ACADEMIC CATALOG

2024 – 2025
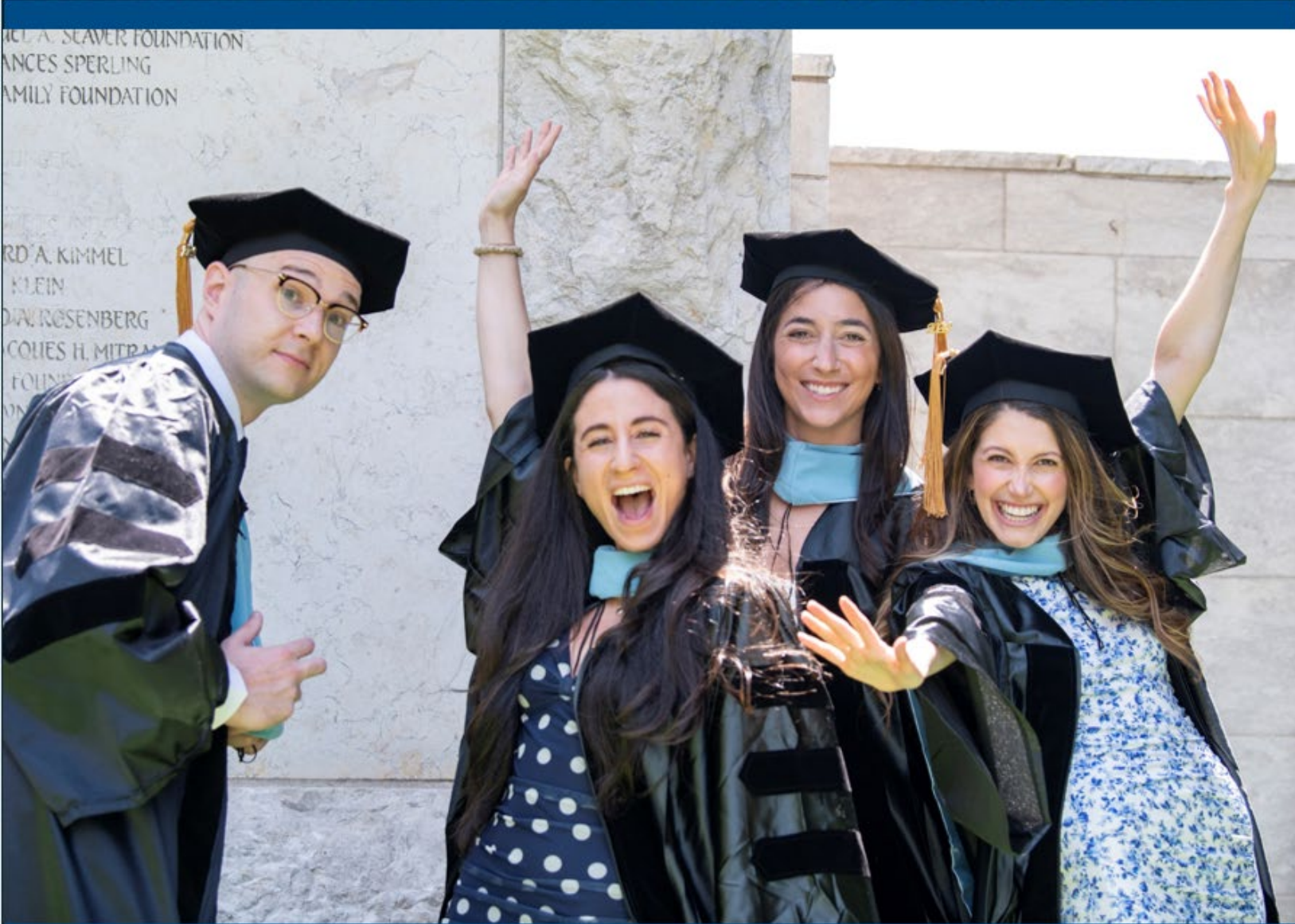
Ferkauf
Ferkauf Graduate School
of Psychology

Table of Contents

Welcome

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

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

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

Yeshiva University

Now in its second century, Yeshiva University is the oldest and most comprehensive educational institution under Jewish auspices in America. It is an independent university that ranks among the nation's leading academic research institutions and, reflecting the time-honored tradition of Torah Umadda, provides the highest quality Jewish and secular education of any Jewish university in the world. Since its inception the University has been dedicated to melding the ancient traditions of Jewish law and life with the heritage of Western civilization, and each year we celebrate as future leaders make YU their home.

In June 2017, Ari Berman was inaugurated as Yeshiva University's fifth president, succeeding Richard M. Joel, who had held the office since 2003. President Berman's three other predecessors were Norman Lamm, President from 1976-2003, Samuel Belkin, who served from 1943 to 1975, and Bernard Revel, president from 1915 to 1940.

Yeshiva University is accredited by the following agencies:

- Commission on Higher Education Middle States Association of Colleges and Schools
- New York State Board of Regents
- The Association to Advance Collegiate Schools of Business - AACSB
- American Bar Association (for YU professional programs in Law)
- American Psychological Association (for YU professional programs in Psychology)
- Association of Institutions of Higher Learning for Jewish Education (for YU professional programs in Jewish Education)
- Council on Social Work Education (for YU professional programs in Social Work)
- Liaison Committee on Medical Education of the American Medical Association - LCME (for YU professional programs in Medicine)

Ferkauf Graduate School of Psychology

Ferkauf Graduate School of Psychology, located on Yeshiva University's Jack and Pearl Resnick Campus, developed from the University's School of Education and Community Administration (1948-1957) and Graduate School of Education (1957-1965). The Graduate School was named in 1965 to honor the vision and generosity of Eugene and Estelle Ferkauf. It later became Ferkauf Graduate School of Humanities and Social Sciences (1966-1977), and Ferkauf Graduate School (1977- 1982). Development as a school of Psychology began in 1975 with the joining of the Departments of Psychology and Educational Psychology to form the University-wide Department of Psychology. The School of Professional Psychology was established at Ferkauf Graduate School in 1979 in response to changing patterns of training in psychology and increased student demand for such training.

The New York State Board of Regents approved the granting of the degree of Doctor of Psychology in Clinical Psychology and School Psychology in October 1980.

Collaborations with urban and rural schools, and health and mental health institutions are well established for all programs. Ferkauf has affiliations with the Albert Einstein College of Medicine Department of Pediatrics, and the Rose F. Kennedy Center for Research in Mental Retardation and Developmental Disabilities that provide interdisciplinary training for students.

1. Mission

The mission of Ferkauf Graduate School of Psychology is to train mental health practitioners, psychological scientists and educators in ethical, evidence-based, state of the art methods of improving psychological adjustment and wellbeing. Ferkauf's mission is guided by core values that originate in Jewish thought, which include truth-seeking in the form of empirical research, compassion as a foundation of our clinical work, and constant improvement in our methods and outcomes for the advancement of social justice and the human experience.

Our doctoral programs in Clinical Psychology, and School-Clinical Child Psychology are at the leading edge of psychological scholarship and clinical practice; and feature renowned clinicians and educators who work collaboratively with students to foster their academic excellence, professional development, and to create new knowledge. Our Clinical Psychology PhD with Health Emphasis program is based on the Scientist/Practitioner model; and features intensive research training and clinical practica at the intersection of Clinical Psychology and health.

Our master's level programs in Mental Health Counseling, Marriage and Family Therapy, and Special Education meet the highest standards of professional education, while preparing students for New York State licensure. All programs are registered by the New York State Education Department and meet its educational requirements for the respective program areas listed below. Students in the School-Clinical Child Psychology PsyD. program are also eligible for New York State certification as a School Psychologist and the bilingual extension to that certificate.

2. Program Codes

HEGIS Code	Program #	Title	Degree
2003	80360	Clinical Psychology	Doctor of Psychology
2099	80361	School-Clinical Child Psychology	Doctor of Psychology
2099	90326	Clinical Psychology with Health Emphasis	Doctor of Philosophy
2104.10	29849	Mental Health Counseling	Master of Arts
2104.10	41014	Marriage and Family Therapy	Master of Science
0808.00	40328/40327	Special Education	Master of Arts
2001.00	07396	Psychology (en passant) -	Master of Arts
2099	11055	School Psychology (en passant)	Master of Science
2001.00/2104.00	41606	Psychology Mental Health Counseling	Bachelor of Arts/Master of Arts

3. Administration, Faculty and Staff

3.1 Administration

Leslie Halpern, PhD.
Professor and Dean of Ferkauf Graduate School of Psychology

Randall Richardson-Vejlgaard, PhD.
Associate Clinical Professor and Associate Dean

William Salton, PhD.,
Clinical Professor; Director, Parnes Clinic

Isaac Schechter, PsyD.,
Clinical Associate Dean, Ferkauf/Achieve MHC

3.2 Staff

Edna Augusta, BA,
Director of Admissions

Dawn Basnight, BA,
Academic Secretary

Marilyn Gotay, BA,
Clinic Secretary

Chaski Naor, BA,
Academic Administrator

Marcus Ramirez- Santoyo, MA,
Predoctoral Intern, Parnes Clinic

Genesis Rodriguez, BA,
Program Administrator

Karen Terry, MA,
Predoctoral Intern, Parnes Clinic

Dane Wilson, MA,
Research Coordinator, Clinical Psychology PhD. with Health Emphasis

3.3 Faculty

Latoya Attis, PhD.,
Clinical Associate Professor, Marriage and Family Therapy; Master's Field Placement Coordinator

Jordan Bate, PhD.,
Associate Professor School-Clinical Child PsyD.

Vera Békés, PhD.,
Associate Professor, Clinical Psychology PsyD.

Rabbi Etan Berman PhD.,
Ferkauf/Achieve Mental Health Counseling; Program Coordinator

Sarah Bloch-Elkouby PhD.,
Assistant Professor, Clinical Psychology PsyD.

Kenneth Critchfield PhD.,
Associate Professor, Clinical Psychology PsyD.; Program Director

Katie Davis PsyD.,
Clinical Assistant Professor, School-Clinical Child PsyD.

Greta Doctoroff PhD.,
Associate Professor, School-Clinical Child PsyD.

Jonathan Feldman PhD.,
Professor, Clinical Psychology PhD with Health Emphasis; Program Director

Peter Franz PhD.,
Assistant Professor, Clinical Psychology PsyD.

Jeff Gonzalez PhD.,
Professor, Clinical Psychology PhD with Health Emphasis

Lindsdale Graham PhD.,
Clinical Assistant Professor, Mental Health Counseling; Program Co-Director

Stella Kim Hansen PhD.,
Clinical Assistant Professor, Mental Health Counseling; Program Co-Director

Karen Hazel PsyD.,
Clinical Professor, School-Clinical Child PsyD.; Director of Clinical Training

Bari Hillman, PhD.,
Clinical Assistant Professor, Clinical Psychology PhD. with Health Emphasis; Director of Clinical Training

Roee Holtzer PhD.,
Professor, Clinical Psychology PhD. with Health Emphasis

Claire Hoogendoorn PhD.,
Research Assistant Professor, Clinical Psychology PhD with Health Emphasis

Gregory Inzinna PhD.,
Assistant Director, Parnes Clinic; Coordinator Lemle NVLD Clinic

Sharon Marianetti-Leeper, PhD.,
Clinical Assistant Professor, Marriage and Family Therapy; Program Director

Lata McGinn PhD.,
Professor, Clinical Psychology PsyD.

Hannah-Rose Mitchell PhD.,
Assistant Professor, Clinical Psychology PhD with Health Emphasis

Ana Ortin-Peralta PhD.,
Assistant Professor, School-Clinical Child PsyD.

Felice Perlman M.D.,
Psychiatrist, Parnes Clinic

Leanne Quigley PhD.,
Associate Professor, Clinical Psychology PsyD.

Kailey Roberts PhD.,
Assistant Professor, Clinical Psychology PsyD.

Joan Rosenberg Ed.D.,
Clinical Professor, Special Education; Program Director

Margaret Sala PhD.,
Assistant Professor, Clinical Psychology PsyD.

Andrew Shanock PhD.,
Clinical Professor, School-Clinical Child PsyD.

Jamie Schumpf PhD.,
Clinical Associate Professor, Clinical Psychology PsyD.; Director of Clinical Training

Elizabeth Seng, PhD.,
Professor, Clinical Psychology PhD. with Health Emphasis

Esther Stavrou PhD.,
Clinical Professor, School-Clinical Child PsyD.

Charles Swencionis PhD.,
Professor, Clinical Psychology PhD. with Health Emphasis

Michael Tate PhD.,
Assistant Professor, School-Clinical Child PsyD.

Neal Turk,
Rabbi, Pastoral Counseling Certificate/RIETS Program Coordinator

Melanie Wadkins PhD.,
Associate Professor, School-Clinical Child PsyD.; Program Director

Andrea Weinberger (Skolnick) PhD.,
Professor, Clinical Psychology PhD. with Health Emphasis

Vance Zemon PhD.,

Professor, Clinical Psychology PhD. with Health Emphasis

Nicole Zhong, PhD.,
Assistant Professor, School-Clinical Child PsyD.

Richard Zweig PhD.,
Professor, Clinical Psychology PsyD.

3.4 Adjunct Faculty

David Abrams, PhD.,
School-Clinical Psychology PsyD.

Michael Adler, PhD.,
Ferkauf/Achieve MHC

Amelia Aldao Ph.D.,
Clinical Psychology PsyD.

Michael Ansonoff, PhD.,
School-Clinical Psychology PsyD.

Carl Auerbach Ph.D.,
Clinical Psychology PsyD.

Ron Aviram Ph.D.,
Clinical Psychology PsyD.

Lauren Becker Psy.D.,
Clinical Psychology PsyD.

Margo Bernstein, PsyD.,
School-Clinical Psychology PsyD.

Shlomo Bineth, PhD.,
Ferkauf/Achieve MHC

Rabbi Michael Bleicher, LCSW,
Ferkauf/Achieve MHC

Jill Brickman, PsyD.,
School-Clinical Psychology PsyD.

Bevin Campbell Psy.D.,
Clinical Psychology PsyD.

Mary Carnesale (Gallagher) Psy.D.,
Clinical Psychology PsyD.

Zhaoyi Chen Psy.D.,
Clinical Psychology PsyD.

Raquel Crespo, MA, LMHC,
Mental Health Counseling

Mariah DeSerisy, PhD.
School-Clinical Psychology PsyD.

Rachel Diamond Ph.D.,
Clinical Psychology PsyD.

Jonathan Feiner, PhD.,
Ferkauf/Achieve MHC

Irit Felson, PhD.,
Mental Health Counseling

Alana Flynn, PsyD.,
School-Clinical Psychology PsyD.

Ana Alves Francisco, PhD.,
Clinical Psychology PhD with Health
Emphasis

Jamie Gardella Ph.D.,
Clinical Psychology PsyD.

Tara Gensler, PhD.,
Student Teacher Coordinator and
Certification Officer, Special Education

Stephen Glicksman, PhD.,
Mental Health Counseling

Yelena Goldin, PhD.,
Clinical Psychology PhD with Health
Emphasis

Rebecca Greif, PsyD.,
Clinical Psychology PsyD.

Scott Greisberg, PhD.,
School-Clinical Psychology PsyD.

Joshua Halle, PhD.,
Ferkauf/Achieve MHC

Sophia Hoffman, PhD.,
School-Clinical Psychology PsyD.

Gabriel Hoffnung, PhD.,
Ferkauf/Achieve MHC

Robert Johnson Psy.D.,
Clinical Psychology PsyD.

Shira Kafker Psy.D.,
Clinical Psychology PsyD.

Stephanie Lemor Psy.D.,
Clinical Psychology PsyD.

Jill Liebowitz, PhD.,
School-Clinical Psychology PsyD.

David Livert Ph.D.,
Clinical Psychology PsyD.

James Mandala Ph.D.,
Clinical Psychology PsyD.

Audrey Miller Ph.D.,
Clinical Psychology PsyD.

Alyssa Neary, PsyD.,
School-Clinical Psychology PsyD.

Menucha Norowitz, LMHC,
Ferkauf/Achieve MHC

Kathy Pruzan, PsyD.,
School-Clinical Psychology PsyD.

Miranda Rosenburg Psy.D.,
Clinical Psychology PsyD.

Scott Sasso Ph.D.,
Clinical Psychology PsyD.

Bena Schwartz, PhD.,
Ferkauf/Achieve MHC

Erica Silberstein Psy.D.,
Clinical Psychology PsyD.

Stacey Slater, PhD.,
School-Clinical Psychology PsyD.

Eliza Stucker-Rozovsky Psy.D.,
Clinical Psychology PsyD.

Kate Termini Psy.D.,
Clinical Psychology PsyD.

Sarah Van Hoose, PhD.,
School-Clinical Psychology PsyD.

Rachel Waldman Psy.D.,
Clinical Psychology PsyD.

Leslie Warfield, PsyD.,
Clinical Psychology PsyD.

Joshua Weisberg, MSW,
Program Director Ferkauf/Achieve MHC

Erica Weiss, PhD.,
Clinical Psychology PsyD.

4. Admissions

At Ferkauf Graduate School of Psychology, our nationally respected education programs, dedicated faculty and international study body (representing 64 countries) have earned us an outstanding reputation.

4.1 Admissions Requirements

Ferkauf accepts applications from students of various academic backgrounds; however, undergraduate (bachelor's) degrees must reflect a balanced curriculum including liberal arts and science components.

4.2 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 (GPA 3.0). Ferkauf faculty and the Associate Dean must also approve course equivalence before transfer.

4.3 Standardized Testing for Admission

- Requirements for the General Graduate Record Examination (GRE-General) vary by program. Please see the table below for program specific testing requirements. Visit the Electronic Testing Services (ETS) website for testing locations and dates in your area, www.ets.org. The Institution Code for the General and Subject GREs is 2995.

- The GRE Psychology Subject Test is recommended for applicants who will be earning or have earned a bachelor's and/or master's degree in psychology but is not a requirement. Applicants will not be penalized if they choose not to take this exam.

- If you are an international student and English is not your primary language, we recommend that you take the Test of English as a Foreign Language (TOEFL). The Institution Code for the TOEFL is 2883.

Program	GRE General	GRE Subject	TOEFL
Clinical Psychology PsyD	Required	Recommended	Required
Child Clinical/School Psychology PsyD	Recommended	Recommended	Required
Clinical Psychology (Health Emphasis) PhD	Recommended	Recommended	Required
Mental Health Counseling MA	Not required	Not required	Required
Marriage and Family Therapy MS	Not required	Not required	Required
Special Education MA	Not required	Not required	Required
Institution Code	2995	2995	2883

It is the responsibility of all applicants to have applications and supporting materials, including the GRE and TOEFL scores, submitted by the deadlines listed below.

4.4 Prerequisite Course Requirements (for non-psychology majors or minors)

Applicants are expected to have had at least 15 undergraduate credits in psychology, including courses in general/introductory, statistics, experimental, abnormal, and physiological psychology. Courses in related

fields such as mathematics, natural sciences, and social sciences are also highly recommended.

If you are not a psychology major, you must take 5 prerequisites in an accredited institution before the fall semester begins. We will need to see official transcripts showing that these courses were taken. Courses can be taken at any accredited institution (state, city, or private college). Exclusively online institution credits are not accepted.

For applicants to the Clinical Psychology with Health Emphasis, PhD program and Combined School Clinical Child, PsyD program, please see prerequisite list below:

- Introduction to Psychology/ Fundamentals of Psychology
- Statistics
- Abnormal Psychology
- Experimental Psychology (Clinical Psychology with Health Emphasis, PhD applicants) or Developmental Psychology (Combined School-Clinical Child, PsyD applicants)
- Theories of Personality or Physiological Psychology

For applicants to the Clinical Psychology, PsyD program, please see prerequisite list below:

- Introduction to Psychology/Fundamentals of Psychology
- Statistics for Psychology Students
- Abnormal Psychology/Psychopathology
- Research Methods or an advanced research course.
- Theories of Personality or Social Psychology or Developmental Psychology
- Physiological/Experimental Psychology (Brain and Behavior, Cognition and Learning, Cognitive Science, Sensation, Perception and Motivation, Cognitive Psychology, Human Memory

4.5 Application Deadlines for Ferkauf Programs

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

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

*Early application deadline for financial aid consideration.

4.6 Applying to Ferkauf Programs

Applications for Fall admission are available through PSYCAS.

Once an application is submitted to the program of choice, faculty of the corresponding program review applications and contact selected applicants for interviews. Applicants selected to be interviewed are invited to attend one interview day on the Ferkauf campus. After interviews are concluded, the program will make decisions on the applicants they have reviewed. Doctoral applicants offered acceptance are required to respond with an answer to the offer on or before April 15th. Applicants are asked to submit a $500.00 tuition deposit in order to officially secure their place in program for the upcoming Fall semester.

There is no opportunity to defer an offer of admission for a later time. If applicants forgo their initial admissions offer, they must re-apply to the program when they are ready to attend.

5. Student Life

Please visit https://www.yu.edu/student-life/resources-and-services/Standards-Policies and review the following University policies on student conduct and student rights:

- Alcohol Policy for Graduate Student Events
- Athlete Protection Policy
- Anti-Bullying and Hazing Policy for Students
- Credit Card Marketing Policy
- Drug and Alcohol Policy
- Medical Form
- Requirements for Working with Minors
- Romantic Relationships Policy
- Sexual Assault Student Bill of Rights
- Title IX (Non-Discrimination and Anti-Harassment Policy)

Additional student consumer information can be found at: https://www.yu.edu/oir/student- consumer-information.

5.1 Non-Discrimination and Anti-Harassment Policy & Complaint Procedures

(Title IX Sexual Harassment, Sexual Abuse/Assault, Stalking, Dating Violence, Domestic Violence, and Other Sexual Misconduct)

Yeshiva University is committed to maintaining an academic, work and living environment in which all individuals are treated with respect and dignity. Everyone at the University has the right to work and learn in an environment that promotes equal opportunities for all. Thus, this Policy prohibits discriminatory practices, harassment, and sexual misconduct of any kind. Where discrimination, harassment or sexual misconduct has occurred, the University will act promptly to stop it, prevent its recurrence, and discipline and/or take other appropriate action against those responsible.

5.1.1.1   Equal Employment Opportunity

It is the policy of the University to ensure equal employment opportunity without discrimination or harassment on the basis of race, religion, color, creed, age, national origin or ancestry, sex, marital status, physical or mental disability, veteran or disabled veteran status, genetic predisposition/carrier status, sexual orientation, gender identity and expression, citizenship status, sexual and other reproductive health decisions or decision-making, or any other characteristic protected by any applicable law, ordinance or regulation. The University prohibits and will not tolerate any such discrimination or harassment. This Policy is one component of the University's commitment to a discrimination-free work environment.

5.1.1.2   To Whom Applicable

This Policy applies to all University faculty, administration (whether supervisors, administrators, senior or otherwise, and managers), athletic personnel, and other staff, whether full-time or part-time (hereinafter collectively, "University employees"), non-employees working at the University (such as employees of contracted service providers, volunteers, and interns), applicants for employment, students and visitors, and covers their treatment of each other as well as others with whom they come into contact at the University and/or at University-sponsored and affiliated activities and events.

The University's disciplinary authority may not extend to third parties who are not students or employees of the University; however, a complaint that such a person engaged in a violation of this Policy will be investigated in accordance with this Policy as will a complaint of Other Sexual Misconduct made to the University by a third party if such complaint is connected to the University's educational programs or activities. At the time of filing a complaint of Title IX Sexual Harassment, a complainant must be participating in, or attempting to participate in, the University's education programs or activities.

The sexual harassment by any employee of the University of any non-employee working at the University is prohibited by this Policy.

With regard to discrimination, harassment, sexual abuse/assault, stalking, dating violence and domestic violence, as herein defined, this Policy supersedes all other procedures and policies set forth in other University documents.

5.1.1.3   Where Applicable

This Policy is intended to protect all aforementioned people and applies to conduct that occurs on University premises and/or at University-sponsored and affiliated activities and events, whether on University premises or at other locations, including, but not limited to, overnight trips, sporting events and practices, study abroad programs, service learning programs, internships and external business meetings, and to all forms/uses of technology by all individuals covered by this Policy.

The prohibition against Title IX Sexual Harassment (see Section II) applies to conduct that occurs in the United States in the University's education programs and activities. Education programs and activities include locations, events, or circumstances where the University exercised substantial control over both the person accused of misconduct and the context in which the harassment occurred, and also includes any building owned or controlled by a student organization that is officially recognized by the University.

Conduct that occurs outside of the University's education programs and activities or that occurs outside of the United States or at locations, events, or under circumstances where the University does not exercise substantial control over both the person accused of misconduct and the context in which the harassment occurred, although not covered by the Title IX Sexual Harassment policy, may be covered by the University's Other Sexual Misconduct policy (see Section II) if the University determines that the behavior, or the continued presence of the accused perpetrator, impairs, obstructs, substantially interferes with or adversely affects the mission, processes or functions of the University. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises or not during work hours.

Discrimination, harassment, or sexual misconduct in any form (including sexual harassment, sexual abuse/assault, stalking, domestic violence and dating violence) is a violation of this Policy and will be

dealt with seriously, promptly and thoroughly. If any of the principles and procedures in this Policy are inconsistent with those contained in another University policy, the principles and procedures in this Policy will control.

5.1.1.4   Complaint Procedure

The full policy and complaint procedures are available online at:
https://www.yu.edu/sites/default/files/inline- files/Non-Discrimination%20and%20Anti-Harassment%20Policy%20-%20August%202022_0.pdf

Students and employee-victims have the right (i) to make a report to the University's Security Department, local law enforcement and/or State Police or choose not to report; (ii) to report the incident to the University; (iii) to be protected by the University from retaliation for reporting an incident (or testifying or assisting in a proceeding); and (iv) to receive assistance and resources from the University.

5.1.1.5   Title IX Coordinator – Graduate Schools

Dr. Chaim Nissel, Vice Provost of Student Affairs Yeshiva University – Wilf Campus

500 West 185th Street New York,
NY 10033 (646) 592-4201
drnissel@yu.edu

5.1.1.6   Deputy Title IX Coordinator (specializing in sexual assault and sexual harassment)

Ann Todd, Esq.

(646) 592-4624
ann.todd@yu.edu

5.1.1.7   Deputy Title IX Coordinator – Human Resources

Ms. Renee Coker, Senior Director, Talent Management

Yeshiva University – Human Resources - Wilf Campus,
BH 806 2495 Amsterdam Avenue,
New York, New York 10033

(646) 592-4336
renee.coker@yu.edu

5.2 Privacy Rights

5.2.1 Federal Family Educational Rights and Privacy Act (FERPA)

Yeshiva University strictly follows the privacy regulations outlined in the Federal Family Educational Rights and Privacy Act of 1974 which regulates a wide range of privacy related activity including:

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

The act also generally:

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

The complete University policy on FERPA can be found here: https://www.yu.edu/ferpa.

5.2.2 Directory Information

FERPA permits the University to disclose directory information to anyone without the student's consent unless the student, within ten days of registration each semester, informs the Office of the Registrar in writing on the Request to Prevent Disclosure of Directory Information Form that any or all such information about the student is not to be made public without written permission. A new form for non-disclosure must be completed each year. You may also make this indication online through MyYU.

The following types of information are considered "Directory Information" by Yeshiva University:

- Student's name
- YU email address
- Photograph
- City and state of home residence
- Academic major(s) and minor(s)
- Dates of attendance at Yeshiva University
- School, department, division, or institute attended.
- Most recent educational institution attended.
- Degrees, honors and awards received and their dates (including Dean's list)
- Titles of master's and doctoral dissertations
- Participation in officially recognized activities (including positions held)
- High school and class year (for those participating in any officially recognized intercollegiate athletic team only)
- High school, class year, height, and weight classification (for those on intercollegiate basketball or volleyball teams only)

5.2.3 Health Insurance Portability and Accountability Act (HIPAA)

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

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

- Names
- All geographic subdivisions smaller than a state
- All elements of dates (except year) for dates directly related to an individual including birth date, admission date, discharge date, date of death.
- Telephone numbers
- Fax numbers
- Electronic mail addresses
- Social security numbers
- Medical record numbers
- Health plan beneficiary numbers
- Account numbers
- Certificate/license numbers
- Vehicle identifiers and serial numbers, including license plate numbers.
- Device identifiers and serial numbers
- Web Universal Resource Locators (URLs)
- Internet Protocol (IP) address numbers
- Biometric identifiers, including finger and voice prints.
- Full face photographic images and any comparable images; and
- Any other unique identifying number, characteristic, code, or combination that allows identification of an individual.

5.3 Students unable because of religious beliefs to register or attend classes on certain days.

1. No person shall be expelled from or be refused admission as a student to an institution of higher education for the reason that he or she is unable, because of his or her religious beliefs, to register or attend classes or to participate in any examination, study or work requirements on a particular day or days.

2. Any student in an institution of higher education who is unable, because of his or her religious beliefs, to attend classes on a particular day or days shall, because of such absence on the particular day or days, be excused from any examination or any study or

work requirements.

3. It shall be the responsibility of the faculty and of the administrative officials of each institution of higher education to make available to each student who is absent from school, because of his or her religious beliefs, an equivalent opportunity to register for classes or make up any examination, study or work requirements which he or she may have missed because of such absence on any particular day or days. No fees of any kind shall be charged by the institution for making available to the said student such equivalent opportunity.

4. If registration, classes, examinations, study or work requirements are held on Friday after four o'clock post meridian or on Saturday, similar or makeup classes, examinations, study or work requirements or opportunity to register shall be made available on other days, where it is possible and practicable to do so. No special fees shall be charged to the student for these classes, examinations, study or work requirements or registration held on other days. (Excerpted from Consolidated Laws of New York CHAPTER 16 Education §224-A Students unable because of religious beliefs to register or attend classes on certain days Education (EDN) CHAPTER 16, TITLE 1, ARTICLE 5, PART 1)

5.4 Accommodations for Students with Disabilities

The Yeshiva University Office of the Disability Services assists students with documented disabilities or medical conditions in obtaining reasonable accommodations. Information on disability services can be found at https://www.yu.edu/student-life/resources-and-services/disability-services

A student who wishes to request accommodations for a disability that affects their academic performance should contact the Office of Disability Services at

215 Lexington Avenue Suite 505
New York, NY 10016
Tel: (646) 592-4132
Fax: (917) 326-4811
rkohn1@yu.edu

5.5 Health Insurance for Students

Yeshiva University requires that all students enrolled for 6 credits or more have health insurance. If you are a US Citizen, you may be enrolled in a family or employer plan. If your plan has a network of providers in New York City, you can apply for a waiver. **You will get an email sent to your student email account with instructions on how to access the waiver/enrollment form.**

For domestic students who are not currently insured through family or employer plans and for international students, Yeshiva University has partnered with Gallagher Student Health to provide health insurance through Aetna that meets ACA and Visa Requirements. Note all plans must be Affordable Care Act (ACA) compliant.

Please note, all students will be automatically enrolled in the student health insurance plan, and premium charges will be billed automatically to their Yeshiva University account. Instructions for submitting a waiver as well as detailed coverage information will be located on the Yeshiva University Gallagher Student Health website: https://www.gallagherstudent.com/yeshiva.

5.6 Student Organizations

5.6.1 Student Representatives

Two representatives from each cohort of each program are elected by fellow students each year to meet with the Program Director and Director of Clinical Training on a regular basis to review and discuss student issues and concerns to enhance student feedback to the program faculty. 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.

Within the program, feedback from students concerning courses, faculty instruction, professional issues and advisement are solicited and welcomed. Such feedback may be presented at the meetings mentioned above, or by other students to any faculty member, faculty advisor, or the Program Director. Program changes have resulted from direct student feedback which is a respected and important component for the continued success and development of the programs.

5.6.2 Organization of Psychology Students (OPS)

The Organization of Psychology Students (OPS) is the student organization at Ferkauf Graduate School. Each Ferkauf student is a member of the organization, and "dues" are collected automatically each semester with tuition. These dues, called "student activity fees," constitute the budget of OPS. The bylaws for OPS can be found at https://www.yu.edu/sites/default/files/inline-files/ferkauf_ops_bylaws.pdf.

OPS is led by an executive committee that currently consists of 8 students. Executive committee members are chosen through an election, held each Spring, open to all students. At least one representative from each program serves on the Board. Officers are president, secretary, and treasurer; remaining executive committee members chair various committees. Committees are established annually based on the varying needs and goals of Ferkauf students in that year. The executive committee meets regularly to establish and implement a student agenda, coordinate programming, oversee the execution of specific projects handled by individual committees, and respond to special requests or problems raised by students. The structure of OPS encourages maximum participation by all students. https://www.yu.edu/ferkauf/student-resources

5.6.3 Ferkauf's Association for Neuropsychology Students in Training (ANST) Interest Group

Yeshiva University's Ferkauf Graduate School of Psychology is one of many Associations of Neuropsychology Students in Training (ANST) interest groups around the country. ANST is the student section of the American Psychological Association's Division 40 (Society for Clinical Neuropsychology) and is growing at a rapid rate.

This interest group aims to supplement the training offered by the neuropsychology minor offered at Ferkauf, and the clinical experiences from externships. This will be accomplished by discussions related to the

clinical and research aspects of neuropsychology, journal clubs, social meetings of the interest group members, and the dissemination of relevant information to the field and our training. The chapter will also strive to network regionally and nationally with other ANST Interest Groups. This group is open to all doctoral students at Ferkauf from the Clinical Psychology PhD with Health Emphasis, the Clinical Psychology PsyD, and the School-Clinical Child Psychology PsyD. programs.

5.6.4   Affinity Groups

Ferkauf Graduate School of Psychology supports the creation of ad hoc student affinity groups, which provide students with shared identities an opportunity to gather, talk in a safe space about issues surrounding that identity, and transfer that discussion into action that makes for a more equitable environment at the Graduate School. For more information about affinity groups in general, please refer to this article: Making Space https://www.learningforjustice.org/magazine/summer-2015/making-space.

Currently active groups are listed below. We have had an International Student affinity group in the past. Faculty representatives available to support any additional groups that wish to form. To that end, we have included google forms below for the proposed new groups (as well as for the current groups). The form asks for your name, email address, and your availability for meeting. Please note that the form also asks if you would be interested in facilitating or coordinating the new groups as these have been largely student-led initiatives at the preference of students. Groups can be led by one student or by a group of students. Faculty and administration are here to support the process and be touch points.

5.6.4.1   Jewish Affinity Group

https://docs.google.com/forms/d/e/1FAIpQLSd1T4-s1OZJE5zKEtQGzYa8vqZvmTejB0TOm--DKOniELwljA/viewform?usp=sf_link

5.6.4.2   Arab, Middle Eastern, and North African (AMENA) Affinity Group

https://docs.google.com/forms/d/e/1FAIpQLSc2Q8rQVyuGxoz6Ks5osnFfC54Q-N6p7vCSQ66UVRMuAiBXRA/viewform?usp=sf_link

5.6.4.3   Black, Indigenous, Person of Color (BIPOC) Affinity Group

https://docs.google.com/forms/d/e/1FAIpQLSdWerjJVgabxQqQZ1v1L6K1gQA0_2pwi3BGWQvzpbcGoGOAcw/viewform?usp=sf_link

5.6.4.4   Lesbian, Gay, Bisexual, Transgender, Queer, Interested, and Allies (LGBTQIA+) Affinity Group

https://docs.google.com/forms/d/e/1FAIpQLSddLevGpnrMaISXevUmSAXXqM-fikRSUEFcF626HdwTqz64Ew/viewform?usp=sf_link

*Note if you have already signed up, you do not need to sign up again as you are already on the list.

5.7 Campus and Associated Services

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

There are special advantages to our students in psychology due to the presence of these teaching medical facilities. These advantages include the availability of training facilities where students may have access to externships and internships. These resources also function as practicum facilities that are used in connection with academic coursework. Basic and applied research play an important role in all these facilities and participation in ongoing research projects is available. The availability of research study samples within the AECOM system facilitates data collection for advanced students engaged in research.

5.7.1 Physical Facilities

Ferkauf Graduate School is located in the Rousso and Van Etten Buildings of Yeshiva University on the Jack and Pearl Resnick Campus. 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 two student lounge areas (one including a kitchen). Each core faculty member has an office, and many have lab spaces in this building.

5.7.2 Max & Celia Parnes Family Psychological & Psychoeducational Services Clinic

The Max and Celia Parnes Family Psychological & Psychoeducational Services Clinic is the training setting within which graduate students in Clinical Psychology, Clinical Health, School- Clinical Child Psychology, Mental Health Counseling and Marriage and Family Therapy programs obtain the in-house, supervised practicum experience that is required for their degrees. The clinic is located in the Van Etten building on the Resnick Campus. The Parnes clinic provides a wide range of assessment, evaluation, and therapeutic services for children, adolescents, and adults in the community, as well as consultation services to the local schools. In this setting, students at every level of their programs see clients under the supervision of licensed psychologists. Client contact is, in all cases, in conjunction with didactic courses teaching a variety of theoretical and practical issues intrinsic to clinical practice.

