. Examples include: psychological testing, neuropsychological testing, screening assessments, administering structured interviews, clinical diagnostic interviews, etc.
Intervention Hours:	Clock hours spent in direct contact with patients/clients, conducting psychotherapy, psycho-education, or medical education activities.
Indirect (Support) Hours:	Clock hours spent in clerkship setting engaging in activities that promote learning about clinical work. Examples include (but are not limited to) completing progress notes/charts, writing reports, clinical supervision, reading materials assigned by supervisor, attending rounds, etc.

Ferkauf Graduate School of Psychology

Yeshiva University

Clinical Psychology, Ph.D. Program, Health Emphasis

Clinical Externship Hours Log

Student's Name: _____

Clinical hours for period from: _____ to: _____

Placement Name: _____

First Month/Yr: _____/_____

- Indirect Clinical Hours _____
- Direct Clinical Hours = Assessment Hours (_____) + Intervention Hours (_____) = _____

Second Month/Yr: _____/_____

- Indirect Clinical Hours _____
- Direct Clinical Hours = Assessment Hours (_____) + Intervention Hours (_____) = _____

Third Month/Yr: _____/_____

- Indirect Clinical Hours _____
- Direct Clinical Hours = Assessment Hours (_____) + Intervention Hours (_____) = _____

TOTAL HOURS OVER 3-MONTH PERIOD: _____

_____

Supervisor Signature and Date

_____

Supervisor Name, Degree, License No. (Please Print)

A.5 Evaluation of Supervisor (Clinical Externship)

Ferkauf Graduate School of Psychology

Clinical Psychology Ph.D. Program, with Health Emphasis

Evaluation of Supervisor

Students are asked to provide a narrative response for the following:

Please comment briefly on your areas of greatest and least satisfaction in working with this supervisor:

- Greatest Satisfaction:

- Least Satisfaction:

- How strongly would you recommend this supervisor to other students?

Student satisfaction with their supervisor's performance in the specific domains below is rated using the following:

Very unsatisfied
Somewhat satisfied
Satisfied
Very Satisfied
N/A

1. Availability of Supervisor When You Have Questions or Concerns
2. Overall Ability to Effectively Communicate and Teach
3. Ability to Establish Productive, Appropriate Working Relationship
4. Supervisor Maintains Regular Weekly Face-to-Face Supervision
5. Supervisor's Ability to Teach Technical Knowledge and Skills About Psychotherapy
6. Supervisor's Ability to Teach Technical Knowledge and Skills About Assessment
7. Ethical Knowledge, Attitudes, and Behaviors
8. Supervisor's Ability to Teach Technical Knowledge and Skills About Research
9. Supervisor's Feedback on Clinical Writing (e.g., Notes, Testing, etc.)
10. Supervisor's Ability to Stimulate Critical Thinking
11. Supervisor's Feedback on Research-Related Writing (e.g., grants, manuscripts, etc.)
12. Supervisor's Empathy
13. Supervisor's Willingness to Discuss Issues Related to Diversity and Culture

A.6 Evaluation of Student (Clinical Externship)

Ferkauf Graduate School of Psychology

Clinical Psychology Ph.D. Program, with Health Emphasis

Clinical Evaluation of Student

Student's current level of knowledge, skills, and attitudes are rated in each of these areas, using the following scale:

> N/A = No opportunity to evaluate or insufficient information
> 1 = Not competent - has not shown consistent improvement
> 2 = Problems, but approaching competence - has shown improvement
> 3 = Competent for current level of training
> 4 = More than competent
> 5 = Highly competent

1. Administration and Scoring of Psychological and Psychoeducational Instruments
2. Interpretation of Test Results and Their Implication
3. Data Collection (Interviews, Intakes, Record, Review)
4. Communication Skills (Active Listening, Writing Useful Reports, Communicate Effectively)
5. Intervention Skills (Direct Service: Counseling, Individual Therapy or Group)
6. Consultation and Supervision
7. Adherence to Ethical and Professional Standards
8. Demonstrates Competence in Regard to Cultural, Ethnic, and Individual Differences
9. Response to Supervision
10. Completes Assignments in a Timely Manner
11. Interpersonal and Collaborative Skills
12. Competence in Supervising Others
13. Reliability and Dependability
14. Realistic Sense of Strengths and Limitations
15. Overall Rating

A narrative response is requested for the following:
16. Please add any additional evaluative information
17. Are there any specific skill sets or competencies that you feel this student needs to address?