The clinic is an integral part of the teaching and training programs at Ferkauf Graduate School. It provides individual adult psychotherapy, child/adolescent therapy, family therapy, and evaluation, services to community residents. The clinic offers both CBT and dynamic training.

Psychoeducational evaluations for school-aged children and young adults are available, as well as psychological testing for adults. A behavioral medicine practicum services individual with chronic medical conditions or psychophysiological disorders and those undergoing medical procedures.

There is significant collaboration between the Clinical Psychology PhD with Health Emphasis program and various medical departments at Albert Einstein College of Medicine.

More information about the Parnes Clinic is available here: http://yu.edu/ferkauf/parnes-clinic/.

5.7.2.1 Behavioral Medicine Service

The Behavioral Medicine Service at the Parnes Clinic is led by Dr. Jonathan Feldman. Students in the Clinical Psychology PhD with Health Emphasis program begin seeing patients in the Behavioral Medicine Service in 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. 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.

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. 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 Clinical Psychology PhD with Health Emphasis program 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.

5.7.3 The Laura Lemle Clinic for Non-Verbal Learning Disorders

The Laura Lemle Clinic at Ferkauf Graduate School of Psychology for individuals with Non-Verbal Learning Disorders (NVLD) is the first of its kind on the East Coast specializing in providing services to individuals with NVLD. The Clinic offers a variety of assessment and treatment options for individuals and their families, for whom quality care options are limited. Assessment and treatment are enhanced by training our graduate student clinicians in an NVLD focused course, in which they are taught and supervised by experts in the field. Our main goal is to make the clinic a center for promoting awareness about NVLD and bringing compassionate and innovative care to those in need. The Clinic offers services in person and remotely for New York State residents.

5.7.4 Pollack Library

Occupying four levels in the Mendel Gottesman Library Building (levels 2 through 3A) on Wilf Campus, the Pollack Library offers a wide range of collections and services in support of University academic programs, both undergraduate and graduate. With its collection of over 317,000 physical volumes, and access to more than 50,000 electronic-journals, several hundred databases, and 428,000 electronic book titles shared with other libraries at the Wilf and Beren Campuses, the Pollack Library provides students and faculty members with a vast array of information sources including computing, wireless access, scanning, copying and printing services, along with software tools such as Electronic Reserves and citation programs, supporting research and learning activities. Electronic library resources may be accessed online via https://library.yu.edu/home.

Mendel Gottesman Library Building (levels 2 through 3A)
Yeshiva University Wilf Campus
2520 Amsterdam Avenue - entrance on 185th Street
New York, NY 10033
Phone: 646-592-4045

5.7.5   Dr. Samuel Gottesman Library

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

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

The Reference staff provides individual and group instruction on the use of print and electronic resources, database searching, and consultations to aid patrons in managing their information needs. A schedule of classes is listed on the library's web site. Librarians participate in the orientation for incoming students and work with individuals by appointment. The Reference department may be contacted in person, by phone, or by email.

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

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

LIBRARY HOURS (Changes in hours for holidays will be posted on the D. Samuel Gottesman Library web site. For info call (718) 430-3108

Monday–Thursday	8:30am-midnight
Friday	8:30pm-5pm
Saturday	10:30am-2am (study only hours)
Sunday	10:30am-10:30pm

5.7.6   Lillian Zach Testing Library

Ferkauf has its own testing library, located within Van Etten 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.

5.7.7 Recreation and Dining Facilities

The Einstein dining hall, on the ground floor of the Block Building on Resnick Campus, is open on days when Einstein classes are held from 11:30am – 1:30pm.

The Anne and Isidore Falk Recreation Center on the campus of Einstein College of Medicine houses a swimming pool, gymnasium, racquetball and squash courts, exercise equipment and weight training rooms, saunas and steam baths, and a suspended jogging track. Tennis, volleyball, softball, and touch football areas are on campus or nearby. For more information on Falk Recreation Center membership see here: https://einsteinmed.edu/education/student-affairs/student-wellness-wellmed/physical-fitness/.

Student lounges are available in the Rousso building as well as other buildings on campus.

5.7.8 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. See: https://www.einstein.yu.edu/administration/auxiliary-services/falk-center/

5.7.9 Parking Access

Parking is available at the Rousso Parking lot on Morris Park Ave, directly across from Rousso Building. The availability of parking space is limited, as such students must apply for parking via the YU Security Office website: https://www.yu.edu/safety-security/parking. The Security Office is located at 521 West 185th Street. To use the parking facility a vehicle must be registered with the Security office and parking fees paid. Permit fees for graduate students are determined from September 1 to December 31 for the Fall Semester and January 1 to May 31 for the Spring Semester. The parking rates listed below include applicable New York State taxes. Yeshiva University remits the applicable taxes to New York State.

- 2024-2025 Student Monthly Parking Fee: $45.00

5.7.10 Identification Cards

All students are required to have their YU Student ID on hand while on campus. ID cards are needed to access buildings on campus, and to use printers. Incoming students will have their ID card pictures taken on Fall Orientation Day and card will be produced by the Yeshiva University Wilf Campus Office.

If you lose your ID card, please stop by the Admissions Office for further details. Students will be charged a fee for a replacement card.

5.7.11 Clerical and Technical Support

The Office of the Dean is staffed by the Dean, Dr. Leslie Halpern, the Associate Dean, Dr. Randall Richardson, and the Program Administrator, Genesis Rodriguez. The Psychology Office is staffed with two full-time administrative assistants. The Office of Admissions is staffed with a director, Edna Augusta,

and student TAs who support the admissions process. The staff of the Parnes Clinic includes the director, Dr. William Salton, the Assistant Director Greg Inzinna, a full-time administrative assistant Marilyn Gotay, a full-time postdoctoral fellow, and 15 student TAs from all of the Ferkauf doctoral programs, who work part-time in the Parnes Clinic.

5.7.12 Office of International Student Services

Students who reside abroad must contact the Office of International Student Services, which can help with the transition to the United States. OISS provides support for visa applications, guidance on US law, obtaining a driver's license, banking, and housing in the US.

The Office of International Student Services (OISS) is located in Room 413 of Furst Hall on Wilf Campus, 500 W185th St, New York NY 10033 Phone: (646) 592-4203 Email: oiss@yu.edu

For more information visit https://www.yu.edu/international-students

5.7.13 YU Writing Centers

Students needing assistance with improving their writing skills are welcome to use the YU Writing Centers, which are located on the Wilf and Beren campuses. The Writing Centers connect students with English Department faculty and teaching assistants who provide feedback and training to students to improve their writing techniques.

Wilf Campus Writing Center	Beren Campus Writing Center
Sunday - Thursday during the academic year. 500 West 185th Street, Furst Hall, Room 202 wilfwritingcenter@yu.edu 212.960.5290	Sunday - Friday during the academic year 215 Lexington Avenue, Room 714 New York, NY 10016 berenwritingcenter@yu.edu 646.592.4860

5.7.14 Legal Services

The Office of Legal Affairs assists students in processing all affiliation agreements for externship and internship placement sites. In addition, Cardozo Law School features several legal clinics where law students provide legal advice on topics including civil litigation, divorce mediation, civil rights and entrepreneurship among others. For more information on Cardozo legal clinics see here: https://cardozo.yu.edu/academics-and-clinics/clinics-and-practical-experience/clinics

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.

5.7.15 Counseling Services

Counseling services are available for all graduate students and are arranged by the Parnes Clinic

Director, Dr. William Salton. Dr. Salton arranges for low-fee counseling for students with local licensed clinicians who the students would not interact with in an educational capacity (e.g., as a clinical supervisor).

5.7.16 Office of Student Finance

The Office of Student Finance is located at, Furst Hall, 500 West 185th Street Room 121, New York, NY 10033. The hours of operation are Monday – Thursday 9:00am – 5:30pm and Friday 9:00am – 2:30pm. The Financial Aid Office number is (646) 592-6250 and Student Accounts (646) 592-6260.

The staff is available to assist students with applying for financial aid, understanding aid options, answering billing or refund questions, and a variety of other financial issues.

Domestic students who are interested in applying for Financial Aid must submit a FAFSA application by April 1st.

International Students interested in applying for financial aid must submit their international application by April 1st.

For general information, please visit the Student Finance website at https://www.yu.edu/osf

For Payment Options: https://www.yu.edu/osf/graduate-schools/grad-payment

5.7.16.1 Graduate Teaching and Research Assistantships

5.7.16.1.1 Teaching Assistantships

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

Teaching Assistants are expected to help the class instructor with library research, reading papers, preparation of instructional materials, and a myriad of administrative, clinical, and research tasks. The tasks vary with the project. TA positions in the Program Director's office involve coordinating all activities of the program. TA positions in the Parnes Clinic involve coordinating the provision of clinical services to clients by student-therapists from all clinical programs within Ferkauf. TA positions in the Admissions Office include coordinating all activities related to the admissions office. Opportunities also exist for students to participate in the research of advanced students, which provides valuable opportunities for data sharing and small group interaction.

Students interested in a TA position should speak to the faculty member with whom they would like to work, or they may contact the Program Director to indicate a general interest in serving as a TA and the nature of tasks they may be able to perform. TA selections are usually made in the spring semester and go into effect during the following academic year.

5.7.16.1.2 Program Assistantships

Program Assistants are students who applied for a position and were 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.

- ☐

5.7.16.1.3 Stern Teaching Fellowship

The Stern Teaching Fellows program provides Ferkauf students with a strong background in research methods to serve as a teaching assistant for an undergraduate Experimental Psychology Course Lab at Stern College for Women, Yeshiva University. The Experimental Psychology course consists of a lecture component taught by a Stern College faculty member that meets twice a week and a lab component, taught by a Ferkauf Graduate student, that meets once a week for 110 minutes. Undergraduate students take the lecture and lab together in the same semester. Each semester there are typically three or four sections of the lab with a maximum of 12 students per lab.

Each Stern Fellow is responsible for one lab section with up to 12 students. The lab activities for all sections are the same and are coordinated by the instructor of the course. The Fellow is not required to attend lectures but should be familiar with the material that is being covered. The experiments that are conducted in the lab are designed by the instructor who also provides technical information to the students. Each lab unit has to complete a weekly written assignment or lab report that is due the week after the unit is completed.

The Stern Fellow is responsible for running the lab, and grading and returning the assignments in a timely manner with appropriate feedback. In addition, the Fellow is responsible for giving presentations on topics relevant to the lab. PowerPoint presentations from previous years are available that can be used or modified.

5.7.17 Working at Yeshiva University

There are many employment opportunities for graduate students at Yeshiva University. Onboarding for student employees, including research assistants paid by faculty grants, is handled via studentrecruitment@yu.edu.

To apply for a job at YU:

1) Contact the department for which you would like to work or visit the YU employment page to find opportunities: https://yu-csm.symplicity.com/students/ (search "YU Student Employee" in Keywords or Position Type)

2) Each position on YUCL lists the contact information for the hiring manager. Contact the hiring manager and if that person wants to hire you, an offer email will be sent to you asking you to

officially apply to the position on the HR applicant tracking system called Page Up.

3) After you apply in Page Up using the link sent by the department, email Student Recruitment that you have done so. Student Recruitment will email you the necessary hire forms within 5 business days.

4) The onboarding email sent to you by Student Recruitment lists all of the steps you need to complete in order to be cleared to begin working. ***You may not begin working without clearance from Student Recruitment.***

5) Once you are cleared by Student Recruitment, Payroll Services will contact you on how to record your hours and get paid.

6) During the semesters, Graduate students can work a total of 19 hours per week and undergrad students can work a total of 15 hours per week. During school breaks they can work full-time.

7) In the summer, if the student is not taking classes, they can work full-time. However, if the student is taking classes, then their respective hour limits must be maintained.

8) International Students: Before you apply to a position, please contact the Office of International Services:

Office of International Services (OISS)

646.592.4203 phone (Wilf Campus)

http://yu.edu/student-life/resources/international/resources/

Questions? Email- StudentRecruitment@yu.edu

5.7.18 Information Technology Services

5.7.18.1 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.

5.7.18.2 Computing Facilities

The Jack and Pearl Resnick Campus has several computer rooms for student and faculty use. The Ferkauf Computer Lab includes desktops computers, which are equipped with Internet Explorer and Microsoft Office applications, such as Word, Excel, and PowerPoint. In addition, the newer and more powerful desktops include the statistical program SPSS as well as test scoring software for select psychological assessments. Students also have access to multiple on-line databases including PsycINFO, MEDLINE, and ERIC as well as over 1,000 full-text online journals. The computers are connected to a printer at YU using the Papercut system, which allows dedicated printing access at any printer on YU campuses by using your YU ID to access the printer. Printing services are offered at no charge to students.

See Instructional Technology Resources | Yeshiva University (yu.edu) for more information.

5.7.18.3 YU Email Address

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

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

1. Visit www.gmail.com . Your username is the entire email address,

2. Visit a YU Gmail portal. Your username will be your **First. Last name**.

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

https://www.yu.edu/ITS/Academic-Computing/student-computing/yu-gmail/tips/

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

5.7.18.4 Inside Track

Inside Track is Yeshiva's self-service student system. Students can use it to search offered classes, register, find textbook information, check unofficial transcripts, print enrollment verifications, order transcripts. The web address for Insidetrack is: https://insidetrack.oci.yu.edu/.

To log in to Inside Track, students should visit https://www.yu.edu/registrar/registration. Students who are logging in for the first time will need to click on "Faculty, Students and Staff" and then "Reset my Pin". They will be prompted to enter their username, which is their Banner ID (starting with 800 or 999), and their email address. A temporary pin will be sent to the email address, and students will then be able to log back in and change their pin.

5.7.18.5 Canvas

Canvas is Yeshiva University's web-based Learning Management System. It is used by YU instructors to supplement classroom learning and field work. Canvas can be used to post course files and syllabi, to host discussion forums and live chats, to share resources, to facilitate course announcements and communication, and to collect and assess student work.

To access Canvas, you can visit https://yu.instructure.com.

Students log in to Canvas using their YUAD usernames and passwords (this may be different from GMAIL username and password). To find your YUAD information, please visit http://yu.edu/findid/ For more information, including links to tutorials and dedicated 24 x7 Canvas support, visit https://yu.instructure.com/courses/4135/pages/student-canvas-faq

5.7.18.6 Instats Partnership

Ferkauf is pleased to partner with Instats (www.instats.org), a platform designed to provide high quality research training, that is globally accessible and affordable. From free introductory tutorials to in-depth courses, Instats offers access to PhD-level research training and career advancement through their global network of experts and esteemed institutions. This partnership offers faculty members and graduate students a 30% discount on all Instats content, including live and on-demand seminars and structured courses.

5.7.19 Office of the Registrar

The official registrar for Ferkauf Graduate School is Resnick Registrar of Yeshiva University

(resnickregistrar@yu.edu). The YU Registrar's website can be found at https://www.yu.edu/registrar.

5.7.19.1 Course Registration

Students enroll in courses via the YU Inside Track portal https://www.yu.edu/registrar/registration during April for Summer session, May for the Fall semester and December for the Spring semester. Students are expected to register for each semester during the specific registration period. Students must meet with their assigned academic advisor beforehand to review course requirements.

5.7.19.2 Records and Transcripts

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

A transcript is not issued without the student's written request, except in a few circumstances in

which the law allows or requires a transcript to be sent without the student's permission.

The issuance of transcripts, and general release of any information about a student, is subject to the provisions of the federal Family Educational Rights and Privacy Act of 1974 (FERPA).

Yeshiva University has adopted regulations to implement the act. A copy of these regulations is available upon written request, accompanied by a self-addressed envelope, in the Office of the Registrar.

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

Transcripts will only be issued to students whose financial records with the University are completely clear.

5.7.19.3 Student Name on Academic Records

Students must use their legal name when applying to Yeshiva University, and the student's academic records must reflect that name.

5.7.19.3.1.1 Diploma Name

The last name on the student's diploma must match the student's last name in Yeshiva University's student information system and on the student's official University record. The student may use a preferred first name on the diploma that differs from the student's legal first name. Should a student wish to use a different last name on the diploma, he/she would need to follow the instructions below for official name changes.

5.7.19.3.1.2 Student Name Change

Students who legally change their name should submit a Request for Change of Name on School Records form along with approved documentation to the Office of the Registrar.

Types of approved documentation include:

- ☐ State issued ID
- ☐ Passport

☐ Social Security Card (must be shown alongside state/federally issued photo ID)

☐ Marriage license or divorce decree showing the former and new name (shown alongside state/federally issued photo ID)

☐ Court order showing the former and new name (shown alongside state/federally issued photo ID)

Once the degree has been conferred, the name cannot be changed without a court order.

5.7.19.3.1.3 Alumni Name Change

A student's transcript is considered frozen once the degree is conferred, and as such, it is the University's policy that it will not change an alumnus' name in the University's student record system or on the transcript. Requests for an exception to the policy due to a court ordered change of name will be evaluated on an individual basis and should be submitted to the University Registrar with a copy of the relevant court order (a marriage certificate or divorce decree would not be sufficient) and the Request for Change of Name form.

Alumni may contact the Alumni Affairs Office to make changes to their name for purposes of receiving notifications and mail, but this is not an official change of name.

5.7.19.3.1.4 Preferred First Name Policy

Yeshiva University recognizes that some students prefer to use a first name other than their legal one (i.e., the name that appears on official governmental documents such as licenses, passports, and tax forms) to identify themselves (a "Preferred First Name"). The University will permit the use of a Preferred First Name as specified below to the extent that doing so is consistent with the integrity of the University's official records and is reasonably feasible to accommodate within the University's record-management systems.

Note that surnames can be changed only with a legal name change.

5.7.19.3.1.5 Applicability

This policy applies to all current University students, employees (faculty and staff) and consultants.

5.7.19.3.1.6 Acceptable Preferred First Names

Acceptable Preferred First Names are limited to Latin-alphabet characters, a hyphen, an apostrophe, and a space.

Preferred First Names may not be used (and will not be permitted) for the purposes of misrepresentation, avoiding legal obligations, or in any manner that violates University policy or federal, state or local law. The University will not accept a Preferred First Name that it deems to be vulgar, offensive, obscene, fanciful, inappropriate or contrary to the University's mission and/or policies, or creates confusion of the individual with another person.

5.7.19.3.1.7 Where the Preferred First Name is Used/Displayed

The Preferred First Name will be entered into Banner by the Human Resources Department (for employees/consultants) or the Office of the Registrar (for students) to appear in the following institutional systems of record:

- Banner Online Class Lists
- Banner Grade Roster

- Banner Student Profile
- Banner Employee Profile

Students, employees, and consultants also may request that their Preferred First Name appear on their University ID card and/or University email address, unless not reasonably feasible as determined by the University based on the individual's Preferred First Name and the University's standard display name formatting and/or standard email address.

Students, employees, and consultants may personally update their name in certain other institutional systems.

A list of other systems that can be updated, along with instructions, will be provided to the student/employee/consultant by the Human Resources Department (for employees/consultants) or the Office of the Registrar (for students) following review of their Preferred First Name request. Students also may request a Preferred First Name to be printed on their diploma, appear in their commencement booklet, and/or be read aloud during the commencement ceremony. (Please take into consideration that unforeseen complications may arise due to the discrepancy between a diploma and other documents [e.g. transcript, passport, birth certificate, etc.] that contain your legal name.)

5.7.19.3.1.8 Where a Legal Name must be Used /Displayed

The legal name must always be used in the following places (or as otherwise legally or operationally required):

- Degree Verification
- Employment Verification
- Enrollment Verification
- Federal and State Agency Reporting
- Financial Aid
- Human Resources Benefit Information
- Academic Transcript (official and unofficial)
- Paycheck, and W-2, 1099 and other tax forms
- Employee Health-related ID Cards
- SEVIS (Immigration status reporting)
- Student Accounts
- Student Employment
- Health Records
- YUAD username to log-in to Yeshiva University services

5.7.19.3.1.9 Procedure

A student who wants to use a Preferred First Name should contact the Office of the Registrar, and employees (faculty and staff) and consultants should contact the Human Resources Department. Such offices/departments will determine if the Preferred First Name is appropriate. The individual also should contact the applicable office/department if they want to discontinue use of a Preferred First Name. In general, multiple requests to change a first name will not be permitted.

Once reviewed, the applicable office/department will enter the Preferred First Name into Banner, and then (as soon as practicable) selected ITS systems specified above will be updated to reflect the Preferred First Name. During the update process, the individual may experience interruptions to certain University systems, internet access, and other services, including missing data. Thereafter, the individual may contact the Security Office to update their University ID Card and the ITS help desk (helpdesk@yu.edu) to update their University email address. The individual also may then personally update the other institutional systems as noted above.

The Preferred First Name does not constitute a legal name change. Anyone who wishes to legally change their name must submit a legal name change form along with official documentation to the applicable office/department.

The University reserves the right to reject or remove a Preferred First Name in its discretion.

5.7.19.4 Change of Name and Address

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

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

Students should also notify their Program Director when their name, address, or telephone number changes.

5.7.19.5 Duplicate Diplomas

The following services are available online through our official diploma vendor, the Michael Sutter Company (https://www.michaelsutter.com/yu).

Order a replacement diploma. There is a $50.00 charge for each diploma replacement. You will be able to choose Standard Delivery or Express Overnight Delivery. Your Diploma will be printed and mailed within 1-2 days of your order.

5.7.19.6 Visiting students and requests for non-matriculation

Undergraduate and Graduate students who are degree candidates in good standing at other universities may be granted permission to attend courses at Ferkauf Graduate School of Psychology upon applying to take a course/s as a non-matriculated student. No more than two courses may be taken as a non-matriculated student. Once the applicant submits the application to the Office of Admissions, authorization must be granted to enroll the student as a non-matriculated student. Permission to enroll in a course must be obtained by the course instructor, and the Academic Program Director or the Dean or Dean's representative. Once registered, the Office of Student Accounts will work with the student on tuition fees.

Taking coursework as a non-matriculated student does not guarantee acceptance into any of Ferkauf Graduate School of Psychology's graduate programs or other Yeshiva University academic programs.

Also, there are no guarantees that courses completed as a non-matriculated student would count as credit earned in any future degree program at the Ferkauf Graduate School of Psychology in which the student might enroll.

5.7.19.7 Cross-Registration between YU Schools

In certain cases, and with the permission of the Program Director, students may be eligible to take a course at another Yeshiva University school. The student would be responsible for paying tuition in effect for that program unless a previous agreement has been arranged between the host and home school and has been approved by the Office of Student Finance. Any student who wishes to take a course at another YU school must notify the Office of the Registrar prior to the beginning of the semester and receive written approval from the Program Director and from the Dean or instructor of the course at the host school. The Program Director should indicate if the course will count towards the student's Ferkauf degree requirements, and if so, which requirement it fulfills. Only graduate level courses can be applied toward the Ferkauf degree requirements. The host school may require the completion of additional forms.

5.7.19.8 Course Auditing

Apart from the Mental Health Counseling Program and the Marriage and Family Therapy Program, Ferkauf students are not eligible to audit another Ferkauf course. For students enrolled in the Mental Health Counseling Program and the Marriage and Family Therapy program, permission to audit a class should come from the Program Director or the Dean. Classes that are audited will earn a grade of an "L" and such audited courses will not grant credit towards a degree. Charges may be applicable to audited courses.

5.7.19.9 Transfer of Credit

Any student who wishes to transfer credit from another institution must submit a Transfer of Credit Form to the Office of the Registrar. This form must be approved and signed by the Ferkauf faculty member who teaches the equivalent Ferkauf course, by the Program Director, and by the Dean. Students must also include an official transcript showing the course they wish to transfer with a final grade and syllabus for the course. All forms should be submitted during the student's first semester, and it is at the discretion of the Program Director to decide which courses may transfer.

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

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

Credit will not be granted for coursework completed more than ten (10) years before the date of application for transfer credit.

5.7.19.10 Independent Study

An independent study is an individualized project/course conducted under the guidance and supervision of a faculty advisor. A request to take an independent study may be granted only under the following circumstances:

1. To pursue a specialized topic that is not offered under Ferkauf' course listings,
2. When a student is prevented from graduating because a required course is no longer offered.

Students interested in completing an independent study must submit the Application for Independent Study and a course syllabus to the Office of the Registrar. The form should be filled out by both the student and the faculty advisor and signed by the Program Director. Students may not use an independent study to conduct dissertation or second year research as a substitute for required coursework.

Waiver or Substitution of a Required Course: In some cases, where students can show proof of relevant work experience, a Program Director may allow a student to waive a required course.

Students who wish to waive a course requirement or substitute a Ferkauf elective for a required course must submit a Waiver or Substitution of Credit Form to the Office of the Registrar by the end of the student's first semester. Students who are waived from a required course will not receive credit toward the total number of credits for the degree but will no longer have to fulfill that course to meet graduation requirements. The student will still be required to maintain the five-year, full-time status residency requirement.

5.7.19.11 Withdrawal from a Course

Students may drop classes via *Inside Track* from the start of the designated registration period until the "last day to drop a course" as listed on the academic calendar. This date is usually about a month after the start of classes. Typically, it is not permitted for students to drop courses after this date; however, in some cases, withdrawal from courses after the deadline may be approved by the Program Director.

Students will be required to fill out an Add/Drop Form and have it signed by their advisor. If permission is granted to withdraw from a course after the allowed date, the course is listed on the permanent record with a grade of "W."

Students should be aware of the refund dates each semester noted on the Academic Calendar. Students may not receive a full refund for courses dropped even if they are dropped before the "last day to drop a course without a W."

The refund schedule is listed below. Please note that fees will not be refunded.

Course withdrawn by:	Percent of tuition refunded
1st week of semester	100%
2nd week of semester	75%
3rd week of semester	50%
4th week of semester	25%
After 4th week	0%

5.7.19.12 Grading Policy

The work of each student is graded on the following basis:

Grade	Explanation	Quality Points
A	Excellent	4.000
A-	Excellent	3.667
B+	Good	3.333
B	Good	3.000
B-	Unsatisfactory	2.667
C	Failure	2.000
F	Failure	0

*When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points. The student's average is computed by dividing the number of quality points earned by the number of credits completed, including courses failed.

The average is truncated after the third decimal place. Grades achieved at other institutions are not averaged in with the student's record at Ferkauf Graduate School; only credit is granted for transfer courses.

- **I** (*incomplete*) may be given by faculty to accommodate unavoidable delays in the completion of course requirements and to allow for excused medical emergencies. A student is given until the end of the following semester to receive a grade; otherwise, the *I* will automatically become an *F* grade. An Incomplete Contract must be completed by the student and the professor.

- **P** (pass) is used for courses bearing less than one and a half (1.5) credit and for approved externships and internships.

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

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

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

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

Please refer to the "Satisfactory Academic Performance" and "Academic Probation" sections for information regarding minimum GPA requirements, academic probation, and dismissal.

5.7.19.13 Competency Examinations

Candidates in the Clinical Psychology (PsyD) program are required to successfully pass four clinical competency exams before they can graduate: (1) One assessment competency exams in their second year that assesses competency in assessment, and related competencies in ethics and diversity; (2) three clinical competency exams in their third and fourth years that assess their competency in case conceptualization, relationship, and intervention skills, as well as in related competencies in ethics and diversity. These competency exams are based on program goals and objectives.

Candidates in the Clinical Psychology PhD with Health Emphasis program are required to pass competency examinations in assessment, clinical skills, and research.

Students in the School-Clinical Child Psychology PsyD program are required to demonstrate competency in assessment, psychotherapy, and research. They must pass two (2) competency examinations. The examinations focus on: (a) Administration of cognitive assessment instruments; (b) Scoring of cognitive assessment instruments.

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

5.7.19.14 Eligibility for Graduation

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

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

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

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

5.7.19.15 Commencement Exercises

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

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

5.7.20 Institutional Review Board

5.7.20.1 Yeshiva University WCG-IRB

Yeshiva University uses the Western Institutional Review Board-Copernicus Group (WCG® IRB) to review and approve research studies. All 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 WCG® IRB. WCG-IRB requires investigators to verify on the Initial Review submission form and each Continuing Review Report form that each member of the research team has successfully completed training on the ethics and regulations of human subject protections. Thus, every student and faculty member conducting any research at Ferkauf must complete the CITI tutorial prior to the initiation of any aspect of the research.

Students must obtain explicit written approval from their dissertation chair to submit their research protocols to the IRB, and submit the correct PO code with the application (to avoid being billed directly for IRB review). 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.

WCG North America	WCG Boston (East)
212 Carnegie Center, Suite 301	614 Massachusetts Ave Suite 201
Princeton, NJ 08540, USA	Cambridge, MA 02139
Phone: +1 609-945-0101	Phone: +1 617-712-1514

WIRB online submission portal: https://connexus.wcgclinical.com/ (phone number: 800.562.4789).

For more information about WCG® IRB see here: About WCG | WCG (wcgclinical.com)

5.7.20.2 Albert Einstein College of Medicine IRB

Research projects that are conducted at *Albert Einstein College of Medicine* must be approved by the Einstein IRB, which is located in

Albert Einstein College of Medicine	Einstein research protocols are submitted through iRIS (https://iris.einsteinmed.org).
Office of Human Research Affairs	
Belfer Building,	
1300 Morris Park Ave 10th floor Bronx NY 10461	Overview | Office of Human Research Affairs | Albert Einstein College of Medicine | Albert Einstein College of Medicine | | Montefiore Einstein (einsteinmed.edu)
718.430.2237	
irb@einsteinmed.edu	

5.7.20.3 CITI Training on Research Ethics

The CITI tutorial is an online educational module on ethical principles and processes concerning research with human subjects. To access the CITI training go to: https://about.citiprogram.org/ and register to create an account. Select Yeshiva University for your Organization Affiliation. Detailed instructions can be found on the Office of Sponsored Programs Research Integrity webpage: https://www.yu.edu/sponsored-

programs/research-integrity

6. Academic Standards and Expectations

6.1 Expectations

Students accepted into Ferkauf Graduate School of Psychology are expected to be able to complete program requirements successfully. Maintenance of good standing while a student is at the Graduate School is partially dependent on developing and maintaining standards of ethical and professional conduct, as well as the student code of conduct.

6.2 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 their 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 all paperwork in an up-to-date, timely fashion. Blank and sample forms are located on the program website or via the registrar's office. **Students must keep copies for their own records**.

6.3 Appropriate Use of Technology Resources

Please see the Yeshiva University Student Technology Resources Use Handbook: https://www.yu.edu/sites/default/files/legacy/uploadedFiles/Offices_and_Services/ITS/About_Us/Policies/ITS _Handbook_for_Students.pdf

Yeshiva University ("YU" or the "University") provides various technology resources, including computers, Internet access, email, and telephones to its staff, faculty and student body ("Users") to facilitate the exchange of ideas and information, and to aid in the University's communications and work-related research. Use of these resources is governed by the University's policies, including this Handbook, and applicable laws.

It is important for all students to read and understand these policies. Policy violations may have serious consequences for a User's access to resources and also one's university career.

The University reserves the right to revise and modify the policies contained in this Handbook. Questions concerning the policies and procedures and their applicability should be addressed to the University's Information Security Administrator at infosec@.yu.edu. Any clear misuse of University computers or computing resources or evidence of intrusions or tampering should be reported by email to abuse@einstein.yu.edu or abuse@yu.edu.

6.3.1 Definitions

Copyright: legal protection for original works of authorship that are fixed in a tangible means of expression. Text (including email and web information), graphics, art, photographs, music, film and software are examples of types of work that may be protected by copyright.

Document: any letter, memorandum, tape recording, electronic mail, electronic document, note, or written communication.

ITS: The Information Technology Services Department.

Network Administrator: the person(s) responsible for managing telecommunications network software, hardware infrastructure, or access rights for local area networks (LANS) or wide area networks (WANS).

Peer-to-Peer (P2P): software, services, and protocols that are commonly referred to as "peer-to-peer" or "P2P," including applications such as BitTorrent, LimeWire, Gnutella, Kazaa, IMesh, and Bearshare. P2P includes, without limitation, software that enables the sharing of files among a network of computers without a need for centralized storage of such files.

Personal Information: information that can be used to identify any individual. Personal

Information includes an individual's name, work or home address, email address, telephone or facsimile number, Social Security number ("SSN") or other government identification number, employment information and background information, financial information, medical or health information, such as an individual's health insurance identification number or condition, account numbers, certificate or license numbers, vehicle identifiers and serial numbers (including license plate numbers), device identifiers and serial numbers, biometric identifiers (including finger and voice prints), and photographs. Personal Information may relate to any individual, including Yeshiva University's students, faculty, staff, officers, directors, consultants and individuals associated with students, faculty, staff, consultants, vendors and other third parties.

System Administrator: the person(s) responsible for managing central computer or file servers, including operating systems and application software.

Technology Resources: consists of all Yeshiva University-owned personal computers and workstations, including notebook computers; mini and mainframe computers and associated hardware such as disk drives and tape drives; peripheral equipment such as printers, modems, fax machines, copiers, telephone equipment; personal devices such as BlackBerry devices, other PDAs and cellular phones; computer software applications and associated files and data; remote access to Yeshiva University's network and access to outside sources of information such as the Internet.

University community: refers to all Yeshiva University administration, staff, faculty and students.

User(s): all Yeshiva University students with access to Technology Resources.

6.3.2 Using Technology Resources

All Technology Resources under the control of the University exist for the furtherance of the University's academic and business pursuits. The University extends access privileges to members of the University community and expects members of the community to comply with all applicable University policies and applicable state and federal laws in accessing these resources.

Users may not use the Technology Resources for commercial purposes. In addition, Users may not use the Technology Resources to commit any illegal act; or harass an individual or organization.

The University assumes no liability for loss, damage, destruction, alteration, disclosure or misuse of any personal data or communications transmitted over or stored on the University's Technology Resources. The University accepts no responsibility or liability for the loss or non-delivery of any personal email communication. The University reserves the right to suspend or limit privileges as required in its sole discretion to protect and operate its Technology Resources.

6.3.3 Privacy

The University may inspect all files or messages on its Technology Resources at any time for any reason at its discretion. The University may also monitor its Technology Resources at any time to determine compliance with its policies, answer a lawful subpoena or court order, investigate misconduct, locate information, or for any other operational purpose.

The University makes every effort to ensure that information and messages stored and transported on its Technology Resources are safe from unauthorized use or examination. However, Users should not assume that information or messages stored or transported on the

University's Technology Resources are safe from unauthorized access. Users can contribute to ensuring the privacy of student and University information by following these policies and the Security Policies.

Related Policies: Internet Access and Use Electronic Mail (Email)

6.3.4 Installation and Use of Software

The loading and unloading of any software package onto or off of a University-owned system must be approved and controlled by ITS. It is the University's policy that all software in use on its Technology Resources is officially licensed. An authorized representative of ITS will ensure that all software installed or utilized on Yeshiva University machines is properly licensed. Further, all software purchased by, licensed by, or created by the University is the exclusive property of the University. Without the prior written authorization of an authorized representative of ITS, you may not:

- install any software on University-owned computer equipment;
- install University-owned or licensed software on any non-University owned computer equipment; or
- provide copies of University-owned or licensed software to anyone.

Related Policies: Use of Copyrighted Material P2P File Sharing Policy

6.3.5 Use of Artificial Intelligence

The fundamental principle guiding Yeshiva University's Academic Integrity Policy is that all work submitted by students should be their own. The risks of utilizing AI assistants in scholarly, research and clinical work are primarily to 1) The originality, accuracy and integrity of academic work. 2) The assumption of confidentiality and security of protected health information in research and clinical data' and 3) the potential for replicating societal biases and prejudice due to the training or algorithms used in developing AI models.

AI-generated content can be inaccurate, misleading, or entirely fabricated and may contain copyrighted material. Students are responsible for any content they include in written assignments, including AI-generated material. It is critical for students to understand that generative large language models and A. I. assistants (such as ChatGPT, OtterPilot and other AI platforms) often save data provided to them, including the chat history, to train and improve their models. This creates the risk of unintentionally disclosing sensitive or personally identifiable information when such information is included in prompts or is submitted to AI models for editing. Students should be aware that using AI enabled software to record, transcribe, or analyze, patient data may compromise the security or confidentiality of patient data, which may violate HIPAA rules. The output from LLM's may also contain biases based on the type of data that is used to train the models or their processing algorithms that may perpetuate existing social stereotypes and prejudices.

When using AI, students should :

- Check the AI system's data usage policies to understand how the data is collected, stored and used.

- Check if system being used has sufficient security in place to protect against data breaches.

- Check for options to turn off chat history.

- Avoid using identifying information.

The following guidelines are adapted from the American Psychological Association (2024). Publishing policies. https://www.apa.org/pubs/journals/resources/publishing-policies)

- Authors who use AI tools in the writing of a manuscript, production of images or graphical elements of the paper, or in the collection and analysis of data, must be transparent in disclosing in the Materials and Methods (or similar section) of the paper how the AI tool was used and which tool was used.

- When a generative AI model is used in the drafting of a manuscript, the use of AI must be disclosed in the methods section and cited.

- When AI is cited, the author must employ the software citation template, which includes specifying in the methods section how, when, and to what extent AI was used. Authors are required to upload the full output of the AI as supplemental material.

- Authors are fully responsible for the content of their manuscript, even those parts produced by an AI tool, and are thus liable for any breach of publication ethics.

- No submitted content may be entered into generative AI tools as this violates the confidentiality of the process.

6.3.5.1   Syllabus Guidelines

Faculty should include guidelines on syllabi detailing expectations for use of artificial intelligence in coursework that is appropriate to the needs of the course. The following are examples of language that may be included in syllabi or on assignments to inform students of the level of restrictiveness required by

the faculty member:

"If students use an A.I. tool in completing an assignment, its contribution must be acknowledged in the references section. **Students will be penalized for using A.I. without proper citation**. The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other human beings, or submission of work by other human beings as your own."

"All work submitted in this course must be your own. Be aware that the **accuracy or quality of A.I. generated content may not meet the standards of this course,** even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing.

1. Use of A.I. tools, including ChatGPT, is permitted in this course, but only to help brainstorm assignments.

2. Using A.I. to complete assignments on your behalf is considered plagiarism."

"**Use of Artificial Intelligence in completing assignments is strictly forbidden**. Any assignment determined to have been plagiarized or to have used unauthorized A.I. tools may receive a zero and be reported for academic misconduct at the discretion of the instructor."

6.3.6 Use of Copyrighted Material

All members of the University community are responsible for complying with copyright laws. Copyright laws protect and grant exclusive rights to authors of published or unpublished original works that have been recorded in tangible form, including literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other audiovisual works, sound recordings and architectural works.

In compliance with copyright law and this Handbook, you may not:

- Copy, distribute, download or upload copyrighted material to and from the Internet in a manner that violates the owner's copyright protections;

- Copy, distribute, download or upload copyrighted material from original media in a manner that violates the owner's copyright protections; or

- Use P2P file-sharing software on the University network except as authorized by ITS in writing.

An authorized representative of ITS shall ensure that all copyrighted material found or used on University machines is properly licensed. For more information on the University's policies regarding copyrights, please see the University Digital Millennium Copyright Act (DMCA) policy available in the ITS Information Security office.

ITS is responsible for the design, throughput, availability, and overall health of the University's network.

Peer-to-Peer (P2P) file sharing software is used to connect computers directly to other computers in order to transfer files between the systems directly, without the need for centralized storage of those files (for example, on centralized servers). Frequently, this software is used for the transfer of copyrighted materials such as music and movies. ITS generally does not monitor the identities of the specific data or files that Users download or copy over the University network. ITS does, however, monitor and study specific types of network traffic and the applications that generate this traffic. P2P software, when abused, can saturate an entire network and leave some or all of its users with poor to non-existent performance. Additionally, the use of P2P software needs to be restricted in order to comply with the letter and intent of the Yeshiva University Digital Millennium Copyright Act (DMCA) policy.

In order to prevent any type of abuse, accidental or intentional, no P2P software may be used on or in connection with Yeshiva University's Technology Resources, and such Technology Resources may not be used for any type of P2P file sharing or similar activities. Exceptions can be made only with the express prior authorization of ITS, in ITS's discretion (see below).

6.3.6.1   Possible Exceptions—Authorization for Use of P2P Software

As noted above, exceptions for specific uses of P2P software may be made for specific Users (for example, if a User's work requires the use of a specific item of P2P software). Such exceptions may be made by ITS in its sole discretion. A request for such an exception may be made by submitting a Support Request Form or by contacting the ITS Help Desk. As an example, a P2P application such as BitTorrent may have specific value for a particular type of work, such as the exchange of scientific information in connection with a particular project, and therefore a particular User may request that an exception be made.

- ITS reserves the right, in its sole discretion, to authorize use of P2P software on a per User, case-by-case basis when provided with specific, written purposes directly related to, or in support of, the academic, research or administrative activities of the University.
- Permission to use P2P software may be revoked at the discretion of ITS. This includes, but is not limited to, revocation for one or more of the following reasons: service abuse; degradation of the performance of the University network; and use for purposes other than University business or the specific purposes for which the exception was granted.
- ITS reserves the right to periodically review Users" use of P2P software and activities that have been permitted pursuant to such exceptions.

6.3.7 User Responsibility

- Users must educate themselves on P2P software through the resources provided on the ITS website.
- Users must not knowingly download, install, or use P2P software without ITS's authorization. This includes a User configuring any resource attached to the YU network (including his or her computer) so that files stored on or in connection with such resource are available to other Users or third parties using P2P software or protocols.
- Users must remove any P2P software that is discovered on any resource attached to the YU network, including personal property, unless granted specific permission by ITS in advance.

6.3.8 Enforcement of P2P Policies

To prevent the use of P2P applications, ITS blocks well-known "ports" that are used by P2P software and protocols; however, some P2P applications are still able to negotiate connections on other, dynamic

ports. If ITS detects a system engaging in P2P activity, ITS reserves the right to block all such activity and/or to disconnect such system. Continued unauthorized use of P2P software over YU's networks may result in disciplinary action or termination of access.

All members of the University community must properly safeguard and handle University information, regardless of its form (e.g., paper and electronic records). Users are responsible for preventing unauthorized access to, and protecting the security and confidentiality of University information stored on Technology Resources.

You are required to protect your individual passwords from unauthorized use or access. You may not disclose your login IDs or passwords to anyone. A common method for hackers to gain access to computer networks is for the hacker to impersonate a member of ITS. The hacker will call a User with a story that he or she needs the User's login ID and password.

Members of ITS will never call a User and ask for a login ID and password.

6.3.9 Physical Security of Technology Resources

University-owned computer equipment may not be removed from the University's premises without the prior written authorization of an authorized representative of ITS. Users may not modify the University's Technology Resources in any manner, including, but not limited to, attaching external disk drives, external hard drives, changing the amount of memory in the computer, and attaching/installing any peripheral device, such as a wireless router. ITS will authorize all User modifications that may be necessary for academic purposes.

If a User connects his or her personal computer equipment to the University's Technology Resources, the User is responsible for the security of that equipment. Any misuse of the University's Technology Resources due to a User's neglect may result in the University denying that User access to the Technology Resources.

6.3.10 Electronic Access Controls

Except with prior authorization from ITS, a User may not:

- test or attempt to compromise internal and preventive controls of any University Technology Resources, such as system configuration files or antivirus parameters; or
- exploit vulnerabilities in the security of any Technology Resource for any reason, including, but not limited to:
- damaging systems or information
- obtaining resources beyond those that Users have been authorized to obtain; o taking resources away from other Users; or
- gaining access to Technology Resources for which proper authorization has not been granted.
- For systems and devices under ITS's ownership or control, ITS will ensure that all security updates for operating systems, web browsers, server applications, and email clients are installed in a timely manner.

For systems and devices that are not under ITS's ownership or control but are attached to the University network, Users will ensure that all security updates for operating systems, web browsers, server applications, and email clients are installed in a timely manner.

Students should also take other precautions to protect their own personal computers:

- [ ] Use password-protected screensavers.
- [ ] Do not install any P2P software.
- [ ] Ensure that the computer is not configured to allow other devices unauthorized access to YU's networks.

6.3.11 Password Policy

Where technically possible, all passwords allowing access to Technology Resources must be at least eight (8) characters in length. Users must choose passwords that cannot be easily guessed. Passwords should not be related to a User's job or personal life. For example, a car license plate number, a girlfriend or boyfriend's name or an address should not be used. Passwords also should not be words found in the dictionary. For example, proper names, places and slang should not be used.

Users should not construct passwords using a basic sequence of characters that is then partially changed based on the date or some other predictable factor. For example, Users should not employ passwords like "X21JAN" in January or "X34FEB" in February.

A User's chosen passwords must contain at least one:

- [ ] non-alpha character (e.g., "1" or "#");
- [ ] upper case alpha character (e.g., "A" or "Z"); and • lower case alpha character (e.g., "a" or "z").

A User should not construct passwords that are identical or substantially similar to passwords that you have previously used.

A User's passwords must be changed every 90 days and may not be reused until after 4 passwords have been used. In short, a password can be used only once per account per year. Different system accounts should have different passwords. A User should not use Technology Resources passwords or substantially similar passwords on external systems (i.e., websites, web-based email, etc.).

A User must promptly change his or her password if the password is suspected of being disclosed or known to have been disclosed to another individual.

6.3.12 Anti-Virus Protection

All computers, including a User's personal computers, that connect to the Technology Resources must have anti-virus and anti-spyware/malware software correctly installed, configured, activated and updated with the latest version of virus definitions prior to use. This software is to remain activated with the most up-to-date virus definition files at all times. The ITS Help Desk can provide you with anti-virus software.

A User should notify the ITS Help Desk by calling #6123 from campus phones or (212) 9605294 from non-campus phones or by email at helpdesk@yu.edu if his or her anti-virus protection software is not working or a device becomes infected with a virus. If a computer becomes infected with a virus or other form of malicious code, ITS will determine whether the computer must be disconnected from the network until the infection has been removed in order to protect University information and Technology Resources and assist the User in removing the virus.

A User may not intentionally write, generate, compile, propagate, execute or attempt to introduce any computer code designed to self-replicate, damage or otherwise hinder the performance of any computer's

memory file system or software.

A User should use the Internet in a responsible manner and should avoid browsing or accessing inappropriate sites that might expose his or her computer and, consequently, the University's Technology Resources, to viruses and similar threats.

6.3.13 Reports of Potential Security Breaches

Users who suspect a breach of the confidentiality or security of Personal Information in relation to Technology Resources must immediately inform the ITS Help Desk by calling #6123 from campus phones or (212) 960-5294 from non-campus phones. Users may also send an email directed to abuse@yu.edu to report the incident.

6.3.14 Note Regarding Deleted Information

Deleting information, documents or messages does not necessarily mean that the information, documents or messages are really gone. All members of the University community should understand that any information kept on the Technology Resources may be electronically recalled or reconstructed regardless of whether it may have been "deleted" by a User. Because there are backups on tape of all files and messages, and because of the way in which computers reuse file storage space, files and messages may exist that are thought to have been deleted.

All Users should exercise care in what information or statements they create in electronic form to avoid potential embarrassment or legal liability for themselves or the University.

6.3.15 Remote Access

Remote access connection to the University network is allowed only through University approved remote access technologies. All remotely connected devices must adhere to the University's anti-virus and security policies.

A User of a remote connection must:

- follow all University policies and procedures related to remote access;
- use a machine that has up-to-date anti-virus software running;
- not allow any file-sharing or P2P program to be downloaded or running on the machine used to connect remotely, except where needed for University-support purposes; and
- report any observed or suspected violations of the University's policies and procedures related to remote access to the network.

6.3.16 Electronic Mail (Email)

Email is an important communication tool and one of the primary means of communication among members of the University community. This policy sets forth the practices and expectations for the use of email on the University's Technology Resources.

6.3.16.1 Email Access

ITS assigns a login ID to every student registered in a degree program at the University. This login ID will become part of the User's University email address.

Students at the University are expected to actively maintain a University email account at which they will receive University communications. Students are expected to check their email accounts on a regular basis to stay current with communications from the University.

6.3.16.2 Email Use

When using the University's email system, Users are prohibited from:

- Forging or attempting to forge email messages;
- Disguising or attempting to disguise your identity when sending email;
- Sending or receiving email messages using another person's email account;
- Creating or forwarding solicitations, including those for financial gain, or "chain letters";
- Intercepting, copying, altering or interfering with the sending or receiving of email within the University's Technology Resources;
- Copying a message or attachment belonging to another User and forwarding it as work product without permission of the originator;
- Attempting to access another User's email or files or any other information in the Technology Resources without authorized access;
- Providing mailbox access to others, except where such access is approved by an officer of University; or
- Forwarding or sending copyrighted materials without the author's permission.

6.3.16.3 Email Guidelines

Emails are just like any other document prepared by a User in the course of that User's University career. Email may be used as an official means of communication between a User and the faculty or a User and the University. Although people tend to be more casual in emails, consider following these guidelines in email communications:

- Spell check emails prior to sending;
- Avoid writing emails entirely in capital letters;
- Only mark emails as important if they really are important;
- Emails may be vulnerable during transmission and after they have been received by the recipient. Avoid sending sensitive information in an email;
- Check the recipient's email address to ensure that it does not contain any error;
- Make sure that before using "reply all," you intend to send the message to all listed recipients; and
- Exercise extreme caution in downloading and executing any files attached to email. Attachments that are not expected from a known source should never be opened or executed. Such emails and attachments should be immediately forwarded to an authorized representative of ITS.

6.3.17 Internet Access and Use

Users are responsible for ensuring that use of the University's Internet access is consistent with this

Handbook, any other applicable University policy, and appropriate business practices.

Internet access shall not be used for any purpose in violation of laws or regulations. In addition, Users may not:

- Change any University browser security settings on University-owned Technology Resources;
- Use Technology Resources to deliberately propagate any virus, worm, Trojan horse, trap-door program code or any unauthorized Internet service.

6.3.18 Social Media Policy

Social media can be a valuable and powerful means of communication. The University would like Users to keep the following guidelines in mind when participating in social media to protect Users' interests, as well as the University's interests. For purposes of these guidelines, all such activity is referred to as "posting," and "social media" includes social and professional networking sites and other participatory online media hosted by third parties where written information and other content, like photographs, videos, and audio files, are posted and published by users (who may include site administrators as well as independent third party end users) using tools such as profiles, message boards, wikis, blogs, picture sharing networks, and online communities. Examples of social media include, but are not limited to, Facebook, Ning, Twitter, YouTube, and Flickr.

6.3.18.1 General Guidelines

Be careful about what you post. Each User is personally responsible for what he or she posts. Remember that anything a User posts may be public for a long time, even if the User tries to modify or remove it later. The University disclaims any responsibility or liability for any errors, omissions, losses, or damages claimed or incurred due to any of a User's postings.

Speak for yourself, not the University. This includes the following:

- If the User identifies himself or herself as associated with the University or comments on a University-related issue while posting, the User should identify him or herself as a student.
- A User may not use the University's logo, and must make certain that his or her choice of words does nothing to suggest that he or she is representing the University's official position, unless the User has been authorized to do so by the Department of Communications and Public Affairs.

Respect University policies. Users" postings should not violate any other applicable policy of the University.

Be respectful of others. Users should be respectful of others in all communications, and refrain from posting statements that are false, misleading, obscene, defamatory, libelous, tortious, degrading, threatening, harassing, hateful, insulting, inflammatory, offensive, unlawful, fraudulent, discriminatory, or invasive of the privacy of others.

Respect laws. Respect copyright, trademark, privacy, financial disclosure, and all other laws. In accessing or using a social media site, Users should not engage in violations of the legal terms, codes of conduct, or other requirements, procedures, or policies of or governing such site. Do not post materials of others – such as photographs, articles, or music – without first getting their permission. Attribute what you post; let others know where you get your information, being particularly respectful of and compliant with copyright, trademark, and other intellectual property and proprietary rights. Be careful about "reposting" information from other sites.

Passwords. Users are responsible for maintaining the security of passwords used to access a social media site (or features contained on such site).

Privacy. In accessing or using a social media site, Users should review such site Privacy Policy to understand how the site uses the information that Users provide. Be careful about revealing excessive personal information, including your birth date, contact information, and personal pictures. Users who do not want their information to be publicly available should not post it online.

6.3.19 Compliance and Penalties

All students must comply with all applicable policies that the University has implemented and may implement from time to time, including this Technology Resources Use Handbook and the rest of the University's policies.

Damage to or loss of Technology Resources caused by negligence and/or violation of this Handbook may result in the responsible party being charged for the repair or replacement costs. Further, if a User fails to comply with this Handbook, or any other University policy, the User will be subject to disciplinary action by the appropriate disciplinary authority up to, and including, loss of Technology Resources access rights, suspension or expulsion.

6.4 Use of University Name and Logo

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

6.5 Student Status

Students are expected to maintain full-time status, defined as a minimum of nine (9) credits per semester (Fall & Spring), for the duration of their academic tenure until graduation. Any exceptions to full-time status must be approved by the Program Director. Any student who neither registers nor secures an official leave of absence for any Fall or Spring semester will be considered withdrawn from the Graduate School.

Doctoral students must register for research requirements (as specified by individual programs) each semester until the defense of all aspects of the doctoral research are complete. This includes registration for the appropriate, program specific course sequences for research.

6.6 Change of Status, Leave of Absence, and Withdrawal

6.6.1 Voluntary Leave of Absence

Students who are not taking any coursework or working on research but who expect to return at some future time should file a Request for Leave of Absence Form, available via the Office of the Registrar. The leave of absence must be approved by both the Program Director and the Dean and should be signed and returned to the Office of the Registrar prior to the start of classes for the given semester. Students are only eligible for a leave of absence after the completion of one (1) semester of coursework. The leave

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

PLEASE NOTE that under current Immigration and Naturalization Service regulations, foreign students in F-1 classification are not permitted to take leaves of absence while remaining in the United States.

6.6.2 Involuntary Leave of Absence

This policy may not be used in lieu of previously codified student discipline procedures. Ferkauf Graduate School of Psychology reserves the right to place a student on an involuntary leave of absence when the student:

    a. Poses a direct threat to the health and safety of themselves or others. The Graduate School will determine whether a student warrants involuntary leave only from a student's observed conduct, actions, and statements, and not from mere knowledge or belief that the student is an individual with a disability, and

    b. Is not able or willing to temporarily withdraw from the Graduate School.

    c. The student demonstrates unsatisfactory academic, interpersonal, or ethical performance in the program. If a student meets the requirements for academic probation, the Program Director can determine that the student must take a leave of absence as part of the student's remediation plan.

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

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

6.6.3 Safety Emergency

When it comes to the attention of any member of the University community that a student may pose a threat to the health and safety of themselves and/or others, the individual should immediately take reasonable steps to notify their supervisor, a Program Director and/or the Dean of the Graduate School. The Program Director should take immediate action to assess the nature and magnitude of the threat to the student and to others, which may involve consultation with others including counseling and other relevant support services. In accordance with the U.S. Department of Education's Office of Civil Rights, procedures should be followed to ensure that a student considered for involuntary leave under this policy is not subject to an adverse action based on unfounded fears, prejudice, or stereotypes.

A psychological, psychiatric, or medical evaluation by a healthcare provider may be necessary to determine if a leave of absence is necessary or appropriate. The student may be asked to provide relevant psychological or medical records from a healthcare provider.

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

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

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

In cases of a safety emergency, a student may be removed from the University campus, provided the student is given notice and an opportunity to be heard, pending a decision regarding the student. The student is still offered the option for an appeal prior to the rendering of a final decision. The University reserves the right to make appropriate arrangements regarding the health and safety of the student. A student placed on involuntary leave must remain off campus for the duration of their leave. A student on involuntary leave may not visit the campus or any other facility owned by the University without written approval from a university official. The school will notify all relevant parties of the leave of absence.

6.6.4   Official Withdrawal

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

6.6.5   Unofficial Withdrawal

A student who neither registers nor secures an official leave of absence for any semester will be considered to have withdrawn from the Graduate School.

6.6.6   Re-Admission for Returning Students

Students that have withdrawn from a program while in good academic standing can be re-admitted with authorization from their former Program Director and the Dean. Once authorization has been granted, students are asked to fill out a Re-Admission Application and submit that to the Office of Admissions for processing and re- admission to the Graduate School.

Students who were dismissed from the Graduate School may not be considered for readmission.

6.7 Colloquia & Special Workshops

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

Colloquia and workshops are typically scheduled on a monthly basis during non-course hours (typically Wednesday 11:30 – 1:00 PM) so as not to conflict with course schedules. Announcement notices for colloquia and workshops are provided 2-4 weeks ahead of time to permit students ample time to reschedule other commitments.

Colloquium attendance is required for first year doctoral students. All students are strongly recommended to attend colloquia offered by all programs at Ferkauf, Real-World colloquia, and other workshops and training opportunities.

Attendance at colloquia and workshops by graduate students will be reviewed by faculty at the end-of-semester and/or end-of-year student evaluation meetings, and will be incorporated into faculty ratings of each student's competency in achieving expected role responsibilities of graduate students at their level. As such, it will favorably affect the overall evaluation rating of each graduate student.

Faculty advisors are responsible for communicating in an end of year evaluation letter, the faculty's appraisal of each student's competency in achieving expected role responsibilities, including attendance at colloquia and workshops, following end-of-semester and/or end-of-year meetings.

Following each colloquium or workshop, students provide anonymous feedback as to the colloquium's effectiveness and relevance to their professional training, and provide suggestions as to future educational experiences.

6.8 Clinical Training

Students in all programs begin seeing patients in the first year at the Max and Celia Parnes Family Psychological and Psychoeducational Services Clinic (Parnes Clinic). Students must enroll in the practicum sequence appropriate to their respective program while seeing patients at the Parnes Clinic.

Students receiving clinical training at external externship sites are also required to enroll in the didactic Professional Seminar appropriate to their respective program every semester. These seminars are 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.

6.9 Requirements for Working with Minors

Yeshiva University is committed to ensuring the well-being, safety and protection of minors (i.e., persons under 18 years of age) participating in University-run or affiliated programs or activities, or participating in other program and activities operating on any University campus. The intent of this Policy is to provide minors with a rewarding experience in a safe environment. For purposes of this Policy, minors do not include persons enrolled as students at the University.

6.9.1 To Whom Applicable

This Policy applies to all faculty, staff, students, volunteers and other representatives of the University and its affiliates who are involved in University-run or affiliated programs or activities involving minors (including internship programs, and outreach and community service activities). These programs may be for academic, athletic, recreational or other purposes; may be on or off any University campus; and may be in the United States or another country. This Policy also applies to all employees, volunteers and other representatives of non-University organizations or entities that operate programs or activities involving minors on any University campus.

This Policy excludes undergraduate and graduate academic programs and the minors enrolled in such programs. The University's Risk Management Department, in consultation with the University's Office of the General Counsel, also may exclude any other programs or activities.

Students are expected to complete this training during New Student Orientation, and year as appropriate. It is the responsibility of the Program Director to provide each participant with a copy of this Policy and ensure that each participant has completed all required training and received clearance from the Risk Management Department prior to participating in the program/activity, as well to otherwise ensure compliance with this Policy.

6.9.2 Notification to Risk Management Department

Prior to the commencement of the program/activity (recommended time is 4 weeks), the Program Director (or designee) shall inform the Risk Management Department (with a copy to the Office of the General Counsel) of the details of the program/activity, including the dates and locations of the program/activity and the general nature of the program/activities.

Any requests for clarification as to whether a particular program/activity is subject to this Policy, or a request for a waiver to this Policy, also should be sent to the Risk Management Department (with a copy to the Office of the General Counsel).

6.9.3 Training

Each person who will be participating in the program/activity (whether faculty, staff, students, volunteers or other University representatives) must satisfy specific training on working with minors as determined from time to time by the Risk Management Department in consultation with the Office of the General Counsel. This training must be taken before the individual begins working with minors.

Currently, the training consists of an online course offered by United Educators entitled: "Protecting Children from Sexual Misconduct." The training course is designed to assist individuals who work with

minors in establishing a comprehensive program for protecting children from sexual misconduct by addressing prevention strategies and reporting. The training course can be accessed as follows:

- Go to www.edurisklearning.org
- First-time users should select the option to Register Now on the right side of the screen
- Create a username and provide information for a user profile o Be sure to enter a valid email address and correct role at the University o Select the department and position that is most applicable o Enter the University's registration code: 2475-UN37-XY12
- After clicking Register, you should receive an email with a temporary password
- Follow the link in the email to sign on, and enter a new password when prompted
- Click on "Launch Learning Program" under Protecting Children from Sexual Misconduct
- Click on the course title to expand the list of modules. Complete each module to receive credit for the course.

Additional training also may be required as may be determined by the Risk Management Department.

6.9.4 Background Check

In addition, a background check is required of all individuals who regularly direct or supervise work with minors, including Program Directors, faculty, staff, students, volunteers, supervisors and individuals who work one-on-one, stay overnight, or are regularly alone with minors. The background check must be completed (with satisfactory results) before the individual begins working with minors.

The Program Director should contact the Risk Management Department prior to the commencement of the Program (recommended time is 4 weeks) to coordinate such background check, which includes obtaining the consent of the participant. The Risk Management Department also may require additional screening, as well as periodic updates.

6.9.5 Guidelines

In all instances, each person working with minors must comply with the following guidelines:

- Act as a positive role model to the minors.
- Act in a caring, honest, respectful and responsible manner that is consistent with the mission and guiding principles of the University.
- Do not engage in any sexual activity with, make sexual comments or tell sexual jokes to, or share sexually explicit material with (or assist in any way to provide access to such material), any minor.
- Avoid being alone with an individual minor. If one-on-one interaction is required by the terms of the Program, the student should meet in open, well-illuminated spaces or rooms with windows observable by other adults from the Program, unless the one-on-one interaction is expressly authorized by the Program Director for a legitimate reason or is being undertaken by a health care provider.
- Avoid meeting with any minor outside of established times and location for the Program. Any exceptions require written authorization of the minor's parent/guardian and must include more than one adult from the Program.
- Do not invite an individual minor to your home. Any exceptions require authorization of the Program Director for a legitimate reason and written authorization of the minor's parent/guardian.
- Do not engage, or allow any minor to engage them, in romantic or sexual conversations, or related matters, unless required in the role of resident advisors, counselors, or health care providers.
- Do not engage or communicate with any minor through email, text messages, social networking websites, internet chat rooms, or other forms of social media at any time except and unless there is an

educational or programmatic purpose and the content of the communication is consistent with the mission of the Program and the University. The student must use University email account for any such communications.

☐ He/she must not touch any minor in a manner that a reasonable person could interpret as inappropriate. Any permissible touching should generally only be in the open and in response to the minor's needs, for a purpose that is consistent with the Program's mission, and/or for a clear educational, developmental, or health related (i.e., treatment of an injury) purpose. Any resistance from the minor should be respected.

☐ He/she must not engage in any abusive conduct of any kind toward, or in the presence of, a minor, including but not limited to verbal abuse, striking, hitting, punching, poking, spanking, or restraining. If restraint is necessary to protect a minor or other minors from harm, all incidents must be documented and disclosed to the Program Director and the minor's parent/guardian.

☐ He/she must not use, possess or be under the influence of alcohol or illegal drugs during the Program or when otherwise responsible for a minor's welfare.

6.9.6   Reporting of Violations

Every participant in the Program (whether faculty, staff, students, volunteers or other University representatives) is expected to monitor the actions of the other participants and must promptly report any violations of this Policy to the Program Director.

Mandated Reporters (such as a teacher or health professional) also must report any suspected child abuse or maltreatment to the Child Abuse Hotline (Mandated Reporter Hotline (800) 635-1522; Public Hotline (800) 342-3720) or other appropriate authorities. (For a Summary Guide for Mandated Reporters in New York, see http://ocfs.ny.gov/main/publications/pub1159text.asp). Notifying the University will not satisfy any legal reporting obligation of a Mandated Reporter. Other persons also should report any suspected child abuse or maltreatment to such hotlines or other authorities.

The victim, or anyone else who has knowledge of the violation, also may report violations of this Policy to the Program Director.

Immediately upon the Program Director's knowledge of a violation of this Policy, the Program Director must inform the Risk Management Department, the Office of the General Counsel and other University officials (as appropriate). In addition, the Program Director must promptly report violations of any other University policies as set forth in the applicable policy.

The University prohibits retaliation against any person who in good faith makes a report under this Policy.

6.9.7   University Response

The University will respond promptly to any report of a violation of this Policy and take steps to assure the safety of minors and comply with applicable legal reporting requirements.

Any University faculty or staff member who violates this Policy, including any of the conduct requirements set forth herein, may be subject to discipline, up to and including termination of employment.

6.9.8   Notification of a Charge/Crime

Every participant in the Program who is charged with, or convicted of, a sexual offense by any local, state, federal or foreign entity must immediately report such charge/conviction to the Program Director, who in turn will inform the University's Human Resources Department and Risk Management

Department. A determination will then be made (consistent with applicable law) if the participant will be permitted to continue to participate in the Program.

6.9.9 Non-University Program

Non-University organizations or entities that operate programs or activities involving minors on any University campus are subject to this Policy and will be required to ensure compliance thereof by its employees, volunteers and other representatives (unless otherwise determined by the University's Risk Management Department, in consultation with the University's Office of the General Counsel). These non-University organizations and entities will be required to execute a standard rider to promote the safety and security of minors consistent with this Policy and maintain appropriate liability insurance.

6.9.10 Questions

Questions regarding reporting obligations, the circumstances under which a report is required, or any other questions regarding this Policy may be directed to the University's Office of the General Counsel (646) 592-4400.

6.10 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. Students participate in a wide range of clinical activities appropriate to their program of study, 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. For doctoral students, 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. FGS 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. Students also find new practica and supervisors that are screened by their respective Program Director or Director of Clinical Training 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 clinician whose training is in line with the student's program of study 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.

6.10.1 Applying for externships

Doctoral 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 more advanced students in the program as well. Students in MA level programs should work with their Program Directors to identify appropriate externship training opportunities.

Applications usually consist of a cover letter, a CV, several letters of recommendation, and a letter of readiness for externship which to be provided by the DCT (in doctoral programs) or Program Director (in Master's programs). 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 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 are also directed to maintain a cumulative program-based spreadsheet of the placements they have held. Students are encouraged to reach out to more senior students for feedback on the application process and individual sites.

Doctoral 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 their respective DCT in late December or early January. Each student can apply to a given site only with DCT 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/Standa

rds_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. Additionally, students are responsible for completing an Evaluation of Supervisor and facilitating their supervisor's Evaluation of Student, every six months at the externship site.

Evaluations are facilitated through the use of an online survey form.

6.10.2 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. Hours Logs must be completed for each site and submitted to the student's file once every three months.

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. Doctoral students typically apply for internship in the fall of the fourth or fifth year, and complete the predoctoral clinical internship experience during their fifth or sixth year. A doctoral 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.

6.10.3 Time2Track

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, especially in the third and fourth doctoral years, will address the topic of internship and the internship application process in detail. Students will meet with their DCT 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 acceptable progress toward the completion of doctoral research (as defined by each program), 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.

6.11 Pre-Doctoral Internship

The purpose of the internship is to further develop the students' assessment and intervention skills. Doctoral students apply for a full-time one-year internship for their fifth or sixth year of the program. Application for internship normally occurs in the fall of the fourth or fifth year.

Doctoral students are eligible to apply for internship following completion of course work, successful completion of assessment competency and clinical and research competency/comprehensive exams, clinical externships, and satisfactory progress toward completion of doctoral research (as defined by each program), and faculty agreement on the student's overall developmental readiness.

Students in the Clinical Psychology PhD with Health Emphasis program 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.

6.11.1 Health Clearance

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.

6.11.2 APPIC Match Process

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

6.12 Evaluation of Performance

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

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

In addition to the factors above, students are required to gain and demonstrate a sense of multicultural sensitivity throughout their academic tenure. Students are expected to become aware of themselves as cultural beings and examine their own biases and prejudices. They should acquire

1. An awareness of their own cultural worldview,
2. An accepting attitude towards cultural differences,
3. Knowledge of different cultural practices and worldviews, and
4. The skills to understand, communicate and effectively interact with people from different cultures in their own clinical work. Most importantly, students must develop multicultural humility, recognizing that developing multicultural sensitivity and competence is a lifelong process that is challenging and anxiety provoking.

The Program Director reviews the student's progress with the faculty regularly. Strengths and weaknesses are considered to ensure maximal development and to avoid potential problems.

Please refer to "Academic Performance", "Unsatisfactory Academic Performance", "Academic Probation", and "Dismissal" sections for more information.

6.12.1 Satisfactory Academic Performance and Standards

Satisfactory academic performance and standards are comprised of a student's performance of academic, clinical and research activities. Academic performance and standards include overall course grades as well as critical analytic skills, written communication skills, intellectual engagement, class participation, academic progress (meeting deadlines), appropriate professional and ethical behavior, interpersonal skills, multicultural sensitivity, and teaching and/or other scholarly activities.

Clinical performance includes the demonstration of clinical competencies in clinical coursework, on the competency/comprehensive examinations, and in practicum settings as evaluated by faculty and supervisors.

Research performance includes the demonstration of research competencies in research coursework, in the active participation in the mentor's research, in the design and execution of doctoral research projects/dissertations, and in research- related scholarly activities.

6.12.2 Satisfactory Performance in Doctoral Programs

For doctoral programs, students are required to maintain a satisfactory level of academic performance

in each academic semester as defined by, but not limited to, the following criteria:

1. Minimum semester and cumulative GPA of 3.25;

2. Timely completion of ALL course work and in meeting deadlines and academic progress standards for academic, clinical, interpersonal skills, and professional and ethical requirements;

   ☐ Passing the comprehensive/competency exams (any student who fails an exam is given one (1) more opportunity to retake the exam after receiving remediation. If the student does not pass the re-take, he/she will not be permitted to continue in the program; see Program Handbooks for more precise detail);

3. Satisfactory evaluations from clinical settings and satisfactory evaluations from clinical supervisors;

4. Satisfactory evaluations from research supervisors,

5. Maintenance of competent interpersonal skills as evaluated by program faculty; and

6. Maintenance of professional and ethical behavior as evaluated by program faculty.

6.13 Minimum Residency Requirement

All reading, directed study, and doctoral research credits must be taken at Ferkauf Graduate School of Psychology.

6.14 Attendance

Students are expected to attend every session of a course as designated on the Ferkauf Academic Calendar and in course syllabi. Course syllabi also detail consequences for non-attendance, and faculty have broad latitude to determine the consequences of non-attendance, which may include lowered grades, and failing a class. Students are expected to inform faculty in advance of non-attendance, and to provide written excuses or a note from a licensed clinician for repeated absences. As a general principle, three or more absences from a class in a single semester may result in a grade of C.

6.15 Time Limits for Program Completion

6.15.1 Terminal Master's Level Programs

A student enrolled in either the Master's in Mental Health Counseling program or the Master's in Marriage and Family Therapy program must complete degree requirements within four (4) years of admission to the Graduate School.

6.15.2 Doctoral Programs

Requirements for a doctoral degree must be completed within ten (10) years of admission. Continuation in the program beyond the time limit is grounds for dismissal.

6.16 Licensure and Limited Permits

Licensure requirements in New York State are processed through the New York State Department of Education Office of the Professions. Licensure is in New York State is generic. Requirements for licensure are detailed at: https://www.op.nysed.gov/about/general-information-policies

After all degree requirements have been fulfilled; students are eligible for graduation. To be licensed in New York State, a graduate must accumulate the requisite number of supervised post-graduate hours relevant to the license type. For psychologists, the typical way to accumulate the 3500 hours is to gain 1500-1750 hours from your pre- doctoral Internship experience and the remainder from postdoctoral experience. NYS regulations permit students to take the Licensing Examination after they graduate from the Program and have accumulated 1750 hours of supervised experience. The regulations in other states may differ and need to be discussed with your advisor. When you pass the Psychology licensing examination you are permitted to use the title, "PSYCHOLOGIST." Until you pass the examination you cannot use that title, although you can be called by your professional title of "Doctor".

The New York State Legislature passed the Scope of Practice amendments to the Psychology Licensing Act in 2003. The key element in this legislation is the change in our licensing law from "title protection" to "practice protection". Previously, it was illegal to offer your services to the public for a fee as a *Psychologist* unless you were licensed. However, anyone could offer psychological services to the public under an unprotected title such as clinician, counselor, therapist, etc. **As of 2003, it is illegal to offer the public any of the services deemed psychological, under any title, unless you are a licensed psychologist**.

If you are in a recognized psychology training program you are exempt from this provision while doing required externships and internships under supervision. In other words, if you are on externship or internship you can continue to deliver psychological services. Once you complete degree requirements you will be able to apply for a 2-year limited permit while working under supervision to complete postdoctoral hours required for licensing.

However, if you complete your required internship and have not yet completed doctoral degree requirements (e.g., your research requirements), a strict interpretation of the law is that you may not continue doing psychological work as a therapist or a clinician or some other non-psychological title. Until now it has been common practice, post-internship, to continue at that agency, to begin a post-doc, or to find similar work elsewhere while completing the doctorate. If you are working as a certified school psychologist in a school, you are probably exempt from this law. It is incumbent upon you to speak with the agency where you are working to determine if they are an exempt agency and what your future status will be.

6.17 Interpersonal, Professional and Ethical Competencies

In addition to the competency exams described above our clinical training programs have adopted the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs (1) model policy developed by the *Student Competence Task Force of the Council of Chairs of Training Councils*, as stated below:

Students in clinical training programs (at the masters, doctoral, internship, or postdoctoral level) should know—prior to program entry and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to:

☐ (a) establish criteria and methods through which aspects of competence other than and, in addition, a student-trainee's knowledge or skills may be assessed (including, but not limited to emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and,

☐ (b) ensure—insofar as possible— that the students who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory,

teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework and with due regard for the inherent power difference between students and faculty, students should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than and, in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient:

☐ (a) interpersonal and professional competence (e.g., the ways that student relates to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);

☐ (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories);

☐ (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impeding professional development or functioning); and

☐ (d) resolution of issues or problems interfering with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; and by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts where evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably

☐ (a) impacts the performance, development, or functioning of the student,

☐ (b) raises questions of an ethical nature,

☐ (c) represents a risk to public safety, or

☐ (d) damages the representation of psychology to the profession or public,

an appropriate representative of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students that evaluation will occur in these areas, it should also be emphasized the program's evaluation processes and content should typically include:

☐ (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable);

☐ (b) information regarding the primary purpose of evaluation (e.g., to facilitate student development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement, to assist in the development of remediation plans when necessary);

☐ (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and

☐ (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude satisfactory remediation is possible for a given student-trainee.