A.7 Attestation of Experience- Externships and Internships

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1300 Morris Park Avenue
Rousso Building - 1st Floor
Bronx, NY 10461

ATTESTATION OF EXPERIENCE BY SUPERVISOR

TO BE COMPLETED BY STUDENT (*Please Print Clearly or Type*)

Last name of applicant	First Name	Middle Initial
Phone #:	Email:	
Ferkauf Program:		

STUDENTS MUST NOT WRITE BELOW THIS LINE

TO BE COMPLETED BY SUPERVISOR (please print clearly or type)

Last name of supervisor	First Name	Middle Initial
Street address		
City	State	Zip Code

SUPERVISOR'S QUALIFICATIONS AT ONSET OF SUPERVISION

Title (s)					
Institution				Phone Number	
Psychology Certification/ License (s)	State/Province	Year Issued		Certificate Number	
	State/Province	Year Issued		Certificate Number	
ABPP Diplomate	Number	Clinical	Counseling	Industrial	School	Year Awarded
APA Fellow	Yes	No	Year Awarded	In which Division (s)? Numbers or Names	

STUDENT'S WORK EXPERIENCE ATTESTED TO

Institution Name

Institution Location

Start Date	End Date	Job Title	Hours/Week
Mo./Day/Yr.	Mo./Day/Yr.		

Was this an externship, pre-doctoral internship, or field placement experience?:

Job Duties:

_____

_____

_____

Total number of Hours of Internship/Externship (Full-Year):	

Frequency of Supervision: (Check all which apply)

Kind of Supervision	One Hour		Two Hours		Other (Specify)
	Weekly	Biweekly	Weekly	Biweekly	
Individual Face to Face on Site					
Seminars					
Group Supervision					
Apprenticeship Activities					
Others (Specify) _____					

Do you have any reservations about the applicant's professional competence, professional conduct, or moral characters?	Yes	No

If "yes" to above, please explain (attach additional sheets, if necessary):

_____

_____

_____

_____

_____   _____

Signature   Date

Supervisor, return this form directly to:

        Ferkauf Graduate School of Psychology
        1300 Morris Park Avenue
        Rousso Building - 1st Floor
        Bronx, NY 10461
        Attention: Registrar's Office

B) RESEARCH EVALUATION FORMS:

B.8 Predoctoral Research Project Proposal Approval Form

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 MORRIS PARK AVE
ROUSSO BUILDING
BRONX, NY 10461

Predoctoral Research Project Proposal Approval Form

Name:
YU ID:
Major: Clinical Health Psychology (Health Emphasis)
Expected year of graduation:

Predoctoral Research Project Title:

Date of Approval: XX/XX/XX

Research Advisor:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Date:＿＿＿＿＿＿＿＿＿

Student:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿Date: ＿＿＿＿＿＿＿＿

B.9 Predoctoral Research Project Completion Approval Form

<div align="center">

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 MORRIS PARK AVE
ROUSSO BUILDING
BRONX, NY 10461

Predoctoral Research Project Completion Form

</div>

Name:
YU ID:
Major: Clinical Health Psychology (Health Emphasis)
Expected year of graduation:

Predoctoral Research Project Title:

Date of Completion: XX/XX/XX

Research Advisor:_____Date:_____

Student:_____Date: _____

B.10 Dissertation Proposal Approval Form

<div align="center">

YESHIVA UNIVERSITY
FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY
1165 MORRIS PARK AVE
ROUSSO BUILDING
BRONX, NY 10461

Dissertation Proposal Approval Form

</div>

Name:

YU ID:

Major: Clinical Health Psychology (Health Emphasis)

Expected year of graduation:

Dissertation title:

Date of Proposal:

Dissertation Chair:_____Date:_____
(Name)

Committee Member:_____Date:_____
(Name)

Committee Member:_____Date:_____
 (Name)

Student:_____Date:_____
(Name)

C) COMPREHENSIVE EVALUATION FORMS:

C.11 Clinical Comprehensive Exam Scoring

Ferkauf Graduate School of Psychology
Clinical Psychology Ph.D. Program with Health Emphasis
Clinical Comprehensive Exam
Domains of Evaluation

Each domain is evaluated on a scale of 1 – 3:
1 = inadequate expected demonstration of competency
2 = adequate expected demonstration of competency
3 = greater than adequate expected demonstration of competency

1. To what degree does the document demonstrate **scientific mindedness**?

2. To what degree does the document demonstrate an approach that is based on **individual and cultural context**?

3. To what degree does the document demonstrate competence in **personality assessment and interpretation**?

4. To what degree does the document demonstrate competence in **cognitive assessment and interpretation**?

5. To what degree does the document demonstrate competence in **diagnosis**?

6. To what degree does the document demonstrate competence in **case conceptualization**?

7. To what degree does the document demonstrate competence in **knowledge of interventions**?

8. To what degree does the document demonstrate competence in **intervention planning and implementation**?

9. To what degree does the document demonstrate competence in **progress evaluation**?

10. To what degree does the document demonstrate competence in the **communication of findings**?

11. To what degree does the document demonstrate competence in **ethical conduct and decision-making**?

12. To what degree does the document demonstrate competence in **clinical health psychology**?

C.12 Research Comprehensive Exam Scoring Form

Research Comprehensive Exam Scoring Form

Instructions to Faculty Reviewers: Each research comps will receive an **Overall Impact** score (1-9) along with three specific scores (each 1-9) for **Significance**, **Approach** and **Innovation**, as per the guidance below. Statements regarding strengths and weaknesses of each of the three scored review criteria domains should be provided by the reviewer, as is typical in summary statements.

Overall Impact. Reviewers will provide an overall impact/priority score to reflect their assessment of the likelihood for the project to exert a sustained, powerful influence on the research field(s) involved, in consideration of the following review criteria, and additional review criteria (as applicable for the project).

Scored Review Criteria. Reviewers consider each of the review criteria below in the determination of scientific and technical merit, and give a separate score for each. An application does not need to be strong in all categories to be judged likely to have major scientific impact. For example, a project that by its nature is not innovative may be essential to advance a field.

> **Significance.** Does the project address an important problem or a critical barrier to progress in the field? If the aims of the project are achieved, how will scientific knowledge, technical capability, and/or clinical practice be improved? How will successful completion of the aims change the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?

> **Approach.** Are the overall strategy, methodology, and analyses well-reasoned and appropriate to accomplish the specific aims of the project? Are potential problems, alternative strategies, and benchmarks for success presented? If the project is in the early stages of development, will the strategy establish feasibility and will particularly risky aspects be managed? If the project involves clinical research, are the plans for 1) protection of human subjects from research risks, and 2) inclusion of minorities and members of both sexes/genders, as well as the inclusion of children, justified in terms of the scientific goals and research strategy proposed?

> **Innovation.** Does the application challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions? Are the concepts, approaches or methodologies, instrumentation, or interventions novel to one field of research or novel in a broad sense? Is a refinement, improvement, or new application of theoretical concepts, approaches or methodologies, instrumentation, or interventions proposed?

Scoring Table

Impact	Impact Score	Descriptor	Additional Guidance on Strengths/Weaknesses
High	1	Exceptional	Exceptionally strong with essentially no weaknesses
	2	Outstanding	Extremely strong with negligible weaknesses
	3	Excellent	Very strong with only some minor weaknesses
Moderate	4	Very Good	Strong but with numerous minor weaknesses
	5	Good	Strong but with at least one moderate weakness
	6	Satisfactory	Some strengths but also some moderate weaknesses
Low	7	Fair	Some strengths but with at least one major weakness
	8	Marginal	A few strengths and a few major weaknesses
	9	Poor	Very few strengths and numerous major weaknesses

Definitions

Minor: easily addressable weakness that does not substantially lessen the impact of the project.
Moderate: weakness that lessens the impact of the project.
Major: weakness that severely limits the impact of the project.