6.17.1 Ethical Concerns

- Demonstrate knowledge and application of the ethical codes for one's specific professional organization (i.e., American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, National Association of School Psychologists (NASP)'s Principles for Professional Ethics; American Counseling Association (ACA) Code of Ethics.

- Demonstrate a knowledge and application of statutes regulating professional practice;

- Demonstrate a concern for client welfare; and

- Demonstrate an appropriate client-psychologist relationship

- Professional Deportment Issues

- Appropriate manifestation of professional identity (e.g., attire, behavior);

- Appropriate involvement in professional development activities (e.g., professional associations);

- Appropriate interaction with peers, colleagues, staff, students; and

- Awareness of impact on colleagues (faculty, trainees)

6.17.2 Sensitivity to Client and Diversity Issues

Acknowledgment of and effectively interacting with individuals of diverse ethnic and racial groups, and lifestyles is imperative for students to function as psychologists.

6.17.3 Use of Supervision Issues

1. Appropriate preparation;
2. Accept responsibility for learning;
3. Open to feedback and suggestions;
4. Apply learning to practice;
5. Willing to self-disclose and explore personal issues affecting professional process functioning;
6. Appropriately self-reliant; and
7. Appropriately self-aware.

6.17.4 Other Trainee Issues

1. Effective management of personal stress;
2. Lack of professional interference because of own adjustment problems and/or emotional responses;
3. Develop realistic professional goals for self; and
4. Appropriate self-initiated professional development (e.g., self-initiated study)

Faculty members are responsible for evaluating the progress of each student's personal and professional growth. It is important to maintain close working relationships between students and faculty so that program policies and procedures can be implemented to maximize trainee development and growth.

Developmental stressors are inherent in the transition to graduate school and during the course of the training program. Students make significant developmental transitions during their graduate training and may need extra support. When practical training begins, there is additional stress inherent in being a

member of a helping profession. Therefore, supervision is frequent and intensive during graduate training. All these factors may increase a trainee's sense of personal and professional vulnerability. It is the responsibility of each program to make available procedures and opportunities that can facilitate growth and minimize stress. Such measures include, but are not limited to, orientation meetings, identifying clear and realistic expectations, timely evaluations with suggestions for positive change, and contact with support individuals (e.g., supervisors) and groups (e.g., other students or former students).

6.18 Therapy for Students

Knowing oneself is critical to becoming a successful psychologist, counselor, therapist, or educator. While not a requirement, all students are encouraged to be in their own psychotherapy as this experience enhances one's ability to become an effective clinician. As clinicians in training, students are encouraged to regard engaging in personal therapy as an asset, not a deficit. Understanding and being open to the process of psychotherapy and learning to differentiate one's own difficulties from one's patients are important to one's development as a mental health professional. Under certain circumstances, a student may be required by the faculty to enter therapy when it is clear that there are professional or personal problems/behaviors that interfere with the student's ability to provide services and interact in a professional setting. (See Counseling Services).

6.19 Professional Liability Insurance

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

6.20 Student Discipline

Students are expected to be aware of the standards and expectations for all students at Ferkauf Graduate School as detailed in Section 6. Academic Standards and Expectations. Violations of any area of academic standards may be grounds for disciplinary action. Areas of school disciplinary jurisdiction include, but are not limited to:

1. Unsatisfactory Academic Performance
2. Violations of academic integrity (e.g. cheating, plagiarism, inappropriate use of AI technology, and forgery of academic credentials or documents);
3. Ethical violations (e.g. clinical malfeasance, improper clinical documentation, patient abandonment, regulatory violations)
4. Disruption of the academic process and/or academic facilities, including interference with access to facilities and disruption of the classroom;
5. Library violations, including failure to return books or destruction of library materials;
6. Physical detention, intimidation, or restraint of a student, instructor, staff member, or administrator while that person is attempting to exercise their duties.
7. Inappropriate use of technology resources

6.20.1 Unsatisfactory Academic Performance

Students who exhibit deficiencies regarding their academic performance, supervisor or faculty

evaluations, academic progress, interpersonal skills, and professional and ethical behavior will be informed of such deficiencies by faculty after Program review. Academic performance is comprised of performance of academic, clinical, and research activities. Students with unsatisfactory performance in these areas are placed on academic probation or are subject to dismissal. A student does not first have to be placed on academic probation before dismissal from the Graduate School.

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

6.20.2 Violations of Academic Integrity

Academic integrity is the guiding principle for all that students do during their academic tenure; it includes their integrity in fulfilling academic, research, and clinical responsibilities and in their interpersonal and professional behavior. It requires that students recognize and acknowledge information derived from others and take credit only for ideas and work that are their own. It is a violation of the principle of academic integrity to:

- Cheat on an examination.
- Submit the same work for two different courses without permission from the professors.
- Receive help on a take-home examination that calls for independent work.
- Plagiarize.
- Falsify or fabricate data.

Plagiarism is the appropriation of another person's ideas, processes, results, or words (including via use of generative AI) without giving appropriate credit. A student who presents someone else's work as their own is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspect of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as their own.   It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited.

Fabrication is making up data or results (including through use of generative AI) and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

A student's affirmation of any examination, course assignment, or degree requirement is assumed by the School to guarantee that the thoughts and expressions therein not expressly credited to another are literally the student's own. Evidence to the contrary may result in failure in the course, dismissal, or such other penalties as deemed proper. (see also 6. Academic Standards and Expectations)

6.20.3 Ethical Violations

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

1. Plagiarism.

2. Cheating.

3. Legal infractions including, but not limited to, theft and possession of illegal drugs or weapons.

4. Deliberate actions causing harm to others, including but not limited to unlawful harassment, failure to respect others' rights and dignity, and failure to fulfill professional responsibilities.

5. Misuse of University property (see 6 Academic Standards and Expectations).

6. Inappropriate use of technology resources: Any student who posts content (on a personal or University website, or social media platform) that is deemed inappropriate and/or a violation of Ferkauf Academic Standards and Expectations will be subject to disciplinary action.

7. Inappropriate use of artificial intelligence (see 6.3.20 Policy on Uses of Artificial Intelligence)

8. False representation, including false or misleading statements on admission, registration, scholarship application, or other School forms, or records dealing with outside employment, attendance at other institutions, financial status, departmental or degree requirements, or any other items of student information.

9. Utilization of work submitted to fulfill one's course requirements in a second course, unless expressly permitted by the second course's instructor.

10. Coercion, any form of abuse of others, misuse of influence, or engagement in exploitative relationships.

11. Other proscribed professional activities, including but not limited to practicing outside the boundaries of one's competence; offering of any psychological services by an individual not licensed as a psychologist unless these services are delivered in the context of a supervised clinical training setting; engaging in sexual intimacies with current or former clients or their significant others, engaging in inappropriate or undisclosed dual role relationships, etc. (see A1 APA Ethics Code).

6.20.3.1 Procedure for Ethical Violations

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

1. Once a complaint has been presented in writing or otherwise, the academic advisor and/or Program Director meets with the complainant and the student to discuss the issues.

2. When the initial discussion is completed, the Director may inform the program's faculty and then form a subcommittee of the program faculty – usually two (2) members – to meet with the student and access all relevant information about the charges and clarify all issues. The student will have the opportunity to present their own views on all points. The subcommittee will report to the program's faculty and a recommendation will be forthcoming.

3. The Program Director will meet with the student to discuss the recommendation. This procedure is not intended to be a litigious one.

4. The recommendation may be forwarded to the Associate Dean who has the option to review the issues or to form a faculty committee to advise the student about the problem and recommendations.

6.20.4 Academic Probation

Academic probation is an indication of very serious or persisting academic, behavioral, or professional deficiencies. When a student's academic performance in any program-defined competency area, including supervisor or faculty evaluations, academic progress, interpersonal skills, or professional and

ethical behavior is unsatisfactory, faculty will provide timely feedback and offer students an opportunity to remedy deficiencies. Students who are placed on academic probation are not permitted to apply for their next externship or internship or attend an externship or internship they already received while they are on probation. If the problems persist after the following semester the Program Director or the Dean of the Graduate School may counsel voluntary withdrawal or recommend termination from the Graduate School and may occurs in any of the following instances:

1. When a student enrolled in a terminal Master's' program receives a semesterly or a cumulative GPA below 3.0.

2. When a student enrolled in a Doctoral program receives a semester or cumulative GPA of 3.25 or below.

3. When a student in any program receives two (2) or more grades of C or lower within a semester.

4. When a student in any program receives a grade of F in a course. A grade of F in any course may result in immediate academic probation, and initiate a review for dismissal from the Graduate School. A student receiving a grade of F may request a committee review of the grading process. The Program Director will appoint an academic review committee of faculty to examine the circumstances leading to the F grade and determine the appropriate course of action.

5. When a student in any program receives more than two (2) incomplete grades (grade of I) in any semester. PLEASE NOTE: All incompletes (I grades) will convert to F's after one (1) semester. It is the student's responsibility to ensure the work is completed in a timely manner.

6. When a student persistently fails to meet academic progress standards of their enrolled program.

7. When a student demonstrates serious or persisting deficiencies in clinical performance, for example:

   a. When a student receives a B- or lower grade in a clinical practicum course (from any supervisor)

   b. an unsatisfactory evaluation from an externship supervisor

   c. shows evidence of continued unsatisfactory performance following remediation efforts,

   d. fails or is terminated from a training site

   e. When interpersonal skills are determined by program faculty and/or supervisors to be persistently unsatisfactory.

   f. When professional and ethical behaviors are determined by program faculty and/or supervisors to be persistently unsatisfactory.

8. When a student fails to meet the requirements of remediation following a Program Director's written notification of unsatisfactory performance.

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

6.20.4.1 Academic Probation Procedure

If a student is referred for academic probation, the student must meet with the academic advisor and/or Program Director prior to the following semester to develop a remediation plan and/or schedule for the completion of remaining degree requirements. Elements of a remediation plan may include, but are not limited to, academic performance benchmarks, deadlines for completing requirements, closer supervision of clinical responsibilities, etc. If the student misses a subsequent deadline, he/she risks the consequence of being dismissed from the Graduate School. If a student wishes to change a deadline, he/she must submit a request in writing to the appropriate advisor and/or Program Director at least one (1) month prior to the deadline. Only one (1) request per year will be granted. Students are allowed one (1) probationary period during their academic tenure. Subsequent unsatisfactory performance as described in 6.18.3 Academic Probation will result in immediate dismissal from the Graduate School.

If probation or a leave is decided, the student shall receive a written Notice of Probation from the Program

Director that outlines the reason for academic probation, specifies a remediation plan, and provides a timeline for remedying the issues.

The student must sign and return the Notice of Probation acknowledging that it will be the student's responsibility to communicate an understanding of the identified problem, respond to communications and engage in the remediation plan or grievance procedure in a timely manner. The student's response to the feedback and willingness to engage in remediation will also be considered in the evaluation process. Failure to sign and return the Notice of Probation within 14 calendar days may be grounds for dismissal.

6.20.5 Dismissal from the Graduate School

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

  i. failure to satisfactorily meet remediation requirements when on academic probation.

  ii. students on academic probation who, in the subsequent semester, receive a C grade, an Incomplete grade or a F grade.

  iii. obtaining GPA below 3.0 for any two (2) semesters.

  iv. failure to pass the retake of the competency or comprehensive examinations.

  v. failure to complete academic or research requirements within a timeframe specified by the student's academic or research advisor or Program Director.

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

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

D. Failure to meet generally accepted standards of personal integrity, professional conduct or emotional stability, or inappropriate or disruptive behavior toward colleagues, faculty or staff.

E. Failure to make satisfactory progress toward a degree within the time frames detailed in the "Time Limitations for Program Completion" provision.

F. A pattern of unsatisfactory clinical performance, despite remediation efforts, including but not limited to the following:

  i. more than one (1) unsatisfactory evaluation of a psychotherapy or assessment lab or clinical training experience;

  ii. failure to complete the required number of year-long approved externship experiences, or an approved internship training experience, within timeframes specified by the program.

G. A pattern of unsatisfactory research performance, despite remediation efforts, including but not limited to the following:

  i. more than one (1) unsatisfactory evaluation of a research course or experience or

  ii. failure to meet research deadlines within the timeframes specified by the program.

H. A pattern of unsatisfactory interpersonal skills and professional behavior, evidenced despite remediation efforts, including but not limited to the following:

  i. inappropriate interpersonal or professional behavior. This refers to conduct in classes and on campus, in private meetings with faculty, and to behavior in our Clinic and at externship or internship sites. In all venues with which the students may have contact with patients and supervisors, students are expected to conduct themselves in a manner which adheres to ethical and professional standards;

  ii. psychological problems that impair professional functioning, academic performance, or progress throughout the program;

  iii. failure to evidence compliance with faculty recommendations for remediation of impaired interpersonal skills or professional behavior.

6.21 Student Grievances

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 based on 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 because of any program procedure, he/she is assured of all due process, respect, and confidentiality.

6.21.1 Grievance Procedure

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

6.21.1.1   Step 1: Informal Level

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

6.21.1.2   Step 2: Meet with Program Director

When the student thinks that the issue or concern is still unresolved by the primary instructor, supervisor, or advisor and can demonstrate that there is a basis for suspecting unsubstantiated claims of unsatisfactory performance, harassment, or discrimination, they may arrange a meeting to discuss the issue or concern with the Program Director. Students are expected to submit written documentation of evidence for their complaint within thirty (30) days of the evaluation or incident, or by the final day of classes of the semester in which the problem occurred. The Program Director will review all documentation and testimony and will notify the student and relevant faculty of their decision to grant or deny the appeal.

6.21.1.3   Step 3: Departmental Committee

If the Program Director cannot resolve the student's issue, or the student files (within thirty (30) days) a written appeal of a decision made by the Program Director, then the Program Director asks the Dean to appoint a committee of faculty to address the student's concern. The faculty on the committee cannot be faculty members from the student's program. The student will have the opportunity to orally present the

nature of the appeal to the committee. The committee will review all documentation and testimony and will notify the Dean and the student of their decision to grant or deny the appeal.

6.21.1.4 Step 4: Review by Dean

Should the department committee not be able to resolve the student's issue, or the student wishes to appeal a decision by the departmental committee, the student must submit in a written request (within thirty (30) days of the decision) that the Dean review the action, clearly stating the reasons for such a review. The Dean may grant or deny the request. If the Dean grants the request, he will evaluate all the available materials as to the facts and circumstances, including any recommendation from the departmental committee, and may request a personal interview with the student. The Dean's decision shall be final as to whether to review the determination, and, if so, whether to adhere to the committee's recommendation.

6.22 Ferkauf Ombuds Office

The Graduate School's Ombuds is the Associate Dean. The role of the Ombuds is to provide a resource for conflict resolution where students, faculty, or staff may find a confidential, independent, and impartial advisor in negotiating interpersonal or professional conflicts; and does not advocate for the interests of any specific individual. The Ombuds is independent of any organizational unit of the Graduate School, and does not have the authority to make decisions on the part of the Graduate School or University administration. The main objective of the Ombuds is to provide information and resources on ways to resolve conflicts and solve problems.

Discussions with the Ombuds are confidential as permitted by law. However, as a mandated reporter, if there is evidence of abuse, or any individual is in imminent physical or mental danger, the Ombuds is obligated to report such risk of imminent harm to the respective authorities.

Speaking with the Ombuds does not preclude taking formal action, such as filing a grievance, and does not lead to, or limit one's ability to initiate a grievance procedure. The Ombuds also does not participate in any formal grievance procedures.

7. Programs of Study

Ferkauf Graduate School offers the following programs:

- ☐ Doctor of Psychology in Clinical Psychology
- ☐ Doctor of Psychology in School-Clinical Child Psychology
- ☐ Doctor of Philosophy in Clinical Psychology with Health Emphasis
- ☐ Master of Arts in Mental Health Counseling
- ☐ Master of Science in Marriage and Family Therapy
- ☐ Master of Arts in Special Education
- ☐ Master of Arts in Psychology
  Available only to students already enrolled in one of Ferkauf's doctoral programs – see individual program information for degree requirements.
- ☐ Master of Science in School Psychology
  Available only to students already enrolled in the School-Clinical Child Psychology PsyD. Program– see individual program information for degree requirements.

.

7.1 Doctor of Psychology in Clinical Psychology (PsyD) – 115 Credits

7.1.1 Program Philosophy and Overview

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

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

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

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

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

The clinical program offers systematic multi-level, multi-modal supervision that is sequentially organized. Students systematically receive increasingly advanced supervision in both individual and group supervision settings, by advanced students and faculty, in the areas of clinical assessment, clinical interventions, and research, beginning in their first year and continuing until the end of training.

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

The clinical program places a significant emphasis on creating and maintaining diversity throughout students' coursework, assessment opportunities, research, and clinical opportunities. There are courses specifically focusing on multiculturalism and diversity, as well as elective courses to strengthen students' knowledge.

7.1.2 Program Aims and Associated Competencies

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

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

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

7.1.2.1 Aim 1:

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

7.1.2.2 Objective 1: Acquire Foundational Knowledge in Scientific Psychology

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

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

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

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

Associated Competencies: Students must demonstrate a graduate-level knowledge of the foundations of

clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in clinical psychology as well as the current research and theoretical foundations of clinical psychology. This competency is assessed through grades in relevant courses and student evaluations from faculty and clinical supervisors.

7.1.2.4   Aim 2:

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

7.1.2.5   Objective 3: Competence in Assessment

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

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

7.1.2.6   Objective 4: Competence in Intervention

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

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

7.1.2.7   Objective 5: Competence in Conducting and Evaluating Research

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

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

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

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

assisting professional personnel to meet the challenges of clients in times of crisis and in everyday situations.

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

7.1.2.9 Aim 3.

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

7.1.2.10 Objective 7: Commitment to ethical practice

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

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

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

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

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

courses as well as student evaluations from faculty and clinical supervisors.

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

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

Associated Competencies: Students must demonstrate a graduate-level understanding of individual differences, differences in multicultural and other diverse populations (including but not limited to age, race/ethnicity, gender identity, socioeconomic status, sexual orientation, disability, national origin) and their significance to all areas of clinical psychology, including assessment, research, treatment, and systemic contexts. Assessment of this competency is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in multicultural competency, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their competence with multicultural issues in their clinical comprehensive competency evaluation.

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

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

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

7.1.3 Accreditation

The Clinical Psychology PsyD program began in 1979 and has been accredited by the American Psychological Association (APA) since 1985. The Committee on Accreditation conducted a review of the Clinical Psychology PsyD program in 2015 and granted reaccreditation to the program for another seven years. The next accreditation visit was initially scheduled to occur in 2022, but has been extended due to the pandemic, and is now anticipated mid 2025.

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

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

7.1.4 Curriculum

The curriculum is a five (5) year, 115 credit program that consists of a four (4) year academic sequence, intensive practica, and supervised experiences, culminating in a full-time internship, usually in the fifth year. The academic coursework consists of foundation courses in psychology and clinical psychology, a research sequence culminating in a Doctoral Research Project, an assessment sequence, and a psychotherapy sequence. Students are required to see patients through the Parnes Clinic over a four-year period as part of the practicum components of the required assessment sequence and therapy sequence. Beginning in the second year and continuing through the fourth year, students also receive practicum training at competitive external placements each year.

Students are trained in humanistic principles, common factors of psychotherapy, cognitive- behavioral therapy (CBT) and psychodynamic therapy (PDT) and have the option to further deepen their clinical skills in CBT and/or PDT. Students may elect to complete several minors, including the Clinical Neuropsychology Minor, Addictions Minor, and GeropsychologyMinor (see section on Minors for more detail). The Clinical Psychology PsyD Program also offers specialized training in group therapy, couples, and family therapy, and in the treatment of older adults, asylum seekers, youth, and other populations. Students receive intensive and comprehensive training in assessment, which broadens their range of clinical skills and augments their application for externship and internship sites.

Students engage in hands-on deliberate practice and receive intensive supervision in both individual and group formats, and through direct observation. Didactic courses are augmented by small intensive practicum groups or applied labs to facilitate the application and practice of didactic material. Students receive comprehensive training in research and in the integration of science and practice, which enables them to conduct research and to incorporate cutting edge science into their clinical practice over the course of their career. Other areas of specialization (either through research or clinical training, and in some instances both) include anxiety disorders, OCD, depressive disorders, trauma, PTSD, eating disorders, personality disorders, addictions, bereavement, existential distress, meaning centered psychotherapy, psychotherapy integration, psychotherapy training, psychotherapy process, therapeutic alliance and ruptures, vulnerability, prevention, and treatment, emotional regulation, mindfulness,

foundations and mediators of change, dissemination and implementation science, geropsychology, intersections of personality pathology, social functional impairment, cognition, and socioemotional development in later life and neuropsychology.

7.1.4.1   Required Courses (115 credits):

7.1.4.2   General Foundation Courses

PSA	8930	Physiological Psychology
PSA	8515	Lifespan Development
PSA	8472	Cognitive & Affective Bases of Behavior
PSA	8071	Psychopharmacology
PSA	8405	Social Psychology

7.1.4.3   Clinical Foundation Courses

PSA	8181	Multicultural & Diversity Issues
PSC	8371	Legal and Ethical Issues in HSP
PSC	8813	Lifespan Psychopathology

PSA	8601	History & Systems of Psychology
PSC	8191	Concepts in Psychotherapy
PSC	8436	Basic Psychotherapy Skills Practicum
PSC	8509	Supervision & Consultation

7.1.4.4   Assessment Sequence

Students are required to complete a rigorous, 5-didactic course and 5-practicum assessment sequence where they receive didactic training and intensive supervision in assessment. At the end of the sequence, students will have administered, scored, interpreted, and written in-house at least one (1) intake report, completed two (2) cognitive assessment and two (2) personality practice batteries, five (5) practice batteries that integrate multiple cognitive and personality assessment measures and at least two (2) integrative testing reports. Students may also elect to receive further training in assessment by enrolling in the neuropsychology minor or by taking additional assessment courses in the School-Clinical Child Psychology PsyD. program.

PSC	8435	Clinical Interviewing with Practicum
PSC	8441	Cognitive Assessment with Practicum
PSC	8442	Personality Assessment with Practicum
PSC	8446	Clinical Assessment I with Practicum

PSC   8447   Clinical Assessment II with Practicum

7.1.4.5   Research Sequence

Students learn the skills to become critical consumers and producers of research during their graduate studies in the Clinical Psychology PsyD program. Students learn the strengths and limitations of different study designs, are trained in statistical methods, and learn how to critically evaluate the research literature. Students are also required to produce two (2) original doctoral research projects (Research Project I and Research Project II). Using principles or evidence-based practice, students are trained and supervised in the application of scientific thinking to practice by applying the research literature to the care of their clients. Students are supported in their research through their respective research seminars, through other research classes, and in individual meetings.

PSA   8280   Statistics I

PSC   8287   Research Methods & Design

PSC   8539   Research Seminar *(8 semesters)*

7.1.4.6   Theory of Intervention Courses

Students receive intensive training in theories, research and applications of clinical practice and are taught skills to integrate clinical practice with research. Students are trained in all aspects of the evidence cycle: 1) development of searchable questions based on a client's presenting problem; 2) searching of the literature to find the highest quality evidence for their clinical question; 3) critical appraisal of the literature; and 4) understanding and applying the results of those studies to the care of their clients.

They are required to successfully complete a course in Concepts of Psychotherapy and a Basic Psychotherapy Skills Practicum course in their first year (see *Clinical Foundation Courses*). They are also required to successfully complete foundations courses in psychodynamic psychotherapyand cognitive behavior therapy . They are also required to take a course in other modalities (group, couple or family) or populations (child, older adults).

7.1.4.6.1   Intervention Courses: Psychodynamic Therapy Track

PSC   8486   Foundations in Evidence Based Practice: PDT (required for all tracks)

plus choose two (2) courses from below:

PSC   8498   Interpersonal Psychotherapy

PSC   8175   Object Relations

PSC   8491   Self Psychology

7.1.4.6.2   Intervention Courses: Cognitive Behavior Therapy Track

| PSC | 8497 | Foundations in Evidence Based Practice: CBT (required for all tracks) |

plus the two (2) courses below:

| PSC | 8470 | CBT for Anxiety & Depression I |
| PSC | 8471 | CBT for Anxiety & Depression II |

7.1.4.6.3   Intervention Courses: Other Modalities

Choose one (1)

| PSC | 8464 | Concepts in Couples and Family Therapy |
| PSC | 8448 | Assessment & Treatment of Older Adults |

| PSC | 8461 | Principles of Group Therapy |

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

7.1.4.7   Psychotherapy Sequence

Once students have completed their intervention course requirements, students are required to enroll in two (2) years (4 semesters) of in-house individual psychotherapy practicum in either Psychodynamic or Cognitive Behavior Therapy. Students may complete two years in the same theoretical orientation or do one year of the CBT practicum and one year of the psychodynamic practicum. Through this practicum, students treat three to four (3-4) patients a year in the in-house training clinic, receive one (1) hour of weekly individual supervision, and two (2) hours of weekly group supervision in which they present their cases to a licensed clinical psychologist. Altogether, students enroll in four (4) practica ("labs") with each lab worth 1.5 credits.

7.1.4.7.1   Psychodynamic Practicum

PSC	8492	Psychodynamic Individual Psychotherapy Practicum (Fall and Spring)
PSC	8494	Advanced Psychodynamic Individual Psychotherapy Practicum (Fall and Spring)

*Students taking PSC8492 are also required to take the remaining two (2) of the three (3) courses from the Psychodynamic Therapy Track courses listed on the previous page.

7.1.4.7.2   CBT Practicum

PSC	8502	CBT Individual Psychotherapy Practicum (Fall and Spring) *
PSC	8504	Advanced CBT Individual Psychotherapy Practicum (Fall and Spring)

*Students taking PSC 8502 are also required to take the two (2) semester class, CBT for Anxiety and Depressive Disorders I and II.

7.1.4.7.3 Proseminar, Externship & Internship

PSC	8551	Proseminar (8 semesters)
PSC	8944	Clinical Psych Externship (minimum 4 semesters)
PSC	8941	Clinical Psychology Doctoral Internship (full year)

7.1.4.8   Elective Courses (minimum 9 credits):

Students work with their academic advisor and Program Director to choose electives. Students may select from a variety of different elective courses or may wish to pursue a Doctoral Program Minor or decide to further concentrate their studies in specific areas. See below.

Students may elect to enroll in either the CBT practicum or the psychodynamic therapy practicum or elect to do one year of each. All classes within each therapy practicum are required. Students who enroll in two years of either the CBT or the psychodynamic practicum must choose 9 additional credits for electives. Students who enroll in one year of the CBT practicum and one year of the psychodynamic practicum must choose only 3 credits for electives (because the other 6 are filled by both sets of track requirements).

7.1.4.9   Concentrated Areas of Study in Clinical Psychology

In addition to taking minors (see section on Doctoral Program Minors), clinical Psychology students are given the option of completing areas of more concentrated study. A concentration is an intensive study in which students take a group of courses in a specific area of interest beyond what may be required by the program. Students who are pursuing concentrations may also elect to focus their externship experiences in the same area of study. In addition, students may choose to concentrate their elective studies in areas offered by the other programs in the Graduate School. Finally, students are free to select individual elective courses in any area and are not required to concentrate in any area of study.

The following is a list of areas in which the Clinical Psychology PsyD program offers concentrated study (note that some of the courses also fulfill requirements noted above):

7.1.4.9.1 CBT

PSC   8497   Foundations of Evidence Based Practice: CBT

PSC	8470	CBT for Anxiety & Depression I
PSC	8471	CBT for Anxiety & Depression II
PSC	8502	CBT Individual Psychotherapy Practicum
PSC	8504	Advanced CBT Individual Psychotherapy Practicum
		Research in cognitive behavioral principles or strategies
		Externships in CBT

7.1.4.9.2   Psychodynamic:

PSC	8486	Foundations of Evidence Based Practice: PDT
PSC	8498	Interpersonal Psychotherapy
PSC	8175	Object Relations Theory
PSC	8491	Self-Psychology
PSC	8492	Psychodynamic Individual Psychotherapy Practicum
PSC	8494	Advanced Psychodynamic Individual Psychotherapy Pract.
PSC	8289	Dreams
		Research in psychodynamic principles or strategies
		Externships in Psychodynamic Therapy

7.1.4.9.3   Clinical Gero-Psychology Concentration

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

Required Coursework (15 credits):

- Assessment & Treatment w/ Older Adults (PSC 8448)
- Depression and Personality Disorders in Older Adults I & II (PSC 8529/PSC 8530)
- Geropsychology Practicum I & II (PSC 8449/PSC 8450)
- Neuroscience of Human Behavior, Cognition and Affect (PSH 6014)
- Geriatric Neuropsychology Practicum I & II (PSC 8449/PSC 8450) *
- Introduction to Clinical Neuropsychology I & II (PSH 6011/PSH 6012) **

*Please note that 5 is open to participants in the FOAP geropsychology externship ONLY

**Please note that 6 is only open to students pursuing the Neuropsychology minor.

7.1.4.10   Research Seminar

In addition to the research methodology courses, each student is required to register for eight (8) semesters (16 credits) of faculty research seminars (PSC 8539) beginning during their first year of study. These seminars are taught by core faculty and will directly facilitate the development of the student's doctoral research projects. The faculty members will serve as research advisors for students who participate in their seminar.

☐

7.1.4.10.1 Doctoral Research (DR) Project

The Doctoral Research (DR) Project may include an original quantitative or qualitative empirical study, replication of an empirical study, development of an instrument, evaluation outcome research, treatment integrity, single case experimental design, meta-analysis, case study, theory development grounded in existing evidence, or other methodologies. A research intensive track is available for those pursuing more ambitious projects or who wish to pursue research as a major career emphasis. Additional coursework (PSC 8537: Data Analysis or PSA 8289: Intro to Qualitative Research) and scaffolding of timelines is provided to support work in this track. Students are evaluated for quality of the written and orally presented work, including necessary changes following their defense.

7.1.4.11 Externship

Students are required to complete a minimum of two (2) year-long externships (at two (2) different sites) and have an option of completing a third year of externship training. Students begin their first externship during the Fall of their second year after successful completion of first year classes and assessment competency I. Students typically work two (2) days a week for a maximum of 16 hours per week. While students are on externship, they should register for the appropriate externship course each semester. Students are evaluated twice a year by supervisors and must be observed at least once a semester by video/audio/live. At the end of each externship, students will be required to submit attestation forms signed by their externship supervisors.

7.1.4.12 Pre-Doctoral Internship

Students are required to complete a pre-doctoral internship, typically during their fifth year. Usually, the internship will consist of a twelve (12) month, full-time experience. Students should obtain an internship at an APA accredited training facility if possible. While students are on internship, they should be registered for PSC 8941; Doctoral Internship for each semester. Students are eligible to apply for internship upon completion of the first three years of curricular requirements of the PsyD program, successful completion of competency exams, and acceptable progress on doctoral research. At the end of the internship, students will be required to submit attestation forms signed by their internship supervisors. Students are evaluated by supervisors at the middle and end of the year and must be observed at least once a semester by video/audio/live.

7.1.5 Competencies

Beyond coursework, students must pass a sequence of competency exams in the following areas to graduate from the Clinical Psychology PsyD program:

7.1.5.1 Assessment Competency

- ACER II (at the end of the spring semester, second year)

7.1.5.2   Research Competency

7.1.5.3   RACER evaluation of Doctoral Research (DR) project or Dissertation (RIT Track)Clinical Competency

- ☐ Clinical Competency I (Review of Video December of third year)
- ☐ Clinical Competency II (Comprehensive Clinical Report, end of spring semester third year)
- ☐ Clinical Competency III (Review of Video, December of fourth year)

7.1.6   Registration for Competency Exams

- ☐ PSC 8001 Assessment Competency Exam II
- ☐ PSC 8002 Clinical Competency I
- ☐ PSC 8003 Clinical Competency II
- ☐ PSC 8004 Clinical Competency III

7.1.7   Master of Arts Degree

Students may elect to be conferred with a Master of Arts in Psychology degree once they have completed 36 credits in the Clinical PsyD Program (typically after the first 2 years are completed). To do so, students must be in good standing and complete a program form signed by the academic advisor attesting to completion of credits. They must also submit a Graduation Application to the Office of the Registrar by the deadline (see Eligibility for Graduation section for dates)

7.1.8   Procedures for Graduation

To receive the Clinical Psychology PsyD degree, students must meet all academic, research, and clinical training requirements, including passing faculty evaluations of competency in all areas. They must then complete the PsyD Degree Completion Form and Graduation Application by obtaining the necessary signatures attesting to successful completion of these requirements. To meet the academic requirements for graduation, students must successfully complete their Doctoral Research (DR) Project or Dissertation, including defense of written and oral components, and demonstration of competence in proposing research, as well as completion of all changes/revisions required by the relevant reviewers. Clinical training requirements include successful completion of two (2) years of externship, two (2) years of in-house training at the Parnes Clinic, and one (1) year of internship. Students are also required to submit copies of their research projects in electronic form to their research advisors and the Psychology Office along with a variety of associated materials (listed in the PsyD Completion Form).

7.2 Doctor of Psychology In School-Clinical Child Psychology (PsyD) –110 credits

7.2.1 Program Philosophy

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

The training model is that of Practitioner-Scholar, with an emphasis on the integration of clinical child psychology and school psychology, built on a foundation in developmental psychology.

Students gain more than 3,500 hours of supervised school/clinical field experiences in diverse schooling environments, hospitals, and mental health facilities, usually in urban centers with largely multicultural populations. The program also provides specialized training in infancy/early childhood, and in bilingual school psychology.

We also adhere to a combined-integrative model, as delineated by the Council of Directors of Combined-Integrated Doctoral Programs in Psychology. The disciplines of school psychology and clinical psychology are integrated throughout the coursework. Concurrently, the program provides students with a pedagogical orientation that is eclectic in both theory and practice.

Faculty members are experts in applying and researching psychodynamic, cognitive-behavioral and family orientations to working with children, adolescents (0-18) and young adults Students are taught to respect the value of each approach and to integrate theory and practice across these orientations. It is understood that eclecticism also has a hierarchical structure to it. We recognize that a value of this type of program is the high regard for each orientation in its own right, which permits students to integrate an approach that is truly their own, but one that is also respectful of empirically supported treatments from all orientations.

7.2.2 Accreditation

The Doctor of Psychology program in School-Clinical Child Psychology is accredited by the American Psychological Association as a Combined Clinical – School Psychology Program. It was accredited in 2017 for a maximum ten-year period and will be site visited in 2027. The Program is also approved by the National Association of School Psychologists. Students are eligible to sit for the NYS Licensing Examination upon graduation.

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

7.2.3 Curriculum

The School-Clinical Child Psychology PsyD. program (five-year program; 110 credits), provides students with the knowledge and skills to assume the role of a professional psychologist who can work in diverse settings across the lifespan. The Program provides a full-time sequence of training that consists of four years of coursework, practicum, and field, culminating in full-time internship in the fifth year.

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

7.2.3.1 Required Courses and Typical Course Schedule

ALLOCATION CHART	
SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM: 110 CREDITS	
YEAR I FALL	**YEAR I SPRING**
PSS 6131: Cognitive Assessment	PSS 6132: Psychoeducational Assessment
PSS 6400: Neurodevelopmental Disorders	PSS 6153: Appraisal of Personality
PSA 6515: Lifespan Development	PSS 6221: Consultation and Supervision
PSS 6801: Professional and Ethical Issues in Health Service Psychology	PSS 6250: Developmental Psychopathology
PSS 6199: Integrating Race and Gender in Multiculturalism	PSS 6610: Beginning Work with Children, Parents and Families
YEAR II FALL	**YEAR II SPRING**
PSS 6191: Child Assessment with Practicum I	PSS 6192: Child Assessment with Practicum II
PSS 6213: Cognitive Behavioral Psychotherapy for Youth I	PSS 6222: Consultation-Based Interventions
PSS 6399: Biological Bases of Behavior or PSA 6930 Physiological Psych.	PSS 6449: Cognitive Behavioral Psychotherapy for Youth II
PSS 6814: Adult Psychopathology and Assessment	PSS 6118: Psychodynamic Theory
PSS 6915: Research Project I**	PSS 6915: Research Project I**
PSS 8943: Externship I	PSS 8944: Externship II
YEAR III FALL	**YEAR III SPRING**
PSS 6611: Practicum Child Therapy I: Psychodynamic PSS 6625: Practicum Child Therapy I: CBT	PSS 6612: Practicum Child Therapy II: Psychodynamic PSS 6626: Practicum Child Therapy II: CBT
PSS 6286: Research Methods in Professional Practice	PSA 6280: Statistics
PSS 6119: Psychodynamic Therapy for Youth	PSS 6472: Cognitive and Affective Bases of Behavior
PSS 6915/6916: Research Project I/II**	PSS 6915/6916: Research Project I/II**
PSS 8945: Externship III	PSS 8946: Externship IV
Elective* (Optional - 3 Required)	Elective* (Optional - 3 Required)

YEAR IV FALL	YEAR IV SPRING
PSS 6611: Practicum Child Therapy I: Psychodynamic PSS 6625: Practicum Child Therapy I: CBT	PSS 6611: Practicum Child Therapy I: Psychodynamic PSS 6625: Practicum Child Therapy I: CBT
PSA 6405: Social Psychology	PSA 6071: Psychopharmacology
PSS 6915/6916: Research Project I/II**	PSA 6601: History and Systems
PSS 8947: Externship V	PSS 6916: Research Project II**
Elective* (Optional - 3 Required)	PSS 8948: Externship VI
	Elective* (Optional - 3 Required)
YEAR V	**YEAR V**
PSS 8941: School-Clinical Child Predoctoral Internship I	PSS 8942: School-Clinical Child Predoctoral Internship II
PSS 8999B Research Project II EXT (until completed)	PSS 8999B Research Project II EXT (until completed)

*A minimum of 9 credits earned through elective courses are required to meet graduation requirements and may be taken any semester in Years II-IV.

**Students register for Research Project I/II each semester beginning Year II Spring and continue to repeat (R) until RPI/II have been passed (P).

7.2.3.2   Elective Courses

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

7.2.3.2.1   Bilingual School Psychology Extension

Future employment in New York City and other urban public schools may be contingent upon having a Bilingual School Psychology Certificate in addition to the regular School Psychology Certificate the State awards. Students are encouraged to pursue this course of study if they have fluency in another language and if their career aspirations are to work in schools.

The requirements for the Bilingual School Psychology Extension are:

- Completion of the requirements for the NYS School Psychology Certificate
- Completion of 15 credits of coursework (listed below)
    - Family Systems Theory – 3 credits
    - Integrating Gender and Race in Multiculturalism – 3 credits
    - Contemporary Issues in School Psychology – 3 credits
    - Assessment of Bilingual and Multicultural Populations (offered every three years)– 3 credits.
    - Integrating Multiculturalism into Clinical Practice – 3 credits
    - Bilingual School Psychology Internship I-II – 3 credits
- Demonstrated competency in a foreign language as measured by a standardized examination administered by ETS.

7.2.3.2.2   Concentrations

Although the notation does not appear on a student's transcript, School-Clinical Child Psychology PsyD. program students are required to complete concentrations in Cognitive Behavior Therapy and Psychodynamic Psychotherapy.

Cognitive Behavior Therapy: All students are required to complete two (2) didactic CBT courses and a year-long practicum in CBT with children/adolescents. The required courses (twelve (12) credits) are: Cognitive Behavioral Psychotherapy for Youth I & II and Practicum in Child Therapy: CBT I & II. This year long sequence is conducted through the Parnes Clinic and provides both group supervision provided by licensed psychologists with expertise in CBT with children, adolescents, and families.

Psychodynamic Psychotherapy: All students are required to complete two (2) didactic psychodynamic courses and a year-long practicum in psychodynamic treatment with children/adolescents. The required twelve (12) credits are: Psychodynamic Theory, Psychodynamic Therapy for Youth, and Practicum in Child Therapy: Psychodynamic I-II. This year long sequence is conducted through the Parnes Clinic and provides both group supervision provided by licensed psychologists with expertise in psychodynamic psychotherapy with children, adolescents, and families.

7.2.3.3   Research Projects I & II and the Oral Defense Examination

Research Projects I & II are required for graduation. Students begin to work on their research in the first

semester of their second year. Both projects are completed under the supervision of full- time faculty. It usually takes two to three years to complete the research requirements. Research Project I is a focused review of the literature that leads to Research Project II, which is an empirical study.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on their research project. Students should register for the appropriate Research Project I section and attend weekly research lab meetings each semester they work on the literature review portion of the project. Once students are ready to begin work on the second part, they must register for Research Project II and attend weekly research lab meetings each semester until they successfully complete their oral examination.

Students are expected to submit a written copy of their doctoral research project two weeks prior to the oral examination and to complete an oral defense of their research study during the Oral Examination. They will receive a grade for Research Project II for the semester during which they pass their oral defense. Students are required to complete any revisions and submit a final version of their project before a degree can be conferred.

7.2.4 Competency Exams

7.2.4.1   Competency Examination Sequence

Competency	Description of Assessment Process	When is it taken?	Grading and minimal acceptable standard
To be able to administer a standardized cognitive assessment instrument and reliably score responses given by children or adults on standardized cognitive assessment instruments.	Students will administer the core subtests from the WISC-V in a "simulation" setting. The administration will be video-taped and reviewed by faculty and two randomly selected subtests will be scored. Students will be given the protocol used in the simulation containing actual responses on the WISC-V. The student will score the responses using their scoring manuals.	At the end of first year after completion of the Cognitive Assessment and Psychoeducational Assessment courses.	Rubric for scoring the WISC-V was developed by faculty based on Sattler's text. The following criteria are used to grade the Assessment Scoring Competency Examination. • The passing grade for a subtest was a score that was within the standard error. • If scores on more than one subtest exceeded the standard error, the student needs to re-take the exam. • If score on one subtest exceeded the standard error, the student passes the exam but will be required to take a one session scoring tutorial and discussion in September. • If scores on all the subtests were within the standard error; the student passes the exam and is not required to take the tutorial. • If scores on all the subtests were within the standard error; the student passes the exam and is not required to take the tutorial.

2. To write a psychoeducational evaluation based upon information gathered from a fully scored protocol. To provide psychoeducational recommendations to referral sources.	Students will be given fully scored blind protocols and will write a coherent, comprehensive, integrated report of no more than eight pages, with recommendations.	During PSS 6191: Child Assessment with Practicum I	The document will be read by one faculty member using a rubric developed by faculty. Should the student fail any part of the exam it will be read by a second reader. If the second reader passes the paper, then the student will have passed the exam.

3. To demonstrate clinical abilities in treatment	A video of 1-2 selected therapy sessions will be reviewed by adjunct clinical supervisors.	During the third and fourth years	See Appendix D: Practicum in Child Therapy Video Rating Forms. Minimal Criteria for Passing: Minimal Competency scores of "3" (competent) on each of the six factors
4. To develop a clinical case conceptualization or school consultation project	Performance on a series of requirements in treatment- related courses that require students to provide case conceptualizations.	During the second, third and fourth years	The following courses require students to write case conceptualizations: • PSS 6213, Cognitive Behavioral Psychotherapy for Youth I • PSS 6449, Cognitive Behavioral Psychotherapy for Youth II In all four semesters of Practicum in Child Therapy, students write midyear and end year reports for their therapy cases, both which include a Case Conceptualization section. Also, each student presents, and part of that presentation is a case conceptualization.
5. To be a competent consumer of research	Student will write a critical review of the literature. Student will conduct a doctoral research study and provide a written document, in APA format, which summarizes the literature, methodology, results, and discussion of the study.	During fourth year or fifth year	Present document and oral defense to three faculty members. See Appendix E.

There are six competencies, and every student must demonstrate competency in each domain prior to graduation and in the stipulated order, except where otherwise noted below. **Note: Minimal Criteria for passing each examination are indicated in chart above.**

7.2.4.2 Procedures for students who do not pass the competency exams:

1. *Assessment*: Administration and Scoring Exam (Competency Exam I): If a student fails the exam, they meet with a full-time faculty person to review their performance on tape. They are given a second opportunity to take the exam. The re-take exam is administered "live" to a faculty person. If the student fails the re-take exam, they are placed on Academic Warning, further remediation is provided, and the student will be required to video-tape an administration of a full WISC-V to a child/adolescent and submit the video tape for review. If significant problems are still noted in the video the student's course of study may be modified and the student may be withdrawn from the program. Students will be informed in a timely manner after submitting the exam if they passed or failed the exam.

2. *Assessment*: Written Report (PSS 6191: Child Assessment with Practicum I): Students will be informed within a reasonable amount of time after submitting the report if they passed or failed. If a student fails, they will be given written and in-person feedback about their performance and offered a remediation plan. Students who fail are placed on Academic Warning, further remediation is provided, and the student will be required to are required to submit another report. If the student fails the re-take exam the student's course of study may be modified, they will be placed on Academic Probation and the student may be withdrawn from the program.

3. *To demonstrate clinical abilities in treatment*. Program faculty and adjunct faculty appointed as clinical supervisors review selected clinical sessions that have been video recorded. The Psychodynamic Practicum and CBT Practicum have different evaluation forms (see Appendix D). Students must meet minimal competency levels in both year-long practica.

4. *Case Conceptualization*: This is assessed through a series of requirements in clinically oriented courses. Faculty for each course will develop a remediation plan with the student should they not meet minimal achievement levels for this competency.

5. *Oral defense of RPII:* Students are informed immediately after the exam if they passed or failed the oral and will receive feedback on the required revisions for the document. Should a student fail the oral exam, the Research Advisor will review the student's performance and schedule a re-take of the exam at an appropriate time. Graduation is contingent upon passing the exam.

7.2.4.3 PSS 8000 Competency Exam I

Exam Fee

7.2.4.4 PSS 8001 Competency Exam II

7.2.4.5   Externship

Students are required to complete approximately 500 hours of supervised experience in the second year and approximately 600 hours in the third- and fourth-year placements. The second-year placement occurs in a schooling facility. This requirement meets standards set by the Council of Directors of School Psychology Programs. The third year may be in a mental health facility, medical center, early childhood center, hospital, or special-needs school. The fourth-year placement can be in a school or any of the alternatives mentioned above. At the end of the fourth year, the student will have acquired the equivalent of one (1) full year of experience - approximately 1500-1800 hours.

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

7.2.4.6   Pre-Doctoral Internship

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

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

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

7.3 Doctor of Philosophy In Clinical Psychology With Health Emphasis (PhD.) – 99 credits

7.3.1 Program Philosophy

The Program is designed for full-time students only. This is a 99-credit, 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 (PhD.) 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.

7.3.2 Accreditation status

The Clinical Psychology PhD 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 was delayed due to the COVID-19 pandemic. The program is anticipating re-accreditation after the next site visit (estimated to take place in the Spring of 2026).

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

7.3.3 Program Goals

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.

7.3.3.1　Clinical Training

Clinical training begins in the spring semester of the first 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.

7.3.3.2　Research Training

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 doctoral dissertation.

7.3.3.3　Assessment of Competence

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. 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.

7.3.4　Curriculum

The curriculum is a five-year, 99 credit hour program. Coursework declines in the third and fourth years to allow time for increased clinical work and research.

7.3.4.1　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	6431	Intellectual & Cognitive Assessment Lab

PSH	8943	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	6432	Personality Theory & Assessment Lab
PSH	8944	Clinical Health Professional Seminar II
PSA	6601	History and Systems
PSH	6544	Behavioral Medicine Therapy & Practicum II
PSH	6938	Physiological Health Psychology
PSH	8945	Clinical Health Professional Seminar III
PSH	6014	Neuroscience of Human Behavior, Cognition & Affect
PSH	6500	Cognitive Behavior Therapy
PSH	8946	Clinical Health Professional Seminar IV
PSH	6935	Social Psychology in Health
PSA	6515	Lifespan Development
PSH	8947	Clinical Health Professional Seminar V
PSA	6181	Multicultural & Diversity Issues
PSA	6472	Cognitive & Affective Bases of Behavior
PSH	8948	Clinical Health Professional Seminar VI
PSH	6321	Test Construction
PSH	8931	Dissertation*
PSH	8999	Dissertation Extension
PSH	8949	Clinical Health Professional Seminar VII
PSA	6071	Psychopharmacology
PSH	8950	Clinical Health Professional Seminar VIII
PSH	8941	Doctoral Internship I
PSH	8942	Doctoral Internship II

Specialty Research Lab: - taken 8 semesters for a total of 24 credits from any of the following courses:
List of Fall Semester Research Seminars with course numbers (Research Seminar I):

PSH	6009	Psychology of Asthma I (Feldman)
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	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 8999), a 1-credit course that satisfies requirements for full time status until the dissertation is successfully defended.

7.3.4.2   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 year students 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 I and II with their research mentor so they can dedicate significant time to their doctoral dissertation project. Additional academic classes include Test Construction and Psychopharmacology.

7.3.4.3 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 [PSH6432]	1 credit
Intellectual & Cognitive Assessment Lab [PSH6431]	1 credit	Clinical Health Professional Seminar II [PSH8944]	1 credit
Clinical Health Professional Seminar I [PSH8943]	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 [PSH8945]	1 credit	History & Systems [PSA6601]	3 credits
		Clinical Health Professional Seminar IV [PSH8946]	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 [PSH8947]	1 credit	Clinical Health Professional Seminar VI [PSH8948]	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 [PSH8931]*	3 credits
Clinical Health Professional Seminar VII [PSH8949]	1 credit	Clinical Health Professional Seminar VIII [PSH8950]	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

The curriculum of the PhD. 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.

7.3.4.4　Elective Courses

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

7.3.5　Research Labs

Each student is required to participate in a faculty member's research lab. By doing so, students develop close links with a member of the Clinical Psychology PhD with Health Emphasis program core faculty and senior students working with that faculty member via common research interests. Research labs provide exposure to each faculty member's research area including background information, research, clinical and theoretical aspects, research methods, methods of analyses, potential career options, and preparation for careers in specific areas of interest. The professor of the research lab will serve as the student's research mentor for the predoctoral thesis and dissertation projects.

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

7.3.6　Comprehensive Examination

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

7.3.7　Predoctoral Thesis

Work on the predoctoral thesis begins during the first year of graduate studies. It is expected that students will complete their thesis during the second or third year in the program and submit the final document no later than December 15th of their third year. The predoctoral project must be developed in collaboration with and under the close supervision of the student's research mentor. 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. The predoctoral project should be an empirical study with clearly stated rationale, aims and hypotheses. The methods and statistical analyses should be clearly articulated and specifically designed to test the study hypotheses. The format of the research document should be consistent with the most recent version of the American Psychological Association style for a peer- reviewed journal article. Once the final version has been written and approved by the research advisor, the student should submit a Predoctoral Research Project Approval Form to the Office of the Registrar. Students are strongly encouraged to publish their predoctoral research project.

7.3.8 Competency Exams

7.3.8.1 Assessment Competency Exam

Students in the Clinical Psychology PhD with Health Emphasis 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.

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.

7.3.8.1.1 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 thresholds are:

    Pass: 80/100
    Revision: 70/100
    Failure: below 70/100

7.3.8.1.2 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 thresholds 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 Psychology PhD with Health Emphasis 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.

7.3.8.2   Comprehensive Exams

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 Clinical Psychology PhD with 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)

7.3.8.2.1   Clinical Comprehensive Exam

Students in the Clinical Psychology PhD with Health Emphasis 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 any part of the clinical comprehensive exam, then the following remediation plan is carried out:

7.3.8.2.2   The student fails the oral examination, but passes the written paper:

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).

7.3.8.2.3   The student receives a revise and resubmit on the written paper:

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.

7.3.8.2.4   The student fails the 1st written paper

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.

1st week of September: 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).

7.3.8.2.5   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.

7.3.8.2.6 Research Comprehensive Exam

Students in the Clinical Psychology PhD with Health Emphasis program are 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:

7.3.8.2.7 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.

7.3.8.2.8 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.

7.3.8.2.9 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.

7.3.8.2.10 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.

7.3.8.2.11 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.

7.3.8.2.12 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.

7.3.9 Doctoral Dissertation & the Oral Defense Examination

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

Once approved, the student can proceed and conduct the dissertation study.

Students are responsible for maintaining continuous contact with their research advisor every semester that they are working on their dissertation research. Once they begin work on the project, they must register for Dissertation or Dissertation Extension (see note above on page XX) each semester until they successfully complete their oral defense and submit the final document, with any required final modifications, to the registrar's office.

Students are expected to write a complete dissertation document and present their work during the Oral Examination. A dissertation committee, which consists of the three committee members who originally approved the project and two additional readers, then determines whether the student's written document and oral defense as pass or fail.

Students will receive a grade for Dissertation or Dissertation Extension during the semester in which they pass their oral defense. They are required to complete any revisions and submit their dissertation for binding before a degree can be conferred. Please contact the Registrar for information regarding submitting a dissertation for binding.

7.3.10 Clinical Externship

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

Students are required to take an externship planning course, Clinical Health Professional Seminar, for each semester of their graduate tenure prior to internship.

7.3.11 Pre-Doctoral Internship

Students are required to complete a pre-doctoral internship during their fifth year or later depending on their progress in graduate school. Students are eligible to apply for internship upon completion of the curricular requirements of the Ph. D. program, successful completion of the predoctoral research project, Comprehensive Examination, and approval of the dissertation proposal. In addition, students are required to meet with the Director of Clinical Training to determine readiness and plan and prepare their application materials.

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

7.3.12 Eligibility for Graduation

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

7.4 Doctoral Program Minors

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

7.4.1 Clinical Neuropsychology Minor (Director: Dr. Roee Holtzer):

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

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

- PSA 6938 Physiological Health Psychology or PSA 6930 Physiological Psychology
- PSH 6014 Neuroscience of Human Behavior Cognition and Affect
- PSH 6011 Clinical Neuropsychology I
- PSH 6012 Clinical Neuropsychology II
- PSA 6071 Psychopharmacology

7.4.2 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.

PSA6280 Statistics I and PSA6283 Statistics II as prerequisites to the concentration.

- PSH6284 Advanced Statistics
- PSH6935 Social Psychology in Health
- PSA6289 Qualitative research
- PSH6321 Test Construction.

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.

7.4.3   Addictions Minor (Director: Dr. Andrea Weinberger)

Students in all doctoral programs have the option of completing a minor in Addictions. The Addictions Minor requires the completion of the three courses (listed below) which will provide the students with training related to clinical work in addictions (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:

- Applied Statistics in Health [PSH 6284]

- Health and Addictions [PSH 6421]

- 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.

7.4.4   Geropsychology Minor (Director: Dr. Richard Zweig)

The Ferkauf Older Adult Program (FOAP) offers a minor in the 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 PSC 8448 Assessment and Treatment of Older Adults, an overview of issues critical to the diagnosis and psychological treatment of psychological problems in older adults.

Coursework:

1. PSC 8448 Assessment and Treatment of Older Adults
2. One of the following courses:
   - PSH 6014 Science of Cognitive and Affective Function
   - PSC 6449, 6450 Gero-psychology Lab I&II
   - PSC 8539: Research Seminar (w/ Dr. Zweig)
   - PSH 6011, 6012 Clinical Neuropsychology I & II**
   - PSC 8449/8450 Geriatric Neuropsychology Practicum I & II*

Advanced Clinical Training:

Students who seek the minor may satisfy the advanced clinical training requirements through participation in an approved geropsychology externship that emphasizes clinical work with older adults (minimum experience of nine (9) months of applied supervised training for at least ten (10) hours per week) supervised by a trained geropsychologist.

*Please note that PSC 8449/8450 is open to participants in the FOAP geropsychology externship ONLY

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

7.4.5 Child Psychology Minor (Director: Dr. Greta Doctoroff):

Students in all doctoral programs have the option of completing a Child Minor. Students must contact the School-Clinical Child Program Director prior to registration for the Spring semester to apply for the child minor. Please be aware that availability may be limited based on enrollment in any given year. Students accepted to the minor will be assigned a Child Minor advisor. The Child Minor requires the completion of four courses that must be taken in the order listed below. These courses equip students with foundational knowledge to inform future supervised training outside of the minor in child and adolescent therapy. In addition to these courses, Child Minor students must also have either 1) a year-long externship which involves 75% of time dedicated to child/adolescent therapy/assessment that has been approved by the Child Minor advisor or 2) a doctoral research project which is focused on child or adolescent research that is approved by the Child Minor advisor. See the Table below for further details. Please note: the Child Minor does not involve the opportunity to complete the Child Therapy Practicum courses, which are reserved for students in the School-Clinical Child Program.

7.4.5.1   Initial Required Sequence of Courses

After approval to enter the minor, students are assigned a Child Minor advisor and take the following courses:

- Students in the Minor must take *Developmental Psychopathology* as their first course (or simultaneously with *Beginning Work with Children, Parents and Families*) to gain familiarity with different approaches to understanding and conceptualizing childhood and adolescent disorders, with a focus on a developmental psychopathology framework. Students will learn biological, developmental, familial and sociocultural factors relevant to the development of psychopathology. This course is typically offered only in the Spring semester.
- After successful completion or concurrently with *Developmental Psychopathology*, students must take *Beginning Work with Children, Parents and Families*. This course provides an overview of theoretical approaches to treatment and foundational skills to support the therapeutic alliance. This course prepares students to embark on more specialized coursework as outlined below. This course is typically offered only in the Spring semester.

7.4.5.2   Choice of Psychodynamic or Cognitive-Behavioral Psychotherapy Course Sequence:

Students then have the option to complete either two courses in Cognitive Behavioral Psychotherapy with Youth or two courses in Psychodynamic Psychotherapy with Youth to complete the coursework required for the Child Minor.

- Students who elect to pursue Cognitive-Behavioral Psychotherapy coursework will take Cognitive-Behavioral Psychotherapy for Youth I and II which provide foundation in CBT theory as well as a grounding in the evidence base, conceptualization, therapy techniques and process for CBT treatment for children, adolescents, and families.
- Students who elect to pursue Psychodynamic Psychotherapy coursework will take Psychodynamic Theory and Psychodynamic Psychotherapy for Youth which provide foundation in Psychodynamic theory as well as grounding in the evidence base, conceptualization, therapy techniques and process for children, adolescents, and families.

7.4.5.3   Externship or Research Experience Focused on Child Work:

For completion of the Child Minor, the Child Minor advisor must approve the student's year-long

externship that has a substantive focus on child therapy/assessment (75% or more of training time) *OR* a research project involving a significant focus on children or adolescents.

Course Sequence:

1. PSS 6250 Developmental Psychopathology (Spring)
2. PSS 6610 Beginning Work with Children, Parents, and Families (Spring)

AND EITHER

3. PSS 6213 Cognitive Behavioral Psychotherapy for Youth I (Fall)
4. PSS 6449 Cognitive Behavioral Psychotherapy for Youth II (Spring)

   OR

3. PSS 6118 Psychodynamic Theory (Fall)
4. PSS 6119 Psychodynamic Therapy for Youth (Spring)

Child Externship:

A year-long externship which involves 75% of time dedicated to child/adolescent therapy and or assessment that has been approved by the Child Minor advisor.

 OR

Dissertation/ Research Project II: focused on child or adolescent research that is approved by the Child Minor advisor. The Child Minor advisor must serve as Reader for oral examination.

7.4.6   Clinical Health Psychology Minor (Director: Dr. Hannah-Rose Mitchell)

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

The objectives of study in the minor are to:

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

7.5 Master of Science In School Psychology

Doctoral students enrolled in the School/Clinical Child Psychology PsyD program are eligible to apply for a Master of Science degree upon completion of the first five (5) semesters of required coursework (62 credits). In addition, students are required to pass their competency examinations and their school-based externship to be eligible for the master's degree. **The degree is not automatically conferred.** Students must submit a Graduation Application to the Office of the Registrar by the deadline (see "Graduation Eligibility" section for dates) to be considered for the MS degree.

7.5.1 Certification in School Psychological Services

Students are eligible to apply for New York State Certification as a School Psychologist after they have completed a prescribed 62-credit course of study and externship experiences approved by the School-Clinical Child Psychology PsyD. program faculty. Application is made online to the State Education Department, Division of Teacher Certification. Students who wish to be certified in other states need to request information from the individual state's Department of Education. Information about national certification is also available from the Program Director. It is recommended that students not apply for certification until the end of the fourth year of study.

7.6 Master of Arts In Psychology

7.6.1 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. In order to receive a Master of Arts, students must complete 36 credits of required coursework, pass their competency and comprehensive examinations, and successfully complete a master's thesis. **The degree is not automatically conferred**. Students must submit a Graduation Application to the Office of the Registrar by the deadline to be considered for the MA degree (see "Graduation Eligibility" section for dates).

7.6.2 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.

7.6.3 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 can contact the registrar for information regarding the application process, forms, and fees.

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

7.6.4 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.

7.6.5 Leave of Absence (LOA):

If a student is on a LOA and wishes to be awarded a MA degree, the following applies:

1. Must have met the requirements for the MA prior to going on LOA
2. Approved by the Program Director
3. Apply by the deadline

7.7 Master of Arts In Mental Health Counseling

7.7.1 Program Philosophy

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

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

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

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

7.7.2 Curriculum

The Mental Health Counseling program is a full-time 60 credit sequence of training that consists of two and one-half years of coursework, practica, and field placement.

7.7.3 Required Courses (42 credits):

PSM	6515	Developmental Psychology Across the Lifespan
PSM	6405	Social and Cultural Foundations of Counseling
PSM	6120	Basic Principles in Counseling
PSM	6815	Psychopathology: Child, Adolescent, & Adult
PSM	6461	Principles in Group Therapy

PSM	6503	Lifestyle and Career Development
PSM	6225	Assessment and Appraisal of Individuals, Families, Couples, and Groups
PSM	6430	Statistics, Research, and Program Evaluation
PSM	6371	Ethics & Issues in Professional Practice (includes New York State required syllabus on identification and reporting of child abuse and maltreatment)
PSM	6181	MHC: Multicultural and Diversity Issues
PSM	6500	Advanced Issues in Mental Health Counseling
PSM	6191	Concepts and Techniques in Mental Health Counseling (Clinical Instruction)
PSM	6943	Supervised Field Placement I *(1.5 credits)*
PSM	6944	Supervised Field Placement II *(1.5 credits)*
PSM	6945	Supervised Field Placement III *(1.5 credits)* (includes Proseminar on Professional Identity Development, and Comprehensive Exam Part 1
PSM	6046	Supervised Field Placement IV *(1.5 credits)* (includes Comprehensive Exam Part II)

7.7.4 Other Program Required Courses (12 credits):

PSM	6193	Counseling Skills Development
PSM	6816	Advanced Issues in Psychopathology and Diagnosis
PSM	6945	Counseling Practicum
PSM	6483	Substance Abuse and Treatment (graduates qualify for 5-credit CAC certification)

7.7.5 Electives (6 credits):

Choose a minimum of two (2) from the following additional coursework, upon approval of the Program Director.

PSA	6071	Psychopharmacology
PSA	6601	History and Systems of Psychology
PSA	6930	Physiological Psychology
PSM	6100	Neuropsychology Basic Principles
PSM	6170	Sexuality and Gender Counseling
PSM	6182	Attachment across the Lifespan
PSM	6194	Principles of Psychodynamic Psychotherapy for Counseling
PSM	6195	The Resilient Counselor
PSM	6440	Couples and Family Counseling
PSM	6450	Counseling with Children and Adolescents
PSM	6484	Grief, Loss and Bereavement Counseling
PSM	6485	Crisis Counseling
PSM	6486	Play Therapy

PSM	6510	Cognitive and Behavioral Therapy Principles for Counseling
PSM	6622	Counseling in Public Settings

7.7.6 Supervised Field Placement

Students are required to complete a minimum of 600 hours in supervised field placement before graduation. The program's field placement options span the New York metropolitan area, and many of the long-established community mental health centers, hospitals and agency affiliates are willing to accept students as externs to fulfill this requirement. The program maintains an active directory of field placements that is frequently updated. Students will also work with the Program Director and faculty members in choosing a field placement.

7.8 Ferkauf/Achieve Behavioral Health Mental Health Counseling Concentration

7.8.1 Concentration Philosophy

Ferkauf Graduate School of Psychology has partnered with Achieve Behavioral Health to create the first culturally responsive concentration in Master's in Mental Health Counseling that addresses the specific needs of the Orthodox Jewish and Hasidic populations of Rockland and Orange County, New York. Achieve Behavioral Health has been a trusted and recognized leader in behavioral and emotional health care in the frum community for over two decades. Courses are taught by credentialed faculty who are not only leaders in the field, but understand the cultural needs of the frum community. Additionally, students in the program are provided internship opportunities in the Achieve Behavioral Health clinic, that brings the theoretical discussions from the classroom into real-life practice. ללמוד על מנת לעשות.

The Ferkauf/Achieve Behavioral Health partnership combines the highest professional and clinical standards with deep cultural sensitivity and compassion. Achieve Behavioral Health offers a full array of services to approximately 6,000 adults and children annually, with the entire range of diagnostic presentations. Treatments are all-inclusive, utilizing innovation, evidence and metric-based protocols in conjunction with community support. Achieve is the only mental health provider in Rockland and Orange counties federally designated as a Certified Community Behavioral Health Center (CCBHC), and has trained over 200 of the leading mental health professionals serving the frum community. As such, Achieve has developed a robust, clinically focused, internship program based in best practices, where students learn from leaders in the mental health field.

Dr. Isaac Schechter, PsyD, Chief Clinical Officer at Achieve is the Associate Administrative Dean for the Ferkauf/Achieve MHC Program. Dr. Schecter is a pioneering leader in behavioral health care who has devoted two decades of service at the helm of Achieve. Dr. Schechter has played a pivotal role in revolutionizing, increasing and popularizing behavioral health services within the Orthodox Jewish community, both locally and nationally. In addition to his clinical leadership, Dr. Schechter has trained and supervised hundreds of psychologists, mental health counselors and social workers from within the community and is a sought-after international lecturer on a broad range of topics.

7.8.2 Curriculum

The Ferkauf/Achieve program follows the same curriculum as the traditional 60-credit Master of Arts in Mental Health Counseling that combines theoretical knowledge, clinical training, field work and mentorship opportunities. Graduates of this program, with required post-graduate experience, and who pass the NCMHCE examination, are eligible for licensure as Licensed Mental Health Counselors (LMHC) in New York State. (See Mental Health Counseling MA for details).

7.8.3 Internship

Students in the Ferkauf/Achieve Behavioral Health MHC program serve 600 hours of supervised fieldwork which can be fulfilled through direct work with individuals, couples and groups. The internship experience is provided by Achieve Behavioral Health, which offers students the advantage of working with leaders in the mental health field who understand the needs of the frum community and will teach students the skills needed to be successful practitioners. Students may be eligible to receive compensation for their internship hours.

7.8.4 Admission requirements

To be considered for admission into the program, potential students must have completed 120 credits towards a bachelor's degree from an accredited institution. For an application to be considered, potential students must submit the following materials:

- Application form
- Current Resume
- Two letters of recommendation on official letterhead
- A copy of the Undergraduate/academic transcript from an accredited institution
- Personal Statement (one page discussing the student's interest in the field and career goals)

In addition, an interview with Achieve staff is required and potential students will be asked to provide an in-person writing sample. All application materials should be submitted for review to the Achieve program administrator through the achievemhc.org website after which they will be submitted to Ferkauf Graduate School of Psychology for approval. Decision letters will be sent by Ferkauf directly.

7.8.5 Tuition

The per credit cost for the program is $947. For example, if a student is taking four, 3-credit classes in a semester (12 total credits), he/she can expect to be charged $11,364 in tuition for that semester. Additionally, every semester student's will be charged a $70 registration fee and a $255 technology fee in addition to a one-time $150 graduation fee upon completion of the program. The overall cost of the 60-credit program if completed in five semesters is $58,595. All tuition and fees will be paid to Yeshiva University.

7.9 Dual Degree BA/MA Program in Mental Health Counseling

This program is exclusively for current undergraduate students at Stern College for Women and Yeshiva College. The BA/MA Dual Degree Program in Psychology and Mental Health Counseling is for students interested in a career in the mental health professions. Graduates of this license-qualifying program can obtain their LMHC license in New York State. Students need a minimum Undergraduate GPA of 3.0. GRE Scores are required – minimum of 50th percentile on Verbal and Quantitative sections. Some experience in the field is extremely helpful – e.g., volunteering at a local mental health facility, summer camp work can be helpful, working on mental health service hotlines. An interview with the MHC Faculty is required.

7.9.1 How to Apply

Interested Undergraduates should discuss this option with their faculty advisors. Applications are due the Fall semester of the senior year. The Graduate level courses begin in the Spring of the Senior year. Applications should be sent directly to the Director of Admissions at Ferkauf by October 1st of the final year of undergraduate studies.

7.9.2 Curriculum

The BA/MA in Psychology/Mental Health Counseling program has been approved by the NYSED as a dual degree program allowing undergraduates majoring in Psychology at Stern College and Yeshiva College to complete both degrees in a 5-year period. This accelerated program allows Yeshiva University students to complete both degrees in as little as 10 semesters whereas typically it would take 13 semesters for completion of both degrees separately. The main advantage of this program is that graduates can complete both degrees at a faster pace and begin their careers earlier.

7.9.2.1   Curriculum for Stern College for Women

Year 1 Stern College			
			Credits
Israel Study Abroad			27
Year 2, Stern College			
Fall 1 (SCW)	Credits	Spring 1 (SCW)	Credits
English Comp- ENGL 1100	3	Experimental – PSY 2100	4
Intro to Psychology – PSYC 1010	3	Developmental – PSY 1107	3
Statistics– STAT 1020	3	Gen Ed Elective	3
Foundations/Contemporary	3	Foundations/Contemporary	3
Lit & Art	3	Jewish Studies	2
Jewish Studies	2	Jewish Studies	2
Jewish Studies	2		
TOTAL FALL 1 CREDITS	19	TOTAL SPRING 1 CREDITS	17
Year 3, Stern College			

Fall 2 (SCW)	Credits	Spring 2 (SCW)	Credits
Personality - PSYC 3800	3	Psychology- Group 2	3
Abnormal (PSYC 2414) /Clinical (PSYC 2430)	3	Gen Ed Elective	3
Science	3	Science	3
Lit & Art	3	Speech	3
Foundations/Contemporary	3	Foundations/Contemporary	3
Jewish Studies	2	Jewish Studies	2
Jewish Studies	2	Jewish Studies	2
TOTAL FALL 2 CREDITS	19	TOTAL SPRING 2 CREDITS	19
Year 4, Stern College and Ferkauf Graduate School of Psychology			
Fall 3 (SCW)	Credits	Spring 3 (FGS)	Credits
Social Psychology - PSY 3105	3	Basic Principals of Counseling	3
Cognitive Psychology – PSYC 2150	3	Developmental Psychology	3
Gen Ed Elective	3	Psychopathology: Child, Adolescent, Adult	3
Gen Ed Elective	3	Counseling Skills Development	3
Lit & Art	3	Multicultural & Diversity Issues	3
Jewish Studies	2	Supervised Field Placement 1	1.5
Jewish Studies	2		
TOTAL FALL 3 CREDITS	19	TOTAL SPRING 3 CREDITS	16.5
		FGS CREDITS TOWARD BA	12
Year 4 Summer Session – Ferkauf Graduate School of Psychology			
Assessment and Appraisal of Individuals, Couples, Families and Groups	3		
Mental Health Counseling Assessment Lab	3		
Substance Abuse & Treatment	3		
Counseling Practicum	3		
Supervised Field Placement II	1.5		
TOTAL SUMMER CREDITS	10.5		
Year 5 – Ferkauf Graduate School of Psychology			
Fall Semester:		Spring Semester	
Advanced Issues in Mental Health Counseling	3	Lifestyle & Career Development Counseling	3
Ethics & Issues in Professional Practice	3	Social PsychologyPrinciples in Group Counseling	3
Concepts and Techniques in Mental Health Counseling (Clinical Instruction)	3	Counseling Elective (choose from list available on website)	3
Advanced Issues in Psychopathology and Diagnosis	3	Counseling Elective (choose from list available on website)	3

Statistics, Research and Program Evaluation (Evidence Based Treatments)	3	Supervised Field Placement IV	1.5
Supervised Field Placement III	1.5		
TOTAL FALL SEMESTER CREDITS	16.5	TOTAL SPRING SEMESTER CREDITS	13.5

Total SCW credits + FGS credits towards BA = 120 + 12 = **132**

7.9.2.2 Curriculum for Yeshiva College

Year 1 Yeshiva College			
			Credits
Israel Study Abroad			32
Year2, Yeshiva College			
Fall 1 (YC)	Credits	Spring 1 (YC)	Credits
First Year Writing – FYWR 1020	3	Experimental – PSY 2100 (EXQM/WI)	5
Intro to Psychology – PSY 1010	3	Developmental – PSY 1110	3
Stats for Psychology – PSY 1021	3	CORE #2 (CUOT)	3
CORE #1 (COWC)	3	HEB 1020	3
Jewish Elective #1 (BIB, JTP or JHI)	3	Shiur for Credit/ Elective	3
Shiur for Credit/ Elective	1		
TOTAL FALL 1 CREDITS	16	TOTAL SPRING 1 CREDITS	17
Year 3, Yeshiva College			
Fall 2 (YC)	Credits	Spring 2 (YC)	Credits
Cognitive Psychology – PSY 2150	3	Abnormal (PSY 2414) or PSY 3800	3
CORE #3 (INTC)	3	Social Psychology - PSY 3105	3
CORE #4 (HBSI)	3	Jewish Elective #3 (BIB, JTP or JHI)	3
Jewish Elective #2 (BIB, JTP or JHI)	3	Psychology/ Elective #1	3
HEB 1030	3	Psychology/ Elective #2	3
Shiur for Credit/ Elective	2	Shiur for Credit/ Elective	2
TOTAL FALL 2 CREDITS	17	TOTAL SPRING 2 CREDITS	17
Year 4, Yeshiva College and Ferkauf Graduate School			
Fall 3 (YC)	Credits	Spring 3 (FGS)	Credits
Shiur for Credit/ Elective	3	Basic Principals of Counseling	3
Jewish Elective #4 (BIB, JTP or JHI)	3	Developmental Psychology	3
Psychobiology- PSY 3804 (NAWO)	3	Psychopathology: Child, Adolescent, Adult	3
Psychology/ Elective #3	3	Counseling Skills Development	3
Psychology/ Elective #4	3	Multicultural & Diversity Issues	3
Shiur for Credit/ Elective	2	Supervised Field Placement 1	1.5
TOTAL FALL 3 CREDITS	17	TOTAL SPRING 3 CREDITS	16.5
		FGS CREDITS TOWARD BA	12
Year 4 Summer Session – Ferkauf Graduate School of Psychology			
Assessment and Appraisal of Individuals, Couples, Families and Groups	3		

Mental Health Counseling Assessment Lab	3		
Substance Abuse & Treatment	3		
Counseling Practicum	3		
Supervised Field Placement II	1.5		
TOTAL SUMMER CREDITS	10.5		
Year 5 – Ferkauf Graduate School of Psychology			
Fall Semester:		Spring Semester	
Advanced Issues in Mental Health Counseling	3	Lifestyle & Career Development Counseling	3
Ethics & Issues in Professional Practice	3	Social PsychologyPrinciples in Group Counseling	3
Concepts and Techniques in Mental Health Counseling (Clinical Instruction)	3	Counseling Elective (choose from list available on website)	3
Advanced Issues in Psychopathology and Diagnosis	3	Counseling Elective (choose from list available on website)	3
Statistics, Research and Program Evaluation (Evidence Based Treatments)	3	Supervised Field Placement IV	1.5
Supervised Field Placement III	1.5		
TOTAL FALL SEMESTER CREDITS	16.5	TOTAL SPRING SEMESTER CREDITS	13.5

7.10 Master of Science in Marriage and Family Therapy

7.10.1 Program Philosophy

The master's Program in Marriage and Family Therapy is rooted in values of diversity, social justice and equity, providing a deep understanding of the many types of problems that couples and families face, and how to improve them. We offer a stepwise program in the theory of practice and marriage and family therapy, including diverse practicum experiences, which will prepare you for obtaining a New York State licensure in Marriage and Family Therapy. This master's program is open to students who have already earned a bachelor's degree. Graduates of the program will be able to work in public and private treatment settings.