D) OTHER DOCUMENTS

D.13 MA in Psychology Checklist

Name: _____

1) Successful Completion of 36-credits, from 12 of the following courses:
Core Classes:
___ PSA 6071 Psychopharmacology
___ PSA 6181 Multicultural & Diversity Issues
___ PSA 6280 Statistics I
___ PSA 6283 Statistics II
___ PSA 6371 Issues in Professional Practice
___ PSA 6405 Social Psychology
___ PSA 6472 Cognitive and Affective Bases of Behavior
___ PSA 6515 Lifespan Development
___ PSA 6601 History & Systems of Psychology
___ PSA 6930 Physiological Psychology

Clinical Health:
___ PSH Neuroscience of Human Behavior, Cognition & Affect
___ PSH 6191 Concepts in Psychotherapy
___ PSH 6321 Test Construction
___ PSH 6371 Research Methods: Clinical Health Psychology
___ PSH 6431 Intellectual & Cognitive Assessment
___ PSH 6432 Personality Assessment
___ PSH 6435 Clinical Interviewing
___ PSH 6464 Psychopathology & Illness
___ PSH 6500 Cognitive Behavioral Therapy
___ PSH 6543 Behavioral Medicine Therapy & Practicum I
___ PSH 6544 Behavioral Medicine Therapy and Practicum II
___ PSH 6938 Physiological Health Psychology

Specialty Research Lab: _____
___PSH_____Year 1, Fall Semester
___PSH_____Year 1, Spring Semester
___PSH_____Year 2, Fall Semester
___PSH_____Year 2, Spring Semester

D.14 Ph.D. Checklist, Clinical Psychology Ph.D. Program, Health Emphasis

Name: _____

1. Required Courses (99 credits)
   – PSA 6280 Statistics I
   – PSH 6191 Concepts in Psychotherapy
   – PSH 6371 Research Methods in Clinical Health Psychology
   – PSH 6464 Psychopathology & Illness
   – PSH 6431 Intellectual & Cognitive Assessment
   – PSH 6431L Intellectual & Cognitive Assessment Lab
   – PSH 8943A Clinical Health Professional Seminar I
   – PSA 6283 Statistics II
   – PSA 6371 Issues in Professional Practice (Health)
   – PSH 6543 Behavioral Medicine Therapy & Practicum I
   – PSH 6432 Personality Theory & Assessment
   – PSH 6432L Personality Theory & Assessment Lab
   – PSH 8944A Clinical Health Professional Seminar II
   – PSA 6601 History and Systems
   – PSH 6544 Behavioral Medicine Therapy & Practicum II
   – PSH 6938 Physiological Health Psychology
   – PSH 8945A Clinical Health Professional Seminar III
   – PSH 6014 Neuroscience of Human Behavior, Cognition & Affect
   – PSH 6500 Cognitive Behavior Therapy
   – PSH 8946A Clinical Health Professional Seminar IV
   – PSH 6935 Social Psychology in Health
   – PSA 6515 Lifespan Development
   – PSH 8947A Clinical Health Professional Seminar V
   – PSA 6181 Multicultural & Diversity Issues
   – PSA 6472 Cognitive & Affective Bases of Behavior
   – PSH 8948A Clinical Health Professional Seminar VI
   – PSH 6321 Test Construction
   – PSH 8931 Dissertation _____, _____, _____, _____
   – PSH 8999A Dissertation Extension
   – PSH 8949A Clinical Health Professional Seminar VII
   – PSA 6071 Psychopharmacology
   – PSH 8950A Clinical Health Professional Seminar VIII
   – PSH 8941 Doctoral Internship I
   – PSH 8942 Doctoral Internship II

Specialty Research Lab: _____

_____ _____   _____ _____   _____ _____   _____ _____   _____ _____

Elective Courses
   – PSH 6011 Clinical Neuropsychology I
   – PSH 6012 Clinical Neuropsychology II
   – PSH 6284 Applied Statistics in Health
   – PSA 6289 Qualitative Research
   – PSH 6421 Health and Addictions

- PSC 6448 Assessment and Treatment of Older Adults
- PSC 6499L & PSC 6450L Geropsychology Lab I and II
- PSC 6459L & 6450L Research in Depression & Personality Disorders in Older Adults I and II
- PSC 6449 and PSC 6550 Geriatric Neuropsychology Practicum I and II
- PSA 6900 Special Topics in Clinical Health Psychology
- PSS 6250 Developmental Psychopathology
- PSS 6610 Beginning Work with Children, Parents, and Families
- PSS 6213 Cognitive Behavioral Psychotherapy for Youth I
- PSS 6449 Cognitive Behavioral Psychotherapy for Youth II
- PSS 6118 Psychodynamic Theory
- PSS 6119 Psychodynamic Therapy for Youth