The Master's of Science in Marriage and Family Therapy degree (M.S.) is a 2 to 2.5 year program designed to meet the changing needs of healthcare and social services. The 60-credit graduate program offers theoretical and applied principles of psychological counseling and marriage and family therapy. The program has been approved by the New York State Education Department (NYSED) as "licensure-qualifying" in New York state. More information on MFT Licensing is available on the New York State Education Department Web Site at https://www.op.nysed.gov/professions-index/mental-health-practitioners.

7.10.2 Preparation for Licensure in New York State and Portability to Other States

- **New York LMFT Licensure** YU's Marriage and Family Therapy program is a NYSED approved **licensure qualifying** program in New York state. As such, it provides students with the skills and training requisite for competency in the educational content areas required by the New York State Education Department (NYSED) for licensure as a Marriage and Family Therapist (LMFT).

- **Degree Portability** At this time, there is no national marriage and family therapy license that would allow a graduate to easily transport their degree from one state to another. Graduates from YU's program may or may not have their degrees recognized by MFT licensing boards in the other states. The onus for acquiring degree portability information from NY state to another state is completely upon the student. Students planning to move out of NY state after graduation should carefully review the licensure requirements of the state they intend to move to accurately assess the portability of their degree.

Students can learn more about the requirements of MFT licenses in other states at: https://amftrb.org/resources/state-licensure-comparison/

7.10.3 Curriculum

The curriculum was designed with the belief that a combination of theoretical and practical expertise produces effective and well-rounded clinicians. Hence, we include supervised fieldwork in a wide variety of community mental health clinics and private practices in New York City in tandem with classroom training. We also have an extremely strong commitment to diversity and multicultural proficiency, and

these ideas and values are a central component of every class and clinical placement. Through the completion of this program, you will learn to provide a wide range of treatments that meet the needs of many different types of couples and families across a wide spectrum of pathologies, cultures, and socioeconomic classes.

7.10.3.1   Requirements

The 60-credit MS program requires completion of the following:

7.10.3.2   Year One required courses: (27 credits)

- *PSM 6193 Counseling Skills Development*; this course focuses on the development of basic, foundational counseling skills for beginning practitioners

- *PSM 6515 Developmental Psychology Across the Lifespan*; students are introduced to developmental and lifespan perspectives in the treatment of distress

- PFM 5000 *Theoretical Foundations of Marriage and Family Therapy*; this course focuses on the theoretical foundations of MFT

- *PSM 6120 Basic Principles of Counseling*; this course focuses on the theoretical underpinnings of counseling and therapy

- *PFM 5400 Research Methods in MFT*; students are introduced to quantitative, qualitative and mixed methods research in MFT

- *PSM 6181 Multicultural and Diversity Issues*; this course prepares the beginning clinician to work with diverse clients in a culturally informed and professional manner

- *PFM 5193 MFT: Acquisition of Clinical Knowledge & Skills in MFT*; students are introduced to ethical decision making in MFT and theory-informed treatment planning while beginning their internship search

- *PFM 6225 Assessment & Treatment Planning in MFT*; students acquire relational and systemic assessment and intervention treatment planning tools

- *PSM 6815 Psychopathology: Child, Adolescent & Adult*; an introduction to DSM-V classifications of pathology and distress in mental health

7.10.3.3   Year Two required courses: (27 credits)

- *PSA 6100 Summer Counseling Practicum*; currently this is a zero-credit summer practicum course that students must enroll in if they are to begin seeing clients at the Parnes clinic at the end of Year One or if they are interested in beginning their field placements early

- *PFM 6371 Ethics & Issues in Professional Practice*; MFT students are instructed in the general ethics of counseling as well as ethical considerations specific to relational work via the AAMFT Code of Ethics

- *PFM 5486 Couples in Crisis*; MFT students are taught assessment and intervention tools to work with couples that present with unique clinical complications such as substance abuse and intimate partner violence

- *PSM 6440 Couples and Family Counseling*; this course refreshes and deepens and Year One coursework in MFT

- *PSM 6816 Advanced Issues in Psychopathology and Diagnosis*; this course builds upon PSM 6815 in the application of assessment and diagnostic skills

- *PFM 5940 MFT Internship I*; the Fall course in the year-long internship sequence – students are expected to approach 150 client contact hours (75 of them being relational hours) of the required 300 client contact hours required for their internship year by the end of the Fall semester of their second year

- *PFM 5941 MFT Internship II*; the Spring course in the year-long internship sequence – students are expected to approach 300 client contact hours (150 of them being relational hours) of the required 300 client contact hours by the end of the Spring semester of their second year.

- *PFM 5500 Family Law*; this course is required by NYSED for MFT students – it gives an overview of the intersection of the practice of marriage and family therapy with family law in NY state

- *PSM 6450 Counseling with Children and Adolescents*; students learn about clinical considerations unique to working with minors

- *PSM 6461 Principles in Group Therapy*; students gain valuable experience in the principles and practices of group counseling

7.10.3.3.1   Elective Courses: 6 Credits

Students may choose from an array of elective courses offered to all Ferkauf students to satisfy the 6 credits (2 courses) of electives.

7.10.3.3.2   Field Placement

As per NYSED regulations, all MFT students are required to fulfill a total of **300 client contact** hours of supervised field placement/internship work before they are allowed to graduate**. 150 of the 300 client contact hours must be relational hours**, meaning there is more than one person in the room (for example, a couple, a group, or a parent-child dyad). The MFT Program Director and the MFT internship coordinator assist the student in locating and obtaining a proper field placement. Internship sites and on-site supervisors must be vetted and approved by the MFT Program Director and the Internship Coordinator. Students may not begin at a site that has not been approved.The course *PFM 5193 MFT: Acquisition of Clinical Knowledge & Skills in MFT* is specifically designed to help the MFT graduate student transition into practicum and clinical work.

7.11 Master of Arts in Special Education

7.11.1 Program Philosophy

The Programs in Special Education at Ferkauf Graduate School are committed to supporting individuals and families. They include:

- **Master of Arts in Early Childhood in Special Education:** focused on educating children with special needs from birth to grade two
- **Master of Arts in Childhood in Special Education:** focused on working with children grades one through 12
- Dual Degree in Early Childhood and Special Education or Childhood and Special Education
- **Fast track curriculum:** Students who have already completed a certification in education can benefit from the fast-track curriculum with approximately 30 credits for either program.

Graduates from our programs will gain the job training to create inclusive classrooms for children with autism, deaf-blindness, deafness, developmental delays, emotional challenges, hearing impairment, multiple disabilities, orthopedic impairment, traumatic brain injury, intellectual disabilities, speech or language impairment, visual impairment, and other circumstances.

Our courses will provide you with a thorough mastery of pedagogical practice, one-on-one supervised student teaching experiences, as well as a deep understanding of inclusive classroom practices and working collaboratively with families.

7.11.2 Curriculum

1. **Early Childhood 45 credits**
2. **Early Childhood Advanced Standing 30 credits** (for those with initial certification)
3. **Childhood 45 credits**
4. **Childhood Advanced Standing 30 credits** (for those with initial certification)

7.11.3 Required Courses

EEX	5001	Foundations of Inclusive Education Historical and Theoretical Frameworks
EEX	5002	Understanding the Developing Child's Typical and Atypical Growth
EEX	5003	Developing Strategies that Support Children's Challenging Behaviors: Prevention and Intervention
EEX	5004	Teaching Mathematics: Foundations, Processes and Understanding
EEX	5006	Teaching Science In Early Childhood and Elementary Education
EEX	5007	Student Teaching I in Early Childhood/Special Education or Childhood/Special Education
EEX	5008	Student Teaching II in Early Childhood/Special Education or Childhood/Special Education
EEX	5009	The Collaborative Partnership: Children with Disabilities: Families and Professionals

EEX	5010	ELECTIVE Jewish Education and Special Education
EEX	5015	Assessment and Instructional Strategies for Teaching Students with Mild to Moderate Disabilities in Inclusive Settings
EEX	5020	Education of Students with Severe and Multiple Disabilities: Identification and Use of Adaptive/Assistive Technology
EEX	5030	Special Education Seminar I Reflecting of Integrating Theory & Practice in Supporting Young Children with Disabilities
EEX	5040	Special Education Seminar II Early Childhood and Childhood
EEX	5050	Teaching Early Childhood and Childhood Literacy I
EEX	5050	Child Language Development Usage and Literacy
EEX	5051	Action Research and Practitioner Inquiry in Special Education
EEX	5052	Legal Issues In Special Education
EEX	5060	Curriculum Design for Diverse Learners
EEX	5065	Teaching Early Childhood and Childhood Literacy II
EEX	5070	Instructional Methods for Teaching Children with Learning Disabilities
EEX	5081	Technology in Special Education I
EEX	5082	Technology in Special Education II
EEX	5083	Technology in Special Education III

7.12 Course Descriptions

*Please note, courses listed are not offered every semester. Check each semester's course schedule to determine which courses will be offered.

7.12.1 General Psychology Courses

7.12.1.1 PSA   6000   Ferkauf Elective. Credits 3.

7.12.1.2 PSA   6001   Psychology & Religion. Credits 3.

This elective course provides a comprehensive review of the intersection and relationship of psychology and religion.

7.12.1.3 PSA   6071/8071   Psychopharmacology. Credits 3.

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

7.12.1.4 PSA   6100   Summer Psychotherapy Practicum. Credits 0

7.12.1.5 PSA   6101   Theories of Personality. Credits 3.

Logical and empirical criteria for evaluating theories of personality examined and applied in a critical survey of some major theoretical positions.

7.12.1.6 PSA   6181/8181   Multicultural & Diversity Issues. Credits 3.

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

7.12.1.7   PSA   6252   Memory & Thinking. Credits 3.

7.12.1.8   PSA   6280/8280   Statistics I. Credits 3.

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

7.12.1.9   PSA   6283   Statistics II. Credits 3.

The theoretical basis of multivariate statistics is presented along with applications to psychology and health-related fields. Topics include data screening, linear algebra, multiple regression, the general linear model, resampling (bootstrapping) procedures, multivariate analysis of variance and covariance, discriminant function analysis, principal component analysis, nonparametric techniques, logistic regression, and multilevel linear modeling. The SPSS statistical package is covered and quizzes, homework assignments, and tests are based on this software. Prerequisite(s): PSA 6280 may be taken as a prerequisite or corequisite.

7.12.1.10 PSA   6284   Statistics III. Credits 3.

Prerequisite(s): PSA6283, PSA6280.

7.12.1.10.1 PSA 6289/8289   Intro to Qualitative Research. Credits 3.

The course will provide an introduction to qualitative research methodology. It will consist an overview of the philosophical and methodological underpinnings of qualitative research, critical analysis of qualitative and mixed methods studies, and support of students' qualitative research proposals.

7.12.1.11 PSA   6290   Advanced Qualitative Research. Credits 3.

The course will provide a deeper dive into advanced topics in qualitative research methodology. It will consist of an overview of advanced methodologies in qualitative and mixed methods research, critical analysis of qualitative and mixed methods studies, and support of students' qualitative research proposals. Prerequisite(s): PSA 6289.

7.12.1.12 PSA   6371   Issues in Professional Practice. Credits 3.

This is a broad-based course that covers a wide range of issues confronting the professional psychologist. Ethical principles that guide professional conduct as psychologist-in-training, practitioner, scientist, teacher, and consultant are emphasized. Case examples will accompany lecture and discussion. The course is designed to expose students to the ethical questions and challenges that psychologists are facing in their current work.

7.12.1.13 PSA   6405/8405   Social Psychology. Credits 3.

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

7.12.1.14 PSA   6472/8472   Cognitive & Affective Bases of Behavior. Credits 3.

This class provides an overview of the major cognitive and affective influences on human behavior, with specific attention to some of the ways in which cognition and affect interact. Malcolm Gladwell's book Blink must be read prior to the first class, and the first two classes address Blink and the empirical research underlying it. Initial issues include the nature of thin-slicing and the interplay of conscious and unconscious processes in decision making and behavior. Three subsequent blocks of lectures present an overview of: a) basic cognitive structures and processes (e.g., attention, memory, rationality, etc.); b) the functional and dysfunctional aspects of emotions (e.g., psycho-evolutionary theory, emotion recognition, expression, and regulation, and emotions in psychopathology); and c) some of the theories and research on how cognition and affect interact during both typical and atypical functioning.

7.12.1.15 PSA   6515/8515   Lifespan Development. Credits 3.

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

7.12.1.16 PSA   6601/8601   History & Systems of Psychology. Credits 3.

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

7.12.1.17 PSA   6900   Special Topics. Credits 3.

7.12.1.18 PSA   6930/8930   Physiological Psychology. Credits 3.

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

7.12.1.19 PSA   6941   Field Experience in Psychology. Credits 3.

7.12.1.20 PSA   6961   Readings In Psychology I. Credits 3.

This course is used for students pursuing an independent study.

7.12.1.21 PSA   6962   Readings In Psychology II. Credits 3.

7.12.1.22 PSA   6999   Independent Study. Credits 0 TO 3.

7.12.1.23 PSA   8000   Comps Examination I. Credits 0

7.12.1.24 PSA   8001   Comps Examination II. Credits 0

7.12.1.25 PSA   8002   Comps Examination III. Credits 0

7.12.1.26 PSA   8003. Comps Examination II. Credits 0

7.12.1.27 PSA   8004   Comps Examination III. Credits 0

7.12.1.28 PSA   8940   Summer Externship. Credits 0

7.12.1.29 PSA   8941   Summer Internship. Credits 0

7.12.2 Clinical Psychology Courses

7.12.2.1 PSC   8175   Object Relations Theory. Credits 3.

The Object Relations Theory and Therapy course will familiarize students with the major theories that developed primarily by the British Independent group of psychoanalysts in the first half of the twentieth century. These object relations theories influenced the evolution of psychoanalysis. A major contemporary trend known as relational psychoanalysis is a direct outgrowth of the writings of those early psychoanalysts. The course will discuss the early contributors to Object Relations Theory, including Melanie Klein, Wilfred Bion, W.R.D. Fairbairn, Harry Guntrip, D.W. Winnicott, and John Bowlby. Each class will integrate clinical material that will be discussed in the context of that day's reading material. In addition to the early contributors to object relations theory, we will read and discuss the work of contemporary writers who have been directly influenced by the early object relations psychoanalysts. These writers include Christopher Bollas, Thomas Ogden, David Scharff and Jill Savage Scharff, and Stephen Mitchell. We will continuously try to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.

7.12.2.2 PSC   8191   Concepts in Psychotherapy. Credits 3.

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

7.12.2.3 PSC   8287   Research Methods & Design. Credits 3.

This course will review basic elements and concepts that underlie the utilization and design of scientific research in the field of psychology. The most common study design paradigms will be reviewed with respect to their applicability to research questions and implications for causal inference. Throughout the course, attention is paid to issues of clinical application. Students generate a topic of clinical interest at the beginning of the course that represents the focus of structured homework assignments in which concepts discussed in class are applied. Prerequisite(s): PSA 8280.

.

7.12.2.4 PSC   8289   Dreams in Psychotherapy. Credits 3.

The Dreams in Psychotherapy course will familiarize students with the major theories that developed to understand and work with dreams in psychotherapy. These theories contribute to the clinical practice of clinicians from diverse theoretical perspectives. The course will discuss the early contributions to understanding hoe to work with dreams, including Sigmund Freud, Fritz Perls, and Aaron Beck. We will discuss specific types of dreams that clinicians encounter, including dreams about therapists, nightmares,

and recurring dreams. Each class will intergrade clinical material that will be discussed in the context of the day's reading material. We will continuously try to understand how theory influences our clinical applications using clinical material from recent and ongoing cases.

7.12.2.5 PSC 8371   Legal & Ethical Issues in HSP. Credits 3.

This is a broad-based course that covers a wide range of issues confronting the professional psychologist. Ethical principles that guide professional conduct as a clinical practitioner, scientist, teacher, supervisor, and consultant are emphasized. The American Psychological Association 2002 Ethical Principles and Code of Conduct, with the 2010 and 2016 amendments, serve as the core background for the class. Case examples will accompany lecture and discussion. The course is designed to expose students to the ethical questions and challenges that they will face in graduate school and in their post-graduate professional roles.

7.12.2.6 PSC 8435   Clinical Interviewing w/ Practicum. Credits 3.

This course is designed to teach first year doctoral students basic skills in clinical interviewing. It is expected that by the end of the semester students will have begun to develop skills in the following areas: development of a psychotherapeutic stance, interviewing and diagnostic skills, mental status evaluation, SCID administration, case disposition, as well as case presentation, conceptualization and report writing. Material in the course will be presented without emphasis on any one particular theory or orientation. However, case formulation and treatment planning skills are essential and will be understood from various perspectives. Corequisite(s): PSC 6436L.

7.12.2.7 PSC 8436   Basic Individual Psychotherapy Practicum. Credits 1

This course is a lab which will be taken each semester in conjunction with PSC6435 (Clinical Interviewing). The course is designed to provide first year clinical psychology (Psy. D.) graduate students with an introduction to the practice of psychotherapy. The basic skills that they are exposed to and begin to work with include, but are not limited to listening, reflecting, interpreting, empathy, and cross-cultural competence. This is an experiential lab in which students practice these skills by participating in role plays with each other and the instructor as well as other exercises. Previously offered as PSC 6436L.

7.12.2.8 PSC 8441   Cognitive Assessment w/ Practicum. Credits 3.

This course will provide the basic knowledge necessary for the administration, scoring, and interpretation of standard cognitive assessment batteries. The course will introduce the psychometric issues guiding test construction and usage as well as empirical examinations of the function and parameters of the intelligence construct. Students will be guided through the administration and scoring procedures of the Wechsler intelligence scales while completing exercises to ensure the avoidance of common errors associated with these steps. Students will then consider common procedures for interpreting test results and synthesizing these results with information from multiple data sources. The eventual goal is to answer the referral question and present a complete evaluation of the individual in a comprehensive and cohesive assessment report. Students will also be introduced to other areas of cognitive assessment such as executive skills, memory, and learning. Corequisite(s): Cognitive Assessment Practicum.

7.12.2.9 PSC   8442   Personality Assessment w/ Practicum. Credits 3.

This course provides an overview of personality assessment using projective measures with adults. This course will focus primarily on basic administration, scoring, and interpretation of the Rorschach, as well as other personality assessment tools such as the TAT and the House-Tree-Person (HTP) tests. In addition, the course will review the criteria for referral for testing, test selection, and initial integration of cognitive performance, as measured by the WAIS-IV in a psychological report. Prerequisite(s): PSC 6441.

7.12.2.10 PSC   8446   Clinical Assessment w/ Practicum I. Credits 3.

This year-long course provides an overview of the interpretation and integration of measures of cognition, personality, and psychopathology. Basic interpretation of traditional measures (e.g. WAIS-IV, Rorschach, MMPI-2) and their integration will be reviewed. Students are also exposed to less traditional measures (self-report, projective, interview-based, etc) and techniques for integrating data from quantitative and qualitative measures. The course will emphasize procedures for drawing inferences from interview and test data, analyzing individual differences, integrating results, and writing reports that summarize findings. Labs include supervision in administration and interpretation of psychological test batteries for patients referred for testing by externship or the Parnes Clinic. Prerequisite(s): PSC 8441 and PSC 8442.

7.12.2.11 PSC   8447   Clinical Assessment w/ Practicum II. Credits 3.

This year-long course provides an overview of the interpretation and integration of measures of cognition, personality, and psychopathology. Basic interpretation of traditional measures (e.g. WAIS-IV, Rorschach, MMPI-2) and their integration will be reviewed. Students are also exposed to less traditional measures (self-report, projective, interview-based, etc) and techniques for integrating data from quantitative and qualitative measures. The course will emphasize procedures for drawing inferences from interview and test data, analyzing individual differences, integrating results, and writing reports that summarize findings. Labs include supervision in administration and interpretation of psychological test batteries for patients referred for testing by externship or the Parnes Clinic. Prerequisite(s): PSC 8441 and PSC 8442.

7.12.2.12 PSC   8448   Psychological Assessment & Treatment of Older Adults. Credits 3.

This course provides a didactic overview of issues critical to the diagnosis and psychotherapeutic treatment of psychological problems in older adults, as well as a forum for case discussion of psychotherapy with the older patient. Theoretical and empirical research in gero-psychology will be reviewed, including topics such as: The psychology of normal aging & diversity in the aging process; Foundations of gero-psychological assessment; Psychopathology in older adulthood; Consultation with families and in interdisciplinary settings; Psychotherapeutic treatment models, modalities, and approaches for older adults in varied treatment settings. The goal is to provide students with an understanding of the conceptual and empirical underpinnings of the practice of Clinical Gero-psychology. Prerequisite(s): PSC 8435 and PSC 8446.

7.12.2.13 PSC   8449   Gero Psychology Practicum I. Credits 3.

Year-long advanced seminar & group supervision lab for gero-psychology practicum trainees and students seeing older adults in the University clinic, covering topics which may include: (a) Biological, cognitive, developmental, and social psychological aspects of aging; (b) Prevalence, course, and

outcome of psychopathology in later life; (c) Special issues bearing on the diagnostic and psychological assessment of older adults; (d) Special issues regarding the application of psychotherapeutic interventions to older adults of diverse racial/ethnic backgrounds; (e) Gero-psychology consultation liaison within a primary care setting. This course (lab) is intended to have an applied focus, and has as its premise is that what makes working with older adults distinct is not the techniques you would employ, but the knowledge that informs your choices regarding assessment and psychotherapeutic interventions. Prereq PSC 8493, PSC 8494, PSC 8492, PSC 8495.

7.12.2.14 PSC   8450   Gero Psychology Practicum II. Credits 3.

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

7.12.2.15 PSC   8452   Clinical Psych Advanced Assessment. Credits 0.

This course provides students with advanced training in administration, interpretation, and integration of measures of cognition, personality, and psychopathology. There will be an emphasis on deepening students' knowledge in interpretation and integration of measures of cognitive, personality, and psychopathology. Assessment competencies to be addressed include procedures for drawing inferences from interview and test data, test selection, integrating results, and report writing.

7.12.2.16 PSC   8461   Principles in Group Therapy. Credits 3.

Basic concepts, different theoretical approaches, and techniques in group therapy will be discussed; areas of clinical utility, types of problems addressed by groups, and limitations of this therapeutic approach.

7.12.2.17 PSC   8464   Concepts in Couples & Family Therapy. Credits 3.

This seminar in family and couples therapy will focus primarily on the specific therapeutic problems and systemic issues presented in family and couples cases. We highlight general theory and practice problems, while delving into specific areas of focus on family and couples therapy. The goal of this course is for students to gain an understanding of current issues facing families today. This will allow them to become more comfortable in the treatment of family and couples. Additionally, by delving into specifics areas of presenting problems in families it will increase their knowledge and preparedness for specific challenging problems that might arise in their cases.

7.12.2.18 PSC   8470   CBT for Anxiety & Depressive Disorders I. Credits 3.

This two-semester course combines didactic course work and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders: panic disorder, agoraphobia, social phobia, post-traumatic stress disorder, obsessive compulsive disorder, generalized anxiety disorder, specific phobia, and depression. Students will (a) learn how to comprehensively assess anxiety and depressive disorders (b) learn to implement and conduct cognitive behavior strategies for anxiety and depressive disorders using simulated exercises, role-plays, illustrative case examples and videotapes; cognitive behavior strategies include cognitive restructuring, breathing retraining, deep muscle relaxation, exposure, activity scheduling, problem solving, contingency procedures, and skills training. Prerequisite(s): PSC 8497. Corequisite(s): PSC 8502.

7.12.2.19 PSC   8471   CBT for Anxiety & Depressive Disorders II. Credits 3.

This two-semester course combines didactic course work and applications of treatment in the assessment and cognitive behavioral treatment of anxiety and depressive disorders: panic disorder, agoraphobia, social phobia, post-traumatic stress disorder, obsessive compulsive disorder, generalized anxiety disorder, specific phobia, and depression. Students will (a) learn how to comprehensively assess anxiety and depressive disorders (b) learn to implement and conduct cognitive behavior strategies for anxiety and depressive disorders using simulated exercises, role-plays, illustrative case examples and videotapes; cognitive behavior strategies include cognitive restructuring, breathing retraining, deep muscle relaxation, exposure, activity scheduling, problem solving, contingency procedures, and skills training. Prerequisite(s): PSC 8470.

7.12.2.20 PSC   8486   Foundations of Evidence Based Practice: PDT. Credits 3.

This course will further develop the student's understanding of psychodynamic psychotherapy, including the theoretical foundation, clinical application and empirical research for this treatment approach. Core principles of psychodynamic psychotherapy and the varieties of psychodynamic practice will be covered, with an emphasis on individual work with adults. Students will be introduced to the empirical support for a selection of psychodynamic psychotherapies that have robust research evidence backing. Emphasis will be on developing a psychodynamic perspective and an appreciation for the importance of psychodynamic psychotherapy research.

7.12.2.21 PSC   8491   Self Psychology. Credits 3.

Self psychology, a form of psychoanalytic theory developed by Heinz Kohut, focuses on the vicissitudes and disturbances of self experience in therapy and in life. One of its major concepts is the self-object, a term referring to other people on whom the person's self experience depends. The following topics will be examined in the course: (1) How Kohut modified classical psychoanalytic theory to create self psychology. (2) How Kohut?s initial formulations were further developed by important contemporary theorists including; Stollorow, Atwood & Orange; Shane & Shane; and Lichtenberg. (3) Self psychological approaches to psychotherapy. (4)Criticisms of self psychology within contemporary psychoanalysis. (5) Application of self psychological concepts to areas such as addiction, trauma, and personality disorders. Students taking the course should have some acquaintance with psychoanalytic theory and some experience doing psychotherapy.

7.12.2.22 PSC   8492   Psychodynamic Psychotherapy Practicum I. Credits 1.5.

Students enrolled in the Individual Psychodynamic Psychotherapy Lab are either in their third year at Ferkauf, or are fourth year students taking a psychodynamic lab for the first time. They are assigned three individual psychotherapy patients from the Parnes Psychology Clinic, which is located at Ferkauf. Pre requisites for this lab, sometimes called the third year/first timer lab, include Psychoanalytic Theory, as well as a psychodynamic theory of intervention course such as Interpersonal Therapy, Self Psychology, or Object Relations. Individual Psychodynamic Psychotherapy Lab enrollment includes participation in a one hour fifty minute weekly group supervision on site where students present their individual cases to their lab. All lab students are also assigned an individual supervisor for one hour weekly off-site supervision.   With few exceptions, the clinical professors and adjunct clinical supervisors associated with the psychodynamic labs have received extensive postdoctoral training and are graduates of highly esteemed psychoanalytic institutes. These include, for example, The William Alanson White Institute, the New York University Post Doctoral Program in Psychoanalysis and Psychotherapy, The Institute for Psychoanalytic Training and Research, and the National Institute for the Psychotherapies. Individual Psychodynamic Psychotherapy Labs address issues common to students starting their first intensive, relatively long term (potentially two year) psychodynamic treatments, including but not limited to anxieties related to beginning treatments, case conceptualization, how to maintain good boundaries while connecting well, when to refer for a psychopharmacological consultation, how to interact with other psychological professionals in the patient's life (the first year testing student or a disability agency, for example), and transference/countertransference phenomena. The particular issues related to the individual patient often prompt readings as well.

7.12.2.23 PSC   8494   Advanced Psychodynamic Psychotherapy Practicum I. Credits 1.5.

Fourth year students in the Psychodynamic Track are placed in the Advanced Psychodynamic Lab. The prerequisites for this lab are that the student must have taken Psychoanalytic Theory and either Interpersonal Therapy, Self Psychology, or Object Relations, and taken the Individual Psychodynamic Psychotherapy Lab in the third year. Students in the Advanced Lab meet as a group of five or six once weekly for one hour and fifty minutes on site, as well as going to supervision with a clinical adjunct supervisor for an hour, usually off site in that supervisor's private practice office. The Advanced Psychodynamic Lab offers the students an experience of deepening what they have gained in the third year about their abilities to trust their instincts for their use of transference/countertransference; exploring anger, fear, love and other strong emotions that arise as a function of the relationship with the patient. Students expand on the ability to know what questions to ask by investigating their implicit negative or positive expectations of the answers. The cohesiveness that grows over the course of the year in these labs support great emotional and intellectual growth for all, particularly as the members go through application to internships, mock internship case presentations, and finally termination issues with their patients as the students prepare to leave the academic portion of their degree requirements.

7.12.2.24 PSC   8497   Foundations of Evidence Based Practice: CBT. Credits 3.

This course will review foundational principles of behaviorism (e.g., classical and operant conditioning), techniques in standard cognitive behavioral therapy, and recent advances in therapeutic techniques that involve cognitive and behavioral elements (e.g., dialectical behavioral therapy, acceptance and commitment therapy). Students will learn to translate this knowledge and understanding of human

behavior to real world applications in clinical settings. Specific techniques for putting this knowledge into practice will include instruction in functional analysis, behavioral assessment, behavioral strategies, case conceptualization and treatment planning. Students will also gain knowledge of recent 'third wave' behavioral treatments. Evidence and outcomes for behavioral treatments will be reviewed. Education in how multicultural factors arise in behavior therapy will also be emphasized.

7.12.2.25 PSC   8498   Interpersonal Psychotherapy. Credits 3.

Survey of the interpersonal approach to the conception and conduct of psychotherapy and therapeutic engagement; the therapeutic relationship, transference, and countertransference, the analysis of dreams, and the process of supervision. Comparison and contrast of the interpersonal approach with other therapeutic models.

7.12.2.26 PSC   8502   CBT Psychotherapy Practicum I. Credits 1.5.

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

7.12.2.27 PSC 8504   Adv. CBT Psychotherapy Practicum I. Credits 1.5.

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

7.12.2.28 PSC   8509   Supervision & Consultation. Credits 3.

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

7.12.2.29 PSC   8537   Data Analysis. Credits 3.

This advanced statistics course will review the major types of statistical methods commonly used in clinical psychology research, including t-tests, ANOVAs, correlation, regression, nonparametric tests, and factor analysis. Students will first gain a solid conceptual understanding of statistical principles and methods; they will then build upon this understanding by conducting analyses of data related to their research interests. Prerequisite(s): PSC 8287.

7.12.2.30 PSC   6539   Research Seminar. Credits 2.

Facilitates the development of both doctoral research projects from inception to completion. Each semester increases in the degree of responsibility and skills demonstrated by students. Separate sections of this course are offered by each research advisor for their specialty areas of emphasis. May be repeated for credit.

7.12.2.31 PSC 6544 Working w/ Asylum Seekers. Credits 3.

Millions of people throughout the world are forced to flee their native country as a result of persecution. Many of them seek refuge in the United States where they may be granted protection in the form of asylum. For the United States to grant asylum, refugees must demonstrate a well-founded fear of future persecution based on race, religion, nationality, political opinion, social group or sexual orientation should they return to their home country. The decision to grant asylum is made at an asylum hearing at which asylum seekers, represented by their attorneys, present their case. The attorney will often use a psychological assessment of the asylum seeker to strengthen the argument for granting asylum. This course trains students to perform these psychological assessments under the supervision of a licensed psychologist. Course content involves the legal, medical, and psychological aspects of doing psychological assessments, as well as didactic material on refugees, refugee stress, and refugee trauma. Instructional methods involve case presentations, didactic materials, and lectures by outside medical and legal experts. Prerequisite(s): PSC 6145.

7.12.2.32 PSC 6551 Professional Seminar. Credits 1

Professional Seminar ("Prosem") courses are designed as an introduction to the clinical psychology program with a focus on helping students become oriented to the expectations of the program and their role as members of the Ferkauf community. The course also serves to familiarize students with relevant issues in the field of clinical psychology. Guidance and preparation for the externship process will be a focus.

7.12.2.33 PSC 8813 Lifespan Psychopathology. Credits 3.

This course will focus on the etiology, epidemiology, phenomenology, and course of psychopathology, including neuroses, personality disorders, mood disorders, psychoses, trauma-related disorders, psychosomatic disorders, and paraphilias. This course will cover both psychodynamic and cognitive behavioral models for conceptualizing how and why symptoms are formed and maintained. Psychopathology will be considered from a historical perspective (what has changed over time) as well as a cultural perspective (ways in which different cultures define mental health; how cultural factors play a role in the diagnosis and misdiagnosis of pathology). Gender differences in different psychopathological categories will also be explored. A developmental focus and multiple clinical examples will contextualize issues across the lifespan. An empirical basis of psychopathology will be emphasized along with implications for real-world conceptualization and treatment planning.

7.12.2.34 PSC 8822 Special Topics Psychotherapy. Credits 3.

This course for advanced students will review the theoretical and research literature on the alliance and the alliance rupture repair and will guide students in how to integrate an alliance focus in their clinical work.

7.12.2.35 8SC 6944 Clinical Psych Externship I. Credits 1.

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

counseling center.

7.12.2.36 PSC   8001   Assessment II Competency. Credits 0.

An assessment competency exam at the end of the second year assesses competency in assessment, and related competencies in ethics and diversity

7.12.2.37 PSC   8002   Clinical Competency I. Credits 0.

Clinical competency exam in the third year assesses competency in relationship and intervention skills, as well as in related competencies in ethics and diversity

7.12.2.38 PSC   8003 Clinical Competency II. Credits 0.

Clinical comprehensive exam between third and fourth years requires submission of a written summary of clinical work with a specific case. Assesses competency in conceptualization and diagnosis, relationship and intervention skills, and related competencies in ethics and diversity.

7.12.2.39 PSC   8004   Clinical Competency III. Credits 0.

Clinical competency exams in the fourth year assesses competency in relationship and intervention skills, as well as in related competencies in ethics and diversity

7.12.2.40 PSC   8940   Summer Externship. Credits 0.

7.12.2.41 PSC   8941   Clin Psych Doctoral Internship. Credits 1.

The pre-doctoral Clinical Internship is a formal requirement of the program. It is considered an essential component of doctoral training in Clinical Psychology. Accreditation of training facilities by the APA is considered as desirable as it is for academic clinical training programs. Therefore, students should make every effort to obtain placement in an APA approved internship setting that is part of the APPIC Match. The internship will usually consist of twelve months of fulltime experience, although this program makes provision for and fully recognizes the need of some students for halftime training over a two-year period. The program will fully endorse such halftime internships for those students for whom it is necessary and appropriate, but it is the student's responsibility to find settings that are hospitable to such an approach to Internship training.

7.12.2.42 PSC   8999   Research Project II Extension. Credits 1,

This course is designed to support students in successfully completing doctoral research projects / dissertations. The major goal of this course is for the student to complete doctoral research in an area of specialty.

7.12.2.43 PSD   6175   Social Learning. Credits 3.

7.12.2.44 PSD   6181   Interactions in Affect & Cognition. Credits 3.

7.12.2.45 PSD   6961   Readings in Psychology I. Credits 3.

7.12.2.46 PSD   6962   Readings in Psychology II. Credits 3.

7.12.2.47 PSD   8932   Doctoral Dissertation Planning. Credits 3.

Previously offered as PSD 8932A.

7.12.3 School-Clinical Child Psychology Courses

7.12.3.1 PSS 6118   Psychodynamic Theory. Prereq PSS6610. Credits 3.

This course will develop your understanding of psychodynamic psychotherapy with children and families, including the historical and theoretical foundation for this type of work. Core principles of psychodynamic theory will be covered in order to prepare students for the second half of the course, which will emphasize psychodynamic psychotherapy practice with children, adolescents, and families. Students will also be introduced to the empirical support for certain types of psychodynamic psychotherapy and will consider the complexity of pursuing a research agenda for constructs that are not directly observable. Emphasis will be on developing a psychodynamic perspective and an appreciation for the importance of theoretical integration and cultural humility. Prerequisite(s): PSS 6610.

7.12.3.2 PSS 6119   Psychodynamic Therapy for Youth. Credits 3.

This course will further develop students' understanding of psychodynamic psychotherapy with children and families, including the historical and theoretical foundation for this type of work. Core principles of psychodynamic psychotherapy and the varieties of psychodynamic practice will be covered, with an emphasis on work with children, adolescents, and families. Students will also be introduced to the empirical support for certain types of psychodynamic psychotherapy and will consider the complexity of pursuing a research agenda for constructs that are not directly observable. Manualized psychodynamic treatments for children, adolescents, and child-parent dyads will be covered. Emphasis will be on developing a psychodynamic perspective and an appreciation for the importance of theoretical integration. Prerequisite(s): PSS 6610 and PSS 6118.

7.12.3.3 PSS 6120   Clinical Skills w/ Trans Clients. Credits 3.

Less than 30% of psychologists report familiarity with transgender and gender nonconforming (TGNC) clients' needs. The clients, in turn, report a lack of support in their gender journeys. There is clearly a large gap in knowledge, skill, and competence in this area of practice. (Singh, & dickey, 2017). This course represents an advanced training on developing clinical competence and affirmative counseling skills with Transgender, and Gender Expansive communities. Student will learn about gender development from a Gender Authentic Model (GAM), exploring how gender assigned at birth does not always result in cisgender identities. Exploration of personal biases and beliefs related to gender norms, gender identity, and the ability to claim an authentic gender identity then one assigned at birth will be discussed. Developing clinical skills and cultural humility in working with trans and gender expansive people is a primary goal of this course. Furthermore, the course will explore current theories, lived experiences of gender diverse people, empirical data, and ethical and legal rights of transgender and gender expansive people. This course requires students to reflect on their own biases and prejudices and engage in conscious rising discussions about gender beliefs and norms to develop competence in counseling and providing care to transgender and gender expansive people.

7.12.3.4 PSS 6131   Cognitive Assessment. Credits 3.

This course introduces the use of intelligence tests in the process of psychological assessment. The Wechsler Scales serve as a foundation along with other scales to follow. Theoretical foundations and

issues of intelligence testing are presented leading to a grounding in test administration, scoring and interpretation. The basic structure, principles and procedures in creating a written psychological test report become the focus of the skills developed in the course. Only open to School-Clinical Child Psychology PsyD. program students. Course Fees.

7.12.3.5 PSS   6132   Psychoeducational Assessment. Credits 3.

Assessment and intervention with children and adults are complex and highly interdependent processes. Assessment has no practical meaning unless it helps guide intervention. Within this framework, this course focuses upon the following three critical aspects: 1) The selection, use, and adaptation of appropriate comprehensive batteries of measures to delineate everyone's range of functional capabilities and individual differences across the age range. 2) The use of diagnostic reports as the primary vehicles for facilitating a bridge between psychoeducational diagnosis and individualized instructional goal-planning. 3) An overview of assessment procedures employed with children from varying backgrounds and a broad spectrum of exceptionalities. Only open to School-Clinical Child Psychology PsyD. program students. Prerequisite(s): PSS 6131.

7.12.3.6 PSS   6153 Appraisal of Personality. Credits 3.

This course is an introduction to personality assessment, emphasizing the use and clinical application of the Rorschach Inkblot Method (RIM). The RIM is taught using Exner's Comprehensive System (CS). As such, students are required to use the primary Exner texts to learn administration, scoring, and interpretation of the RIM. The history, theory, psychometric properties, and clinical application of the RIM-CS will be discussed and critically evaluated. We will also briefly review the new Rorschach Performance Assessment System (R-PAS). The Thematic Apperception Test (TAT), projective drawing methods [House-Tree-Person (HTP) and Kinetic Family Drawing], and Sentence Completions will also be reviewed. A brief overview of objective measures of personality assessment [e.g., Millon Adolescent Clinical Inventory (MACI) and Minnesota Multi-Phasic Personality Inventory - A (MMPI-A) will be provided. This is a skills-based course, in which you will be required to develop facility with administration, coding, and scoring of the Rorschach, along with the ability to effectively write about your findings and integrate them into a psychological evaluation report. There will be many opportunities to practice these skills in class and during lab, and all students will be required to administer the RIM to individuals outside of class. Prerequisite(s): PSS 6131 and PSS 6132. Course Fees.

7.12.3.7 PSS   6191   Child Assessment w/Practicum I. Credits 3.

This is a yearlong course designed to develop advanced skills in diagnosis and evaluation. Assessment is conceptualized as a comprehensive process whereby data from observations, interviews and psychometric instruments are integrated for the development of an appropriate psychoeducational evaluation. The most recent research on the reliability and validity of the common procedures being used to evaluate educational and psychological performance will be discussed in detail. Students will provide services to families through referrals received from the University's Center for Psychological and Psychoeducational Services. They will also receive experience in reporting back to parents and/or guardians, school personnel, and other referral sources. This feedback will be in the form of both face to face contact, and formal written reports. This is a year-long course (second semester requires the first as a prerequisite) Prerequisite(s): PSS 6132 and PSS 6153. Course Fees.

7.12.3.8 PSS   6192   Child Assessment w/Practicum II. Credits 3.

This is a yearlong course designed to develop advanced skills in diagnosis and evaluation. Assessment is conceptualized as a comprehensive process whereby data from observations, interviews and psychometric instruments are integrated for the development of an appropriate psychoeducational evaluation. The most recent research on the reliability and validity of the common procedures being used to evaluate educational and psychological performance will be discussed in detail. Students will provide services to families through referrals received from the University's Center for Psychological and Psychoeducational Services. They will also receive experience in reporting back to parents and/or guardians, school personnel, and other referral sources. This feedback will be in the form of both face to face contact, and formal written reports. This is a year-long course (second semester requires the first as a prerequisite). Prerequisite(s): PSS 6191. Course Fees.

7.12.3.9 PSS   6198   Contemporary Issues in School Psychology. Credits 3.

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

7.12.3.10 PSS   6199   Integrating Race & Gender in Multicultural Sensitivity. Credits 3.

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

7.12.3.11 PSS   6204   Advanced Issues in Clinical Child Psyhology. Credits 3.

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

7.12.3.12 PSS   6213 Cognitive Behavioral Psychology in Youth I. Credits 3.

This course will provide an introduction to Cognitive Behavioral Therapy (CBT), including theoretical underpinnings, core assumptions of CBT, and the definition of empirically supported practice. Students will learn about the content and therapeutic process of evidence-based approaches targeting externalizing disorders, select internalizing disorders and additional problems from early childhood to adolescence with a focus on behavioral parent training. We will emphasize issues arising as treatment begins, such as assessment, case formulation, and treatment planning, and on issues relating to

providing evidence-based treatments. The course will include didactic lecture, case discussion and experiential learning. Students are encouraged to discuss case material from their own caseloads. Prerequisite(s): PSS 6250 and permission from instructor required.

7.12.3.13 PSS   6214   Parent Child Interaction Therapy. Credits 3.

This course will provide clinicians with didactic and role play practice of skills essential for PCIT implementation. The course will focus on child direction and parent directed interaction to treat early childhood behavior problems.

7.12.3.14 PSS   6221   Consultation & Supervision. Credits 3.

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

7.12.3.15 PSS   6222   Consultation-Based Interventions. Credits 3.

Focuses on training students to change the way that schools/clinics relate to families at an organizational level. Students will be trained to establish systemic programs that cement family-school partnerships. Each student develops a specific project on the externship site that increases the systemic contact between families and school/clinic setting. There is a strong emphasis on understanding families from multiple ethnoracial backgrounds. This course expands the student's definition of the role of a psychologist beyond someone who works with individual children and families, to include the role of organization change agent. Prerequisite(s): PSS 6221.

7.12.3.16 PSS   6224   Integrating Multicultural Sensitivity in Clinical Work. Credits 3.

Developing multicultural sensitivity is a developmental journey. As difficult as it is to develop multicultural sensitivity, integrating that knowledge into clinical practice is even more challenging. This course builds on content and process issues that students have explored in earlier classes. The objective of the course is to help students develop a multicultural therapeutic alliance with clients that can be implemented within any theoretical orientation.

7.12.3.17 PSS   6250   Developmental Psychopathology. Credits 3.

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

biological, developmental, familial, and sociocultural factors relevant to the development of psychopathology. We will critically examine the current knowledge base for the etiology and developmental course of childhood and adolescent disorders. Students will become familiar with the major characteristics, uses, and limitations of the DSM-V. We will discuss case examples and consider the implications for clinical practice.

7.12.3.18 PSS   6251   Developmental Disorders. Credits 3.

7.12.3.19 PSS   6286   Research Methods. Credits 3.

This course is designed to increase familiarity with the general principles of psychological research design as they pertain to research conducted with clinical samples or on clinically relevant topics. Over the term, we will review issues related to internal and external validity, the generalizability of research, meta-analysis, and the clinical significance and clinical application of research results. Throughout the course, the emphasis will be on the application of sound methodological principles to concrete research problems. Each class will focus on a specific methodological design or domain, and the readings will provide a general background on the topic. For most classes, at least one of the readings will provide an empirical example of the design or domain. Thoughtful consideration of the impact of human diversity on psychological phenomena is necessary in the planning and interpretation of research. Accordingly, many of the readings include some aspects of human diversity (e.g., age, gender, ethnicity, and sexual orientation). We will also discuss research ethics and sensitivity to cultural diversity issues intermittently throughout the semester. Permission from instructor needed for registration.

7.12.3.20 PSS   6399   Biological Bases of Behavior. Credits 3.

This course will cover the basic topics of the biological basis of behavior. The course will focus on how the nervous system gives rise to complex human behaviors. These behaviors will range from basic functions like movement and sleep to more complex mental abilities such as language and memory. The foundations of this exploration will include the studies of neurophysiology, neuroanatomy and neuropsychology. The course will culminate in lectures on the biological basis of two neurodevelopmental disorders, specifically Reading Disability and Attention Deficit Hyperactivity Disorder. Additionally, professional issues in neuropsychology will be addressed.

7.12.3.21 PSS 6400 Neurodevelopmental Disorders (3 credits)

This course introduces students to the most current research in the symptomatology, developmental course, etiology, and treatment options for childhood neurodevelopmental disorders. Neurodevelopmental disorders include a broad spectrum of developmental disorders whose origins are thought to have a neurobiological, genetic, cognitive, psychosocial and/or environmental component. In addition to the diagnostic entities traditionally viewed as neurodevelopmental in origin, this course will focus in depth on specific learning disorders, their new reorganization as outlined in the DSM-5 and interventional strategies. Recent changes within the field will be explored, including a new conceptual framework for autism, nomenclature and criteria change for intellectual disabilities as well as the addition of new disorders, such as "social communication disorder." Students will be expected to integrate theory with practice, using differential diagnostic strategies to evaluate clinical cases and assessment data.

7.12.3.22 PSS   6402   Neuropsychological Assessment. Credits 3.

This course is designed as a practicum with the purpose of developing advanced skills in neuropsychological assessment. Topics will include the neuropsychology of attention, visual-spatial processes, language, memory and learning, sensory motor and executive functions. Students will be required to complete comprehensive neuropsychological evaluations for children referred through the University's Center for Psychological and Psychoeducational Services. Assessment is conceptualized as a comprehensive process whereby data from observations, interview and psychometric instruments are integrated to develop a neuropsychological evaluation that provides insight to the referral source regarding diagnosis and intervention. Students will be exposed to a broad array of neuropsychological instruments, understand their potential utility in the assessment process and learn to interpret the significance of test data. Additionally, students will receive supervision and guidance in test administration, interpretation and report writing. Lectures, in-class demonstrations and case presentations will be used to assist the student in developing skills in neuropsychological assessment. Prerequisite(s): PSS 6191 and PSS 6192; students must be recommended for this course by their Child Assessment and Cognitive Assessment professors.

7.12.3.23 PSS   6449   Cognitive Behavioral Psychology in Youth II. Credits 3.

This course will provide advanced training in treatment of many childhood internalizing disorders. Students will learn empirically supported treatment programs for treating anxiety disorders, depression, bipolar disorder, eating disorders, emotional dysregulation, and suicidality. The treatment approaches covered will include Cognitive Behavior Therapy (CBT), which includes Exposure with Response Prevention, Interpersonal Psychotherapy, Family-based treatment, and Dialectical Behavior Therapy. We will focus on issues arising as treatment begins, such as assessment, case formulation, and treatment planning, and on current issues relating to providing evidence-based treatments. The course will include didactic lecture, case discussion, and experiential learning. Students are encouraged to present case material from their own caseloads. Prerequisite(s): PSS 6213 and PSS 6250.

7.12.3.24 PSS   6503 Research Study/Supporting Youth at Risk. Credits 0.

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

7.12.3.25 PSS   6506   Research Lab: Applied Research. Credits 0

7.12.3.26 PSS   6610   Beginning Work with Children Parents and Families. Credits 3.

Nearly all theoretical orientations consider the family environment central to the development of the individual, though the extent to which and how these are addressed in treatment may vary. Working with children and adolescents necessarily involves working with their parents, and very often the family (in which the child is the identified patient) needs help. Furthermore, the therapeutic alliance with parents has

been shown to be predictive of child outcomes. Yet individual psychotherapy and family psychotherapy are often considered distinct approaches with separate training paths. To bridge this gap, this course will provide an overview of theories and research related to treating children and their families, including attachment-based, psychodynamic, cognitive behavioral, and family systems approaches. We will discuss key issues around assessment of family history and dynamics, when and how to include parents and siblings in treatment, working with transference and countertransference, techniques and tasks for intervening, and psychoeducational and behavioral strategies for parents. Finally, we will explore specific issues that may be addressed in treatment, including mourning and loss, culture and immigration, child abuse and neglect, foster care and adoption, high expressed emotion, disordered eating, and marital conflicts. Prerequisite(s): Permission from instructor required.

7.12.3.27 PSS   6611   Practicum Child Therapy I: PDT. Credits 3.

This course is a year's sequence that accompanies your work as a therapist at the Parnes Clinic. The course focuses on the application of psychodynamic principles with preschool and school-aged children, adolescents and their parents. This will be accomplished through students' presentations of their work with their patients. During the first semester, the focus is on the beginning phase of therapy. This will include Clinic intake procedures, clinical assessment of the child and family-the family's cultural heritage and its effects on the child in school and therapy, neuropsychological or learning issues the child may have, and social/emotional functioning of the child and family. Other common topics that emerge are anxiety in the early work and engaging parents in the treatment. During the second semester, issues in ongoing therapy will be discussed, including using play for increasing symbolization, transference and countertransference, and intersubjectivity. Termination of the therapy will also be discussed, with a focus on transfer of children to other therapists as appropriate. Collateral work with the school is integrated throughout as appropriate for the case. Each student is assigned a therapy supervisor for weekly supervision meetings. Only open to School-Clinical Child Psychology PsyD. program students.

7.12.3.28 PSS   6612   Practicum Child Therapy II: PDT. Credits 3.

This course is a year's sequence that accompanies your work as a therapist at the Parnes Clinic. The course focuses on the application of psychodynamic principles with preschool and school-aged children, adolescents and their parents. This will be accomplished through students' presentations of their work with their patients. During the first semester, the focus is on the beginning phase of therapy. This will include Clinic intake procedures, clinical assessment of the child and family-the family's cultural heritage and its effects on the child in school and therapy, neuropsychological or learning issues the child may have, and social/emotional functioning of the child and family. Other common topics that emerge are anxiety in the early work and engaging parents in the treatment. During the second semester, issues in ongoing therapy will be discussed, including using play for increasing symbolization, transference and countertransference, and intersubjectivity. Termination of the therapy will also be discussed, with a focus on transfer of children to other therapists as appropriate. Collateral work with the school is integrated throughout as appropriate for the case. Each student is assigned a therapy supervisor for weekly supervision meetings. Only open to School-Clinical Child Psychology PsyD. students.

7.12.3.29 PSS   6622   Trauma in Children & Adolescents. Credits 3.

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

adolescents. Topics will include effects of trauma on self and relationships with others, dissociation, intergenerational transmission of trauma, and traumatic dreams. We will study examples of both relational trauma (i.e. sexual or physical abuse, traumatic bereavement) and event trauma (i.e. natural or man-made disasters). Clinical interventions will include working with parents, sensorimotor psychotherapy with children and adolescents, and community prevention programs. Students will be encouraged to present their clinical material.

7.12.3.30 PSS   6625   Practicum Child Therapy I: CBT. Credits 3.

Students participating in the practicum will treat child and adolescent cases in the Parnes Clinic using CBT. The practicum will include weekly supervision from an experienced CBT therapist in the community; small group didactic training, including role-play; and group supervision, including case presentations and review of therapy recordings. This course will use a treatment team approach, so students benefit from faculty supervision and peer support for their clinical work. Each student will be assigned to an instructor for small group meetings, and this instructor will complete the grading for this student. Full group and small group meetings will be scheduled as needed during the semester. Through closely supervised experience treating clients in the Parnes Clinic using CBT approaches, students will put into practice concepts learned in the CBT course sequence. Students will learn to conceptualize cases from a CBT framework, tailor evidence-based treatment for diverse families, and use assessment from intake through termination to support treatment outcomes. With supervision, students will administer, score, interpret, and provide feedback on diagnostic interviews, observations and/or behavior rating scales to consider home and school functioning. A core battery of assessments will be administered to all clients with domain-specific measures used, as appropriate. Assessment and treatment will vary somewhat to provide the best fit to the client's and family's presenting concerns and culture. Building on student experience in the CBT course sequence, students will continue learning CBT principles and techniques in this course and will draw from relevant treatment protocols and research to guide their work with children and families. Prerequisite(s): PSS 6213 and PSS 6449. Restriction(s): Only open to School-Clinical Child Psychology PsyD. students.

7.12.3.31 PSS   6626   Practicum Child Therapy II: CBT. Credits 3.

Students participating in the practicum will treat child and adolescent cases in the Parnes Clinic using CBT. The practicum will include weekly supervision from an experienced CBT therapist in the community; small group didactic training, including role-play; and group supervision, including case presentations and review of therapy recordings. This course will use a treatment team approach, so students benefit from faculty supervision and peer support for their clinical work. Each student will be assigned to an instructor for small group meetings, and this instructor will complete the grading for this student. Full group and small group meetings will be scheduled as needed during the semester. Through closely supervised experience treating clients in the Parnes Clinic using CBT approaches, students will put into practice concepts learned in the CBT course sequence. Students will learn to conceptualize cases from a CBT framework, tailor evidence-based treatment for diverse families, and use assessment from intake through termination to support treatment outcomes. With supervision, students will administer, score, interpret, and provide feedback on diagnostic interviews, observations and/or behavior rating scales to consider home and school functioning. A core battery of assessments will be administered to all clients with domain-specific measures used, as appropriate. Assessment and treatment will vary somewhat to provide

the best fit to the client's and family's presenting concerns and culture. Building on student experience in the CBT course sequence, students will continue learning CBT principles and techniques in this course and will draw from relevant treatment protocols and research to guide their work with children and families. Prerequisite(s): PSS 6625.

7.12.3.32 PSS 6801 Professional & Ethical Issues in Health Service Psychology. Credits 3.

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

7.12.3.33 PSS 6814 Adult Psychopathology & Assessment. Credits 3.

This course covers the theory, assessment, and treatment of adult psychopathology. Diagnostic standards, as defined by the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5), as well as the history and sociocultural implications of mental health disorders is emphasized. Common assessment measures and their application to differential diagnosis and formulation will be reviewed.

7.12.3.34 PSS 6915 Research Project I. Credits 3.

This course is designed to introduce students to concepts and challenges in designing research in anxiety and related disorders. This course is designed to support students in successfully completing Research Project I (RPI). The major goal of this course is for the student to complete RPI, a review of the literature, and to design and propose a research project which addresses a topic in an area of specialty. Students will also assist in research tasks for ongoing lab projects including literature reviews, IRB applications, data collection, and data analysis and interpretation.

7.12.3.35 PSS 6916 Research Project II. Credits 3.

Students register for Research Project II in the semester after completing RPI and continue to register for this course, in future semesters, until all requirements - including the oral examination - have been completed. (No research project can begin until the AECOM IRB has approved the proposal.) Research Project II provides independent mentoring with a faculty advisor and culminates in a document that may take the form of any one of a wide spectrum of possibilities including the following: an original quantitative or qualitative empirical study; a replication of an empirical study; development or validation of an instrument; evaluation-outcome research (of a program or intervention); A case study or N=1 research; meta-analysis; Needs assessment. Since this research project is part of the curriculum for the professional degree, it is anticipated that the student will focus on professional practice in contrast to theoretical issues. RPII is an actual study including statistical analyses and/or qualitative analysis and culminates in a reviewed document. Prerequisite(s) PSS6915.

7.12.3.36 PSS   8000   Competency Exam I. Credits 0

7.12.3.37 PSS   8940   Summer Externship. Credits 0

7.12.3.38 PSS   8941   School Clinical Child Doctoral Internship I. Credits 1.

This is the fifth year culminating educational experience. It is a full-time, supervised experience in a medical center, hospital, community based mental health facility or a school. The student completes a minimum of 1750 hours in a clinical facility or 1500 hours in a school during ten to twelve months. The experience must be supervised by a licensed psychologist. Previously offered as PSS 8941A.

7.12.3.39 PSS   8942   School Clinical Child Doctoral Internship II. Credits 1.

This is the fifth year culminating educational experience. It is a full-time, supervised experience in a medical center, hospital, community based mental health facility or a school. The student completes a minimum of 1750 hours in a clinical facility or 1500 hours in a school during ten to twelve months. The experience must be supervised by a licensed psychologist. Prerequisite(s): PSS 8941. Previously offered as PSS 8942A.

7.12.3.40 PSS   8943 School Clinical Child Externship I. Credits 1.

The second-year externship takes place in a school setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 500-600 hours during the year. Students meet weekly in group supervision at Fekauf. This course is designed to support your school psychology externship experience. As described in the Ferkauf Student Handbook, the second year Externship requires the student to work in a school, or school related facility under supervision of a licensed psychologist-who should also be a credentialed school psychologist-for a minimum of two days a week for ten months (approximately 500 hours). While supervision of externship activities will occur primarily at the externship site, this course will be used as a means to provide additional support and guidance. Prerequisite(s): PSS 8942.

7.12.3.41 PSS   8944   School Clinical Child Externship II. Credits 1.

The second-year externship takes place in a school setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 500-600 hours during the year. Students meet weekly in group supervision at Ferkauf. This course is designed to support your school psychology externship experience. As described in the Ferkauf Student Handbook, the second year Externship â€œrequires the student to work in a school, or school related facility under supervision of a licensed psychologist-who should also be a credentialed school psychologist-for a minimum of two days a week for ten months (approximately 500 hours). While supervision of externship activities will occur primarily at the externship site, this course will be used to provide additional support and guidance. Prerequisite(s): PSS 8943. Previously offered as PSS 8944A.

7.12.3.42 PSS   8945   School Clinical Child Externship III. Credits 1.

The third-year externship takes place in a clinical setting and is supervised by an appropriately

credentialed professional. The student is required to complete approximately 600 hours during the year. Students meet weekly in group supervision at Fekauf. This course provides oversight and group supervision of the third-year externship experience. The course also focuses on developing a greater understanding of the parental/caretaker experience through readings and small group discussions related to the externship. Prerequisite(s): PSS 8944. Previously offered as PSS 8945A.

7.12.3.43 PSS 8946 School Clinical Child Externship IV. Credits 1.

The third-year externship takes place in a clinical setting and is supervised by an appropriately credentialed professional. The student is required to complete approximately 600 hours during the year. Students meet weekly in group supervision at Ferkauf. This course provides group supervision, review of externship experiences in third year clinical settings. Students will lead a class dialogue about selected readings that depict psychological factors that underpin current treatment â€" such as temperament, bases of behavioral treatment, intervention with parents and alternative treatment. Case conceptualization in preparation for next yearâ€™s internship process will be discussed and modeled. . Prerequisite(s): PSS 8945 PSS 8945A. Previously offered as PSS 8946A.

7.12.3.44 PSS 8947 School Clinical Child Externship V. Credits 1.

The fourth-year externship takes place in a clinical setting or a school setting and is supervised by an appropriately credentialed professional. The student is required to complete a minimum of 600 hours during the year. Students meet in group supervision at Ferkauf. Prerequisite(s): PSS 8946, PSS 8946A. Previously offered as PSS 8947A.

7.12.3.45 PSS 8948 School Clinical Child Externship VI. Credits 1.

The fourth-year externship takes place in a clinical setting or a school setting and is supervised by an appropriately credentialed professional. The student is required to complete a minimum of 600 hours during the year. Students meet in group supervision at Ferkauf. Prerequisite(s): PSS 8947. PSS 8947A Previously offered as PSS 8948A.

7.12.3.46 PSS 8949 Bilingual School Clinical Child Externship I. Credits 3.

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

7.12.3.47 PSS 8999 Research Project II Extension. Credits 1.

This course is designed to support students in successfully completing Research. Project II (RPII). The major goal of this course is for the student to complete Research Project II, which addresses a research question in an area of specialty. Prerequisite(s): PSS 6916. Previously offered as PSS 8999B.

7.12.3.48 PSS 8999A Research Project I Extension. Credits 1.

Prerequisite: PSS 6915.

7.12.3.49 PSA   6071   Psychopharmacology. Credits 3.

7.12.4 Clinical Psychology PhD with Health Emphasis Courses

7.12.4.1 PSH   5999   Special Topics. Credits 1 to 3.

The purpose of this course is to provide Clinical Psychology PhD. Program, Heath. Emphasis students an opportunity to explore emerging trends in clinical health psychology research, theory, practice, or policy. The course will help students connect new scholarship to their research and career goals. 1-3 credits.

7.12.4.2 PSH   6007   Psychology of Obesity I. Credits 3.

This course focuses on teaching the assessment and treatment of obesity, as well as the scientific understanding of its etiology and consequences. For students who are new to the class, evaluation is by periodic exams. For students who have taken the class before or are in the Obesity lab, this is a research and practicum class. Students plan and carry out research on obesity and eating disorders. Students will see obesity patients in the Parnes Clinic. Group supervision of clinical work and student research comprises the bulk of the class after we have learned enough of the assessment, treatment, and etiology to work with patients. Evaluation is by Case Reports, Treatment Plans, Progress Notes, research progress, and publication.

7.12.4.3 PSH   6008   Psychology of Obesity II. Credits 3.

This course focuses on teaching the assessment and treatment of obesity, as well as the scientific understanding of its etiology and consequences. For students who are new to the class, evaluation is by periodic exams. For students who have taken the class before or are in the Obesity lab, this is a research and practicum class. Students plan and carry out research on obesity and eating disorders. Students will see obesity patients in the Parnes Clinic. Group supervision of clinical work and student research comprises the bulk of the class after we have learned enough of the assessment, treatment, and etiology to work with patients. Evaluation is by Case Reports, Treatment Plans, Progress Notes, research progress, and publication. Prerequisite(s): PSH 6007.

7.12.4.4 PSH   6009   Psychology of Asthma I. Credits 3.

This course will emphasize the study of asthma from a behavioral perspective with an emphasis on intervention research. Topics will include improvement of asthma symptom perception and medication adherence, and the role of psychiatric disorders in asthma outcomes. Students will receive training on the physiology of asthma, current treatment for asthma, and research methodology for assessment of pulmonary function, asthma symptom perception, and medication adherence. Trainings will be conducted on devices and equipment used in conducting asthma research. Current readings in the field of asthma will be discussed in class.

7.12.4.5 PSH   6010   Psychology of Asthma II. Credits 3.

This course will emphasize the study of asthma from a behavioral perspective with an emphasis on intervention research. Topics will include improvement of asthma symptom perception and medication adherence, and the role of psychiatric disorders in asthma outcomes. Students will receive training on the

physiology of asthma, current treatment for asthma, and research methodology for assessment of pulmonary function, asthma symptom perception, and medication adherence. Trainings will be conducted on devices and equipment used in conducting asthma research. Current readings in the field of asthma will be discussed in class. Course Objectives: Clinical Supervision: Group supervision will be conducted based on clinical interviews and clinical interventions with ethnically diverse, asthma patients from research studies. Students are expected to improve their diagnostic and clinical skills in working with medical patients to foster behavior change. Research Supervision: Students will be trained to develop research proposals in the field of asthma. Students will present their research proposals and receive feedback from their fellow students and Dr. Feldman. Students are expected to enhance their research presentation and conceptualization skills. Prerequisite(s): PSH 6009.

7.12.4.6 PSH   6011   Clinical Neuropsychology I. Credits 3.

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

7.12.4.7 PSH   6012   Clinical Neuropsychology II. Credits 3.

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

and case presentations of clinical cases. Upon completion of this sequence, the student is expected to have acquired a solid theoretical knowledge base in clinical neuropsychology and basic clinical skills in neuropsychological assessment.   Prerequisite(s): PSH 6011.

7.12.4.8 PSH   6013. Psychology of Diabetes I. Credits 3.

This course sequence provides intensive exposure to psychosocial research and behavioral science related to the prevention and control of diabetes mellitus. Course Objectives: Through a research seminar with group discussion of assigned readings, students will receive training in the physiology of diabetes, current treatment paradigms, problems related to prevention and control of diabetes, with a focus on treatment adherence and self-management among adults living with diabetes. Seminars will also cover mental health and quality of life in diabetes. Readings will range from psychological theory, clinical trials of diabetes treatments and prevention interventions, and clinical and research controversies. Students will be trained to develop research proposals in the field of behavioral research in diabetes and other illnesses, as relevant to the activities of Dr. Gonzalez's research lab. Students will present their research proposals and receive feedback from their fellow students and Dr. Gonzalez. Students are expected to enhance their research presentation and conceptualization skills. Participation in ongoing research projects, under Dr. Gonzalez's supervision is an additional required component of this course. Through this experience, students will develop competence in the ethical and effective conduct of health psychology research in diabetes and other chronic illnesses.

7.12.4.9 PSH   6014   Neuroscience of Human Behavior, Cognition and Affect. Credits 3.

The course will provide overview of the neuroscience of behavior, cognitive and affective function in humans by reviewing the structure and function of the central nervous system. Integrating different disciplines including cognitive psychology, neuropsychology and the cognitive neurosciences to examine classic and current literature pertaining to normal and abnormal behavior cognitive and affective function. The course will cover complex cognitive functions including but not limited to attention, memory, language, and executive control as well as the neuroanatomical substrate underlying these functions. In addition, mechanisms involved in regulation of emotions and affect in normal and diseased populations will be covered.

7.12.4.10 PSH   6016   Diabetes Research II. Credits 3.

This course sequence provides intensive exposure to psychosocial research and behavioral science related to the prevention and control of diabetes mellitus. Course Objectives: Through a research seminar with group discussion of assigned readings, students will receive training in the physiology of diabetes, current treatment paradigms, problems related to prevention and control of diabetes, with a focus on treatment adherence and self-management among adults living with diabetes. Seminars will also cover mental health and quality of life in diabetes. Readings will range from psychological theory, clinical trials of diabetes treatments and prevention interventions, and clinical and research controversies. Students will be trained to develop research proposals in the field of behavioral research in diabetes and other illnesses, as relevant to the activities of Dr. Gonzalez's research lab. Students will present their research proposals and receive feedback from their fellow students and Dr. Gonzalez. Students are expected to enhance their research presentation and conceptualization skills. Participation in ongoing research projects, under Dr. Gonzalez's supervision is an additional required component of this course.

Through this experience, students will develop competence in the ethical and effective conduct of health psychology research in diabetes and other chronic illnesses. Prerequisite(s): PSH 6013.

7.12.4.11 PSH   6017   Systems Neuroscience I. Credits 3.

This is a research seminar course that covers topics in psychology and systems neuroscience relevant to design and implementation of scientific projects that involve behaving humans (either those with normal nervous systems or those with neural dysfunction) directed toward successful completion of masters and doctoral thesis requirements.

7.12.4.12 PSH   6018   Systems Neuroscience II. Credits 3.

This is a research seminar course that covers topics in psychology and systems neuroscience relevant to design and implementation of scientific projects that involve behaving humans (either those with normal nervous systems or those with neural dysfunction) directed toward successful completion of masters and doctoral thesis requirements. Prerequisite(s): PSH 6017.

7.12.4.13 PSH   6019   Headache and Adherence I. Credits 3.

This course is designed to introduce topics studied in the Seng lab, including psychosocial factors and behavioral treatment of headache and related disorders, and medication adherence. This course is also designed to provide a forum for developing your skills as a junior investigator in health psychology. Course Objectives: To understand the scientific methods used to study behavioral factors in headache and related disorders and medication adherence; To gain competency in analytic techniques necessary for research in behavioral medicine; To have a basic working knowledge of the literature relevant to topics studied in lab; To gain competency in presenting programmatic scientific work to colleagues; To gain competency in providing constructive scientific feedback to colleagues.

7.12.4.14 PSH   6020   Headache and Adherence II. Credits 3.

This course is designed to introduce topics studied in the Seng lab, including psychosocial factors and behavioral treatment of headache and related disorders, and medication adherence. This course is also designed to provide a forum for developing your skills as a junior investigator in health psychology. Course Objectives: To understand the scientific methods used to study behavioral factors in headache and related disorders and medication adherence; To gain competency in analytic techniques necessary for research in behavioral medicine; To have a basic working knowledge of the literature relevant to topics studied in lab; To gain competency in presenting programmatic scientific work to colleagues; To gain competency in providing constructive scientific feedback to colleagues. Prerequisite(s): PSH 6019.

7.12.4.15 PSH   6021   Smoking Research I. Credits 3.

This research seminar covers topics related to smoking and nicotine dependence research including assessment of smoking behaviors, research methods for studying smoking and nicotine dependence, pharmacological and behavioral treatments for smoking and nicotine dependence, and special populations of smokers (e.g., women, persons with comorbid psychiatric, substance use, and medical disorders). Students will develop skill related to critically evaluating research, conducting research,

developing research study proposals, and presenting research findings.

7.12.4.16 PSH   6022   Smoking Research II. Credits 3.

This research seminar covers topics related to smoking and nicotine dependence research including assessment of smoking behaviors, research methods for studying smoking and nicotine dependence, pharmacological and behavioral treatments for smoking and nicotine dependence, and special populations of smokers (e.g., women, persons with comorbid psychiatric, substance use, and medical disorders). Students will develop skill related to critically evaluating research, conducting research, developing research study proposals, and presenting research findings.

7.12.4.17 PSH   6191   Concepts in Psychotherapy. Credits 3.

The course introduces the student to the major theories of psychotherapy in current practice with case examples. Similarities and differences between the various perspectives are discussed. The importance of learning multicultural perspectives in case formulation will be integrated throughout the course. Topical issues in psychotherapy process and outcome research are delineated. Course Objectives/Goals: to learn about different psychotherapy orientations, including psychodynamic therapies, cognitive-behavior therapies, and family therapies; to learn the basic elements in case conceptualization. Greater emphasis will be placed on cognitive-behavioral case conceptualization, which is in keeping with the program's primary orientation; to learn how demographic and cultural factors influence the therapist's ability to understand and empathize with patients, as well as how culture influences the patient's communication with the therapist.

7.12.4.18 PSH   6275   Foundations of Behavioral Data Management. Credits 3.

This course is designed to teach the foundations of the management of quantitative behavioral data, including introducing students to both SPSS and R, data wrangling for the different types of data and across different structures of data, and dealing with related issues like missing data and documentation.

7.12.4.19 PSH   6284   Applied Statistics in Health. Credits 3.

This course is designed to review basic concepts of quantitative methods in psychology, as well as introduce advanced topics in biostatistics and epidemiology, with a focus on applying these quantitative methods to scenarios commonly encountered in health care settings. Prerequisite(s): PSA 6280; and PSH 6275 or PSA 6283.