2. Master of Arts in Psychology Approval Form
3. Predoctoral Thesis Approval Form
4. Complete 1800 hours Doctoral Internship
5. Oral Defense & Completion of Dissertation Planning
6. Final dissertation document to Registrar
7. Graduation Application Form
8. Pay graduation fee

D.15 Application for Graduation

Yeshiva University

REGISTRAR · FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

1300 Morris Park Ave, Rousso 128A │ Bronx NY 10461 │ Phone 718 430 3943 │ Fax 718 430 3960 │ E-mail resnickregistrar@yu.edu

APPLICATION FOR GRADUATION

Students completing all requirements for Ferkauf's doctoral degrees, master en route degrees, or mental health counseling MA must complete and submit this form to the Office of the Registrar in order to be considered for degree conferral. For doctoral and mental health counseling students, a fee of $150 will be applied automatically to your account upon submission of this form. The fee for master en route degrees is $50, which will be applied automatically to your account upon submission of this form. The filing deadlines are as follows: (1) for January Degree: no later than November 1st; (2) for June, August, and September degrees: no later than March 1st. Degrees are conferred ONLY when the Office of the Registrar officially confirms that all requirements have been met and there are no outstanding financial obligations to the University.

Anticipated Degree Date: ☐ January 20__   ☐ June 20 __   ☐ August 20__   ☐ September 20__

Legal Name_____   YU ID _____
LAST, FIRST, MIDDLE   STARTS WITH # 8 or 9

Degree Applying: _____   Major: _____
(for major codes see reverse side)

☐ I will not attend the graduation ceremony   ☐ I will attend the graduation ceremony in May 20__

For your cap/gown order, please provide the following information: Height: ft ____ in ____ Weight: ____

Internship End Date (if you are currently on internship and applying for a doctoral or mental health MA degree): _____

Please note students are only eligible to walk in the graduation ceremony if they have completed all requirements including oral defense, dissertation/research project revisions, and doctoral internship. Exceptions may be made for students whose only requirement left over the summer is doctoral internship. All students should receive permission to walk from the program directors.

DIPLOMA INFORMATION: (Please write exactly how you would like your name to appear on your diploma. You will be required to officially change your name with school records if the last name you enter differs from the last name that currently appears on your student record.)

Diploma Name

_____
FIRST   MIDDLE   LAST

Mailing Address _____
NUMBER & STREET, APT #   CITY   STATE   ZIP

Daytime Phone _____   Email _____

For PSYD and Ph.D. Candidates Only: Please provide the title of your Dissertation / Research Project:

_____

_____

Student Signature: _____   Date: _____

Yeshiva University

REGISTRAR • FERKAUF GRADUATE SCHOOL OF PSYCHOLOGY

1300 Morris Park Ave, Rousso 128A │ Bronx, NY 10461 │ Phone 718 430 3943 │ Fax 718 430 3960 │ E-mail resnickregistrar@yu.edu

MAJOR CODES

MHMA: Mental Health Counseling

HPMA: Clinical Health Psychology MA

CPMA: Clinical Psychology MA

SPMS: School Psychology

HPHD: Clinical Health Psychology

CPSY: Clinical Psychology

SPSY: School-Clinical Child Psychology

DEGREES

MA: Master of Arts

MA: Master of Arts

MA: Master of Arts

MS: Master of Science

PHD: Doctor of Philosophy

PSYD: Doctor of Psychology

PSYD: Doctor of Psychology

References

Ben-Porath, Y.S. (2012). Interpreting the MMPI-2-RF. Minneapolis, MN: University of Minnesota Press.

Forrest, L., Elman, N., & Gizara, S. (1997). Professional standards for identifying, remediating and terminating impaired or incompetent trainees in psychology: A review of the literature. In *meeting of the American Psychological Association, Chicago, IL. Student: Course: Externship I, II, III or IV.*

Sattler, J. M., & Ryan, J. J. (2009). Instructor's manual to accompany Assessment with the WAIS–IV. San Diego, CA: Jerome M. Sattler, Publisher.