7.12.4.20 PSH   6321   Test Construction. Credits 3.

This course introduces both the theoretical and practical aspects involved in the construction of tests, questionnaires, scales, and surveys used in psychological research. Students will create a test instrument.

7.12.4.21 PSH   6371   Methods in Clinical Health Psyhology. Credits 3.

This course focuses on teaching an introduction to the body of knowledge of Clinical Health Psychology, including research methods, basic theories, and clinical applications. It is taught through current journal

articles and a text. Students will develop critical reading and writing skills, to more effectively evaluate research and become able to write critical reviews. The final project is a review paper in a content area chosen by the student.

7.12.4.22 PSH   6385   Behavioral Data Reporting. Credits 3.

This course is designed to teach the skills necessary to communicate behavioral data science effectively through written reports, figures, and tables.   Prerequisite(s): PSH 6371 or equivalent.

7.12.4.23 PSH   6390   Introduction to Digital Health. Credits 3.

This course is designed to teach the foundations of digital health, including health information infrastructure, clinical decision making and decision support, human-computer interaction, ethics and standards, electronic health records, mobile health, patient monitoring systems, and telehealth.

7.12.4.24 PSH   6395   Behavioral Data Science Internship. Credits 3.

This course is designed to provide you with real-world experience in behavioral data science through an 120 hour internship. Prerequisite(s): PSH 6284.

7.12.4.25 PSH   6401   Psychosocial Oncology I. Credits 3.

This course aims to support students in developing a research program in psychosocial oncology and related areas (e.g., medical-related trauma, caregiving). We will examine the role of psychological, social, behavioral, emotional, and cultural factors in cancer outcomes. The psychological consequences of cancer diagnosis and treatment will be explored, and research and clinical interventions designed to promote cancer prevention and control and mitigate psychosocial consequences of cancer will be reviewed.

7.12.4.26 PSH   6402   Psychosocial Oncology II. Credits 3.

This course aims to support students in developing a research program in psychosocial oncology and related areas (e.g., medical-related trauma, caregiving). The topics will build upon Psychosocial Oncology Part I, and students are encouraged students to develop individualized expertise and confidence presenting specific topics in psycho-oncology. The course will examine the role of psychological, social, behavioral, emotional, and cultural factors in cancer outcomes. The psychological consequences of cancer diagnosis and treatment will be explored, and research and clinical interventions designed to promote cancer prevention and control and mitigate psychosocial consequences of cancer will be reviewed.

7.12.4.27 PSH   6421   Health and Addictions. Credits 3.

7.12.4.28 PSH   6431   Intelligence and Cognitive Assessment w/ Practicum I. Credits 4.

This course is designed to introduce the basics of intellectual assessment and give you a theoretical and practical foundation in the most used intellectual assessment measures. Course Objectives: To understand how tests are constructed and interpreted; To understand basic psychometric theory; To gain

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

7.12.4.29 PSH   6432   Personality Theory & Assessment. Credits 4.

This course is the second in the two-course assessment sequence. The course is designed to provide foundational knowledge in major theories of personality and provide a theoretical and practical introduction to the most used personality assessment measures (Minnesota Multiphasic Personality Inventory - 2 - RF, Rorschach Inkblot Method, Personality Assessment Inventory). Building upon the first assessment course, students will practice writing integrated assessment reports with potential mood or other psychopathology combined with cognitive/intellectual findings that are further complemented by more subtle interpretations of personality traits and styles. Integrated report writing will also emphasize basic functioning and experience of the individual person, and incorporate realistic recommendations based on the referral question and setting within which assessment occurs. Prerequisite(s): PSH 6431.

7.12.4.30 PSH   6464   Psychopathology & Illness. Credits 3.

This course attempts to provide the student with a rigorous overview of the field of abnormal psychology. We will cover historical, cultural, theoretical, (e.g., biological, cognitive, behavioral and psychodynamic) phenomenological and some research-based perspectives on cognitive and affective function and dysfunction, and the links between them. As an integral part of the course, the students will be expected to become familiar with the Diagnostic and Statistical Manual of Mental Disorders, 5th edition and learn to administer the Structured Clinical Interview for the DSM-5 (SCID-5). Emphasis will be placed on understanding the advantages and limitations of the DSM-5 in terms of classification accuracy, construct validity, cultural sensitivity and general utility in the practice of clinical psychology. The major goal of this course is that students begin to get an understanding of what it is like to encounter, assess, diagnose, and work with patients with these pathologies. In addition, since this is a core course in the Clinical Psychology PhD with Health Emphasis program, the issue of co-morbidity among psychiatric and medical disorders will be covered in detail, particularly in course assessments.

7.12.4.31 PSH   6469   Psychology of Multiple Sclerosis I. Credits 3.

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

7.12.4.32 PSH   6470   Psychology of Multiple Sclerosis II. Credits 3.

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

project, a dissertation, and other optional research projects. Prerequisite(s): PSH 6469.

7.12.4.33 PSH   6500   Cognitive Behavioral Therapy. Credits 3.

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

7.12.4.34 PSH   6543   Behavioral Medicine and Therapy Practicum I. Credits 3.

This seminar introduces the practical experience of behavioral medicine. All students are assigned individual supervisors (licensed psychologists) and clinical case referrals through the Parnes Clinic. Clinical cases include patients preparing for bariatric surgery and patients with chronic medical diseases for psychological assessment and treatment. Course Objectives: Assessment: Students will be trained in psychological assessment techniques used in behavioral medicine. Training will include suicide risk assessment, differential diagnoses, and overlap between psychiatric and medical conditions; Report Writing: Students will learn how to write psychological reports based on their evaluations. This course will emphasize the differences between full-length, psychological reports and brief reports used in medical charts. Ethical concerns in report writing will also be discussed; Case Presentation: Students will be trained in case presentation and conceptualization skills. Instruction will include how to communicate findings to medical care providers and serve as a consultant-liaison; Treatment: Students will develop skills used in short-term psychotherapy to facilitate health behavior change; Supervision: Students will learn about the process of supervision and how to effectively use supervision time. Class time will also be devoted to discussion of cases and provide an opportunity for students to provide feedback to each other.

7.12.4.35 PSH   6544   Behavioral Medicine and Therapy Practicum II. Credits 3.

This seminar introduces the practical experience of behavioral medicine. All students are assigned individual supervisors (licensed psychologists) and clinical case referrals through the Parnes Clinic. Clinical cases include patients preparing for bariatric surgery and patients with chronic medical diseases for psychological assessment and treatment. Course Objectives: Assessment: Students will be trained in psychological assessment techniques used in behavioral medicine. Training will include suicide risk assessment, differential diagnoses, and overlap between psychiatric and medical conditions; Report Writing: Students will learn how to write psychological reports based on their evaluations. This course will emphasize the differences between full-length, psychological reports and brief reports used in medical charts. Ethical concerns in report writing will also be discussed; Case Presentation: Students will be trained in case presentation and conceptualization skills. Instruction will include how to communicate findings to medical care providers and serve as a consultant-liaison; Treatment: Students will develop

skills used in short-term psychotherapy to facilitate health behavior change.

7.12.4.36 PSH   6935   Social Psychology in Health. Credits 3.

This course is designed to expose students to the major social and behavioral theories and methodologies that guide health psychology science. Course Objectives: To understand and be able to apply the major social and behavioral theories related to health psychology ; To be able to critically evaluate studies in health psychology; To be able to produce independent, social and behavioral theory-driven proposals for research in the arena of health psychology using appropriate methodologies.

7.12.4.37 PSH   6938   Physiological Health Psychology. Credits 3.

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

7.12.4.38 PSH   6939   Human Neuroanatomy. Credits 3.

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

7.12.4.39 PSH   6941   Neuropsychology & Cognition Research I. Credits 3.

The goal of this course is to introduce the student to research in cognitive aging. This course will cover theoretical and practical issues relevant to cognitive assessment and prevention in normal aging and in dementia. Moreover, a main objective is to provide the student a platform to present ideas for pre-doctoral and dissertation projects. Hence, each student is expected to, depending on the point in graduate studies, to design a project that will satisfy the requirements for either a pre-doctoral or dissertation research. My premise is that the development of a research project is a time consuming and demanding process which requires continuous exchange of ideas among research team members. Accordingly, it is expected that students will provide rigorous and thoughtful feedback to each other during the course.

7.12.4.40 PSH   6944   Neuropsychology & Cognition Research II. Credits 3.

The goal of this course is to introduce the student to research in cognitive aging. This course will cover theoretical and practical issues relevant to cognitive assessment and prevention in normal aging and in dementia. Moreover, a main objective is to provide the student a platform to present ideas for pre-doctoral and dissertation projects. Hence, each student is expected to, depending on the point in graduate studies, to design a project that will satisfy the requirements for either a pre-doctoral or dissertation research. My premise is that the development of a research project is a time consuming and demanding process which requires continuous exchange of ideas among research team members. Accordingly, it is

expected that students will provide rigorous and thoughtful feedback to each other during the course.

PSH 8000 Comprehensive Exam I. Credits 0 All students are required to pass the clinical comprehensive examination in order to progress through the program. The exam takes place between the second and third year of graduate training. The exam covers the clinical knowledge base that was covered during the first two years of training in the program.

7.12.4.41 PSH 8001 Comprehensive Exam II. Credits 0.

7.12.4.42 PSH 8930 Advanced Research Clerkship. Credits 1.

The advanced research seminar is only available to students who are still in residence but have completed all research requirements including their dissertation. An individually tailored syllabus must be approved by the student's research mentor.

7.12.4.43 PSH 8931 Doctoral Dissertation. Credits 3.

This individually tailored course is designed to provide research mentorship that is specific to the student's dissertation project. Students must pass the research comprehensive examination and successfully completed their pre-doctoral project in order to register for this course.

7.12.4.44 PSH 8941 Doctoral Internship. Credits 1.

Students are required to register for Doctoral Internship each semester of the year-long clinical psychology internship training year. Clinical Health Professional Development Seminars. These courses are designed to prepare and guide students through the clinical externship process, and, eventually, the internship application process. Academic readings and class discussion serve both to familiarize students with relevant issues in clinical and clinical health psychology (with special emphasis on clinical supervision and professional consultation) and to provide a forum for group supervision regarding externship cases and professional issues that may arise at externship placements.

7.12.4.45 PSH 8942 Clinical Health Doctoral Internship. Credits 1.

Students are required to register for Doctoral Internship each semester of the year-long clinical psychology internship training year. Clinical Health Professional Development Seminars. These courses are designed to prepare and guide students through the clinical externship process, and, eventually, the internship application process. Academic readings and class discussion serve both to familiarize students with relevant issues in clinical and clinical health psychology (with special emphasis on clinical supervision and professional consultation) and to provide a forum for group supervision regarding externship cases and professional issues that may arise at externship placements.

7.12.4.46 PSH 8943 Clinical Health Professional Seminar I. Credits 1.

Students register for this course in the Fall and Spring of their first year to discuss relevant academic literature and to prepare for their first year-long externship experience which begins during their second year. Previously offered as PSH 8943A.

7.12.4.47 PSH   8944   Clinical Health Professional Seminar II. Credits 1.

Prerequisite(s): PSH 8943. PSH8943A Previously offered as PSH 8944A.

7.12.4.48 PSH   8945   Clinical Health Prof Sem III. Credits 1.

Students register for this course in the Fall and Spring of their second year to discuss externship experiences, training goals, relevant academic literature, and plans for their next externship. Previously offered as PSH 8945A.

7.12.4.49 PSH   8946   Clinical Health Professional Seminar IV. Credits 1.

Previously offered as PSH 8946A.

7.12.4.50 PSH   8947   Clinical Health Professional Seminar V. Credits 1.

Students register for this course in the Fall and Spring of their third year to discuss externship experiences, training goals, relevant academic literature, and plans for their next externship. Previously offered as PSH 8947A.

7.12.4.51 PSH   8948   Clinical Health Professional Seminar VI. Credits 1.

Previously offered as PSH 8948A.

7.12.4.52 PSH   8949   Clinical Health Professional Seminar VII. Credits 1.

Students register for this course in the Fall and Spring of their fourth year to discuss externship experiences, training goals, relevant academic literature, and to prepare for internship applications, interviews, ranking, and the internship match. Those deferring internship applications also register for these sections. Previously offered as PSH 8949A.

PSH   8950   Clinical Health Professional Seminar VIII. Credits 1

Prerequisite(s): PSH 8949. PSH8949A. Previously offered as PSH 8950A.

7.12.4.53 PSH   8999   Dissertation Extension. Credits 1.

The goal of this course is to provide continued research mentorship to students working on their dissertation. Specifically, the primary research mentor will work closely with the student on developing, implementing, and writing of the dissertation project leading to a successful oral defense. Moreover, time and effort will be devoted to help the student publish aspects of the dissertation in professional peer-reviewed journals. This is consistent with the scientist practitioner model the program espouses and its mission to train psychologists who are prepared to work as clinicians and researchers in diverse settings. Prerequisite(s): PSH 8931. Previously offered as PSH 8999A.

7.12.5 Mental Health Counseling Courses

7.12.5.1 PSM 5000   Marriage & Family Counseling Internship II. Credits 3.

Supervised practicum bridging theoretical and practical topics; students apply their emerging skills and understanding of family therapy models and interventions to their work with individuals, couples, families, and groups; provides experience in applying family therapy concepts and skills, including skill development through role-playing and simulated family therapy experiences. This class is designed to stimulate discussion in an open format style rather than be a purely instructive experience. Students are strongly encouraged to learn from each other through exploration and feedback.

7.12.5.2 PSM 6100   Neuropsychology Basic Principles. Credits 3.

This course is designed to provide an overview of neuropsychological principles. Basic structures and functions of the central nervous system are covered. Classic and current interdisciplinary literature examines constructs such as attention, memory, language, and executive control as well as their neuroanatomical substrates. This course is intended to 1) Provide an overview of the central nervous system, especially as it pertains to cognitive and affective functions in humans, 2) Provide a comprehensive study of normal and abnormal cognitive and affective functions in humans, 3) To accomplish the above two objectives, the course is specifically designed to integrate information from classic and current literature in psychology and related fields.

7.12.5.3 PSM 6120   Basic Principles of Counseling. Credits 3.

This course is designed to familiarize the master's level student with the theory, practice, methods, principles, and concepts of mental health counseling. Course Objectives: 1) to examine and discuss the characteristics of the effective counselor; 2) to review counseling theories and conceptual approaches; 3) to examine basic counseling skills; 4) to understand and conceptualize cases from intake to termination; and 5) to examine the role of your own personality in your development as a counselor.

7.12.5.4 PSM 6170   Sexuality & Gender Counseling. Credits 3.

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

7.12.5.5 PSM 6181   MHC: Multiculturalism & Diversity. Credits 3.

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

7.12.5.6 PSM 6191   Concepts & Techniques in MHC. Credits 3.

For most of your training as counselors, you have focused on learning about theory. In this course, we will

focus on the interaction of theory with practice. Our concern this semester is to learn and apply the various concepts and techniques needed in clinical practice. The primary goal of this course is to learn about the interplay between theory and technique within the `real world' of clinical work. We will study various schools of therapy and their techniques including: Person-centered psychodynamic, gestalt, existential, behavioral, eclectic, integrated, etc. Students will gain many skills for inclusion in their `therapeutic toolbox.'

7.12.5.7   PSM 6193. Counseling Skills Development. Credits 3.

The course is designed as an introduction to the profession of mental health counseling. Our discussions will range from an overview of the profession to professional skills building with emphasis on personal growth and development. Students will become familiar with the scope of practice of the mental health counselor.

7.12.5.8   PSM 6194   Principles of Psychodynamic Psychotherapy. Credits 3.

The goal of the course is to re-introduce basic principles of psychodynamic psychotherapy in a present-day context. That is, we shall focus on short-term psychodynamic psychotherapy. Issues reviewed in class will be: Working alliance, transference, resistance, working through and termination. We shall review their original meaning and follow their development and implementation in counseling.

7.12.5.9   PSM 6225   Assessment & Appraisal of Individuals, Couples, Families and Groups. Credits 3.

Appraisal of Individuals, Couples, Families, and Groups examines the use, selection, administration, scoring and interpretation of standardized inventories/tests (e.g., personality inventories) related to the field of counseling. This course is designed to provide students with the experience of using various quantitative assessment tools related to treatment planning. By the end of this course, students will understand individual and group approaches to assessment and evaluation, including all the following: a. historical perspectives concerning the nature and meaning of assessment; b. basic concepts of standardized and non-standardized testing and other assessment techniques including norm referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods; c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); f. age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations; g. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling; h. an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and i. ethical and legal considerations; j. presenting testing results both verbally and in written form in relationship to treatment goals; k. reading, evaluating, and understanding test manuals to be able

7.12.5.10 PSM   6230   CBT for Anxiety Disorders & OCD. Credits 3.

This course is designed to teach the principles of cognitive-behavioral therapy and its application to treating Obsessive-Compulsive Disorder and Anxiety Disorders. Didactic lecture material will build a foundation of knowledge about the CBT approach, and interactive role-plays and case studies will help students to conceptualize symptoms, diagnoses, and apply appropriate treatment techniques. The Unified Protocol for Transdiagnostic Treatment of Emotional Disorders, and Acceptance and Commitment Therapy will also be introduced.

7.12.5.11 PSM   6371   Ethical Issues in Professional Practice. Credits 3.

This is a broad-based course that covers a wide range of issues confronting the professional counselor. Ethical principles that guide professional conduct as counselor-in-training, practitioner, teacher, and consultant are emphasized. Case examples will accompany lecture and discussion. The course is designed to expose students to the ethical questions and challenges that professional counselors are facing in their current work.   This course includes training on the New York State required Syllabus on Identification and Reporting of Child Abuse and Maltreatment.

7.12.5.12 PSM   6405   Social & Cultural Foundations of Counseling. Credits 3.

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

7.12.5.13 PSM   6430   Statistics, Research & Program Evaluation. Credits 3.

This research seminar will focus on readings and discussions of evidence-based treatment and practices. This is a crucial area all too often overlooked by clinicians who hold the belief that psychotherapy research is virtually irrelevant to their clinical practice. Research and program evaluation have much to teach us and is essential and crucial to the viability of clinical practice today. This seminar will spend a good deal of time on the methods as well as the findings of research. Course Objectives: To gain an appreciation of evidence-based research and program evaluation. Students will demonstrate the ability to research an area of interest, critique the research studies, and comprehend the importance and clinical application of the findings.

7.12.5.14 PSM   6440   Couples & Family Counseling. Credits 3.

The course will focus on the practice of couples and family counseling. The early lectures will provide a discussion of the foundations of family therapy, including the major models of couples and family counseling. The second part of the course will have a strong emphasis on clinical interventions and treatment. Throughout the course, attention will be directed to cultural and individual diversity in families, and to what we as people and as counselors bring to our professional practice.

7.12.5.15 PSM   6450   Counseling Children & Adolescents. Credits 3.

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

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

7.12.5.16 PSM   6461   MHC: Principles in Group Therapy. Credits 3.

This course will expose you to the basic theory and practice of group psychotherapy. The course work will illustrate differences between group and individual therapy, highlight the value of group therapy as an effective intervention, and provide students with the necessary tools for forming and conducting groups. 1. Academic Learning: Through textbooks, journals articles, lectures and discussion. 2. Experiential Learning: Through participation in this class students will have to opportunity to examine their role in a group context. This will be part of class discussions. Experiential learning can also come from your own therapy. Whether you decide to choose group, individual or family therapy is a question worth exploring. 3. Observational Learning: Through videos and role playing in class. Your placements hopefully will provide opportunities to observe groups being run by those in the field.

7.12.5.17 PSM   6483 Substance Abuse and Treatment. Credits 3.

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

7.12.5.18 PSM   6484   Grief Counseling. Credits 3.

Regardless of the practice settings, counselors will inevitably work with clients who are coping with loss (death and non-death related), grief and bereavement. This course is designed to (1). Introduce students to contemporary theories on loss, grief and bereavement and (2). Demonstrate how these theories are applied to clinical practice. 1. Students will become familiar with loss and grief terminology. 2. Students will learn contemporary theories on loss, grief, and bereavement. 3. Students will become knowledgeable of critical guidelines for conceptualizing loss, grief and bereavement. 4. Students will learn the different meanings of loss and the impact of loss on those grieving and on caregivers. 5. Students will examine how race, religion, ethnicity, socio-economic status, gender, age, immigration status and sexual orientation may influence the experience of loss, grief and bereavement. 6. Students will become familiar with the concepts: complicated grief and mourning as well as come to understand the effects of multiple losses, traumatized loss, disenfranchised or stigmatized loss, genocide and the historical transmission od loss on an individual; learning to identify PTSD. 7. Students will learn about companion animal loss. 8.

Students will learn skills to help avoid compassion fatigue.

7.12.5.19 PSM 6485 Crisis Counseling. Credits 3.

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

7.12.5.20 PSM 6486 Play Therapy. Credits 3.

This purpose of this lecture-experiential course is to provide you with an introduction and an understanding of the fundamentals of play therapy. Students will learn about the rationale behind the use of play therapy as well as various major theoretical approaches to play therapy. Students will be taught basic principles and skills of play therapy, including reflective listening, recognizing and responding to children's feelings, therapeutic limit setting, building children's self- esteem, and structuring therapeutic play sessions. Focus will be given on trying to understand the factors that bring about change in play therapy.

7.12.5.21 PSM 6500 Advanced Issues in Mental Health Counseling. Credits 3.

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

7.12.5.22 PSM 6503. Lifestyle & Career Development. Credits 3.

The course covers the major theories of career development and how to apply these theories in working clients. Topics include gender and multiculturalism, the use of assessment instruments in career counseling, and the role of technology. The course is highly participatory. This semester we will work together in person and online to create understandings of career counseling and career assessment. Using hands-on methods, we will put into practice career theories, assessments, techniques, and the career counseling process that we learn about in class (CACREP II.K.4.h, CACREP II.4.f, CACREP II.K.4.a.). We will develop an understanding of multicultural considerations and issues in career counseling (CACREP II.K.4.d, h). Utilizing career development models and theories we will learn to identify internal (e.g., self-esteem) and external (e.g., various life roles, work environment) forces that impact career choice and work adjustment (CACREP II.K.4.d). Additionally, we will develop familiarity with computer assisted career guidance systems and online assessments (CACREP II.4.f). As a culminating activity, we create career education development interventions specific to the student's future populations including schools, community and addiction programs and higher education environments (CACREP II K.4.e).

7.12.5.23 PSM 6510 CBT Principles for Counseling. Credits 3.

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

7.12.5.24 PSM 6515 Developmental Psychology Across the Lifespan. Credits 3.

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

7.12.5.25 PSM 6815 Psychopathology: Child, Adolescent and Adult. Credits 3.

This course provides a framework for exploring the range of psychopathology as presented in the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2000). The class will focus on description, etiology, assessment and diagnosis of major categories of mental illness across the lifespan (child, adolescent and adult). The student will become familiar with multiaxial assessment and diagnosis. Developmental, environmental and dynamic elements of etiology will be considered in the context of case studies. Evaluation and management of high-risk clients and the preparation of mental status exams and intake summaries will be covered. At the end of the course, students will be able to: 1. Demonstrate an understanding of the concept of psychopathology and apply critical thinking to questions of diagnosis in mental health counseling. 2. Demonstrate a working knowledge of the current edition of the Diagnostic and Statistical Manual of Mental Disorders. 3. Demonstrate knowledge of multiaxial assessment and differential diagnosis. 4. Demonstrate an understanding of etiology and diagnosis for all major diagnostic categories. 5. Demonstrate an empathic awareness of a typical client?s experience with at least one major pathology. 6. Demonstrate an ability to complete mental status exams and to prepare intake summaries. 7. Demonstrate an ability to screen for suicidal and homicidal intent and to effectively manage suicidal, homicidal and other high-risk clients.

7.12.5.26 PSM 6816 Adv. Issues in Psychopathology. Credits 3.

This course provides students an opportunity to explore issues of psychopathology and diagnosis beyond the categorical approach presented in the Diagnostic and Statistical Manual of Mental Disorders (American Psychiatric Association, 2000). Psychodynamic, cognitive and person-centered theories of pathogenesis will be studied and applied to case material. Developmental levels of mental organization will be outlined and their relation to psychopathology discussed. Pathological character and personality will be studied and its relationship to categorical diagnosis examined. Time will be taken for special topics such as neuropsychology, trauma, sexual addiction, eating disorders, borderline personality; etc. At the end of the course, students will be able to: 8. Demonstrate an understanding of the major psychodynamic, cognitive, and person-centered theories of psychopathology and pathogenesis. 9. Demonstrate an understanding of pathological character and personality beyond the DSM. 10.

Demonstrate an understanding of defense mechanisms and their implication for understanding a client's pathology and mental organization. 11. Understand the basic neuropsychological theories of trauma and traumatic brain injury. 12. Demonstrate an in-depth understanding of various specific pathologies including anorexia nervosa, sex addiction, borderline personality, etc. 13. Be able to diagnose and understand clients in a complex, multi-modal way.

7.12.5.27 PSM 6943. Supervised Field Placement I. Credits 1.5.

This year-long proseminar and part-online course is designed to provide a forum in which the numerous aspects of counseling fieldwork and professional identity can be explored and integrated. Students are expected to be actively engaged in a field placement in which this class will also serve as a point for individual and group supervision (this course monitors the New York State Education Department's pre-graduation requirement for 600 supervised contact hours). This course includes the group supervision requirement which includes discussion of pertinent aspects of your field placement. This process includes intense supervision and critiques from your peers. The readings will include topics such as: clinical supervision models and techniques, establishing the therapeutic relationship with the client, identifying one's own orientation and therapeutic style, working within different mental health settings, when to make referrals, ethics, the process of terminating clients, multicultural and diversity issues, and numerous other clinical issues that arise. An emphasis will also be placed on the importance of a professional orientation and identity as a Mental Health Counselor including the steps required for licensure. We emphasize a focus on the ethical standards of the American Counseling Association (ACA) as they relate to your experiences in the field and your growth as counselors-in-training. The class is designed to stimulate discussion in an open format style rather than be a purely didactic experience and students are strongly encouraged to learn from each other through critiques and open feedback. Many clinical issues and topics will be explored, and class discussions and group supervision will reflect the diversity of the class and the work each of you are doing. This course will involve familiarizing you with important online professional information and documents; part seminar, part skills training, and part clinical experience in supervision.

7.12.5.28 PSM 6944 Supervised Field Placement II. Credits 1.5.

This year-long proseminar and part-online course is designed to provide a forum in which the numerous aspects of counseling fieldwork and professional identity can be explored and integrated. Students are expected to be actively engaged in a field placement in which this class will also serve as a point for individual and group supervision (this course monitors the New York State Education Department's pre-graduation requirement for 600 supervised contact hours). This course includes the group supervision requirement which includes discussion of pertinent aspects of your field placement. This process includes intense supervision and critiques from your peers. The readings will include topics such as: clinical supervision models and techniques, establishing the therapeutic relationship with the client, identifying one's own orientation and therapeutic style, working within different mental health settings, when to make referrals, ethics, the process of terminating clients, multicultural and diversity issues, and numerous other clinical issues that arise. An emphasis will also be placed on the importance of a professional orientation and identity as a Mental Health Counselor including the steps required for licensure. We emphasize a focus on the ethical standards of the American Counseling Association (ACA) as they relate to your experiences in the field and your growth as counselors-in-training. The class

is designed to stimulate discussion in an open format style rather than be a purely didactic experience and students are strongly encouraged to learn from each other through critiques and open feedback. Many clinical issues and topics will be explored, and class discussions and group supervision will reflect the diversity of the class and the work each of you are doing. This course will involve familiarizing you with important online professional information and documents; part seminar, part skills training, and part clinical experience in supervision.

7.12.5.29 PSM   6945   Counseling Practicum. Credits 3.

This course will provide the student with the opportunity to practice and refine interviewing techniques through the process of in vivo interviewing, videotaping, feedback and discussion. Different interviewing styles and techniques will be presented and practiced. In addition ways of establishing rapport and how to do a complete mental status exam will be reviewed. The course will focus on developing different interviewing styles, and coordination interview with written case presentation.

7.12.5.30 PSM   6946   Supervised Field Placement III. Credits 1.5.

The Integrative Proseminar is a one-year long capstone course required for graduating MA students. It is an opportunity for students to have a guided experience in integrating their learning and demonstrate their ability to apply their knowledge, skills and abilities in clinical practice. The course fulfills Ferkauf's requirement to complete a final experience that includes use of content from all core courses prior to graduation. Students attend a proseminar which includes applying skills in work with individuals, families and groups. Students must attend all classes, participate in group supervision and take two exams in order to pass the course. Grading for the course will be 'P' or 'F'. Students cannot pass this course unless they meet all other program requirements. SFP III: A presentation on a clinical case. Students must describe their theoretical orientation to counseling and include in their presentation a discussion of their own personal theory of change. The presentation also must include a short role play and/or re-enactment on audio tape of an example of when they demonstrated a successful therapeutic interaction (e.g. one that led to positive results for their client) and one example of when they did something in the counseling session that did not result in a positive interaction (e.g. a situation where they 'wished they had done something differently.') They must explain what alternative interventions might have been more productive. The goal is to identify helpful (or not helpful) stylistic interventions so they can be either embellished or minimized as they develop counselor skills. SFP IV: The final project which serves as the critical competency examination for our Mental Health Counseling program will consist of a video presentation of them conducting a counseling session of one of their cases in Ferkauf Graduate School of Psychology's Parnes Psychological Clinic. The typical case will involve 2-3 sessions with a client.

7.12.5.31 PSM   6947   Supervised Field Placement IV. Credits 1.5.

The Integrative Proseminar is a one-year long capstone course required for graduating MA students. It is an opportunity for students to have a guided experience in integrating their learning and demonstrate their ability to apply their knowledge, skills and abilities in clinical practice. The course fulfills Ferkauf's requirement to complete a final experience that includes use of content from all core courses prior to graduation. Students attend a proseminar which includes applying skills in work with individuals, families and groups. Students must attend all classes, participate in group supervision and take two exams in order to pass the course. Grading for the course will be 'P' or 'F'. Students cannot pass this course unless

they meet all other program requirements. SFP III: A presentation on a clinical case. Students must describe their theoretical orientation to counseling and include in their presentation a discussion of their own personal theory of change. The presentation also must include a short role play and/or re-enactment on audio tape of an example of when they demonstrated a successful therapeutic interaction (e.g. one that led to positive results for their client) and one example of when they did something in the counseling session that did not result in a positive interaction (e.g. a situation where they 'wished they had done something differently.') They must explain what alternative interventions might have been more productive. The goal is to identify helpful (or not helpful) stylistic interventions so they can be either embellished or minimized as they develop counselor skills.   SFP IV: The final project which serves as the critical competency examination for our Mental Health Counseling program will consist of a video presentation of them conducting a counseling session of one of their cases in Ferkauf Graduate School of Psychology's Parnes Psychological Clinic. The typical case will involve 2-3 sessions with a client.

7.12.6 Marriage and Family Therapy Courses

7.12.6.1 PFM 5000   Foundations of Marriage and Family Therapy. Credits 3.

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

7.12.6.2 PFM 5002   Creative Arts Therapy. Credits 3.

7.12.6.3 PFM 5100   Theoretical Foundations of Marriage & Family Therapy. Credits 3.

Instruction in theoretical approaches and interventions in family therapy, grounded in human systems theory. Includes process of family therapy and special aspects of family therapy.

7.12.6.4 PFM 5193 Acquisition of Clinical Knowledge. Credits 3.

This course is designed to introduce students to the tasks, demands and professional issues in marriage and family therapy. Specifically, the purpose of this course is to train the beginning MFT student in the practical aspects of systemic therapy, as well as the other therapies that were studied in Theoretical Foundations of Marriage and family therapy (PFM 5100), such as psychodynamic and structural therapy.

7.12.6.5 PFM 5400   Research Methods in MFT. Credits 3.

This course builds on the Acquisition Clinical Knowledge course and will introduce research methods in marriage and family therapy and therapeutic implications of such research. The emphasis of this course will be on how to locate, critically conceptualize, evaluate, and interpret research and statistics pertinent to the practice of Marriage and Family Therapy and the ways in which research can be examined from a systemic lens. In addition, students will examine how to apply relevant family therapy research and findings to evidence-based clinical practice.

7.12.6.6 PFM 5485   Couples in Crisis. Credits 3.

This course provides theological, theoretical and practical foundations for the practice of couple therapy. In this course, students will explore the development of marital therapy, foundations for assessment of couple problems, and the practical application of current evidence-based methods for assessing and treating couple problems.

7.12.6.7 PFM 5500   Family Law for MFT. Credits 3.

An exploration of the interface between family systems and the legal/family court system. Students will gain awareness of common legal conundrums that modern families often manage and how MFTs are called upon to help. These issues will be explored from a therapeutic perspective as well as an ethical/legal lens.

7.12.6.8 PFM 5940   MFT Internship I. Credits 3.

The main goal of this course will be to explore and discuss the numerous aspects of counseling practicum

in a safe and confidential forum. Professional identity and growth will also be explored and integrated. Students are expected to all be actively engaged in a field placement in which this class will also serve as a point for individual and group supervision.

7.12.6.9 PFM   5941   MFT Internship II. Credits 3.

Supervised practicum bridging theoretical and practical topics; students apply their emerging skills and understanding of family therapy models and interventions to their work with individuals, couples, families, and groups; provides experience in applying family therapy concepts and skills, including skill development through role-playing and simulated family therapy experiences. This class is designed to stimulate discussion in an open format style rather than be a purely instructive experience. Students are strongly encouraged to learn from each other through exploration and feedback. Prerequisite(s): PFM 5940.

7.12.6.10 PFM   6225   Assessment, Diagnosis & Treatment. Credits 3.

This course initially introduces family assessment through a variety of means, including family structure and organization; family process and communication; family genograms; family life cycle development across the life span and its many cultural and social class variations. The process of assessment is an essential step in guiding decisions about which intervention strategies are in line with the family's culture.

7.12.6.11 PFM   6371   Ethical Issues in Practice-MFT. Credits 3.

This is a broad-based course that covers a wide range of issues confronting the professional marriage and family therapist (MFT). Through lectures, class discussions and case studies, students will explore the ethical and legal principles that guide professional conduct as MFTs-in-training, practitioner, teacher, and consultant. This format will facilitate students' ability to resolve the ethical questions and challenges they will face in their professional MFT work.

7.12.6.12 PFM   6461   Princ & Prac Exper Grp Therapy. Credits 3.

This course is an introduction to the theory and practice of group psychotherapy for graduate students. Ethical considerations in the conduct of group-based interventions will be reviewed. Models for therapeutic and psychoeducational group interventions will be presented and observed, group process variables and relevant research findings will be discussed. To facilitate development of clinical skills in group therapy, this course will include facilitation of a group by students that will be observed and commented on throughout the course. Students will use what they learn during class as they facilitate the group in-person or virtually with students and/or client participants serving as group members. This course will serve as a foundation for students interested in making group interventions a part of their future practice.

7.12.7 Special Education Courses

7.12.7.1 EEX   5001   Foundations of Special Education. Credits 3.

This course provides an overview of the historical foundations of education with a focus on the emergence of special education as inclusive practice. It begins by outlining the history of education and then proceeds to intensively focus on the emergence of special education as it relates to current legislation and practices. It continues by providing an overview of the referral process to special education. This course also explores the role of culture in special education and discusses strategies for effective collaboration with professionals and family members. Suggestions for inclusion, transition, and opportunities for individuals with disabilities are discussed along with the definitions, prevalence rate, and assessment protocols.

7.12.7.2 EEX   5002   Child Typical & Atypical Growth. Credits 3.

This course provides an overview of the historical foundations of education with a focus on the emergence of special education as inclusive practice. It begins by outlining the history of education and then proceeds to intensively focus on the emergence of special education as it relates to current legislation and practices. It continues by providing an overview of the referral process to special education. This course also explores the role of culture in special education and discusses strategies for effective collaboration with professionals and family members. Suggestions for inclusion, transition, and opportunities for individuals with disabilities are discussed along with the definitions, prevalence rate, and assessment protocols.

7.12.7.3 EEX   5003 Children with Challenging Behavior. Credits 3.

Students will know and understand the philosophical and theoretical foundations of approaches to behavior change and interventions. This course will address prevention strategies through effective classroom management/discipline approaches; determining the need for intervention by data collection and implementing functional behavioral assessments (FBA), and how to implement interventions - including behavioral intervention plans (BIPS), Applied Behavior Analysis (ABA), and Positive Behavior Intervention Supports (PBIS).

7.12.7.4 EEX   5004   Teaching Mathematics. Credits 3.

This course is designed to introduce teachers who will work with children in pre-K to grade 2, and/or grades 1-6, with the knowledge of how to teach mathematics. Students will learn how to create a classroom that incorporates mathematics, within the likes of a classroom, beginning with setting up the classroom to promote and motivate students to engage in mathematical thinking. Students will learn how to develop and implement instruction using multiple mathematical tools and strategies for children with learning challenges and disabilities. Classes will be devoted to teaching specific mathematical concepts that align to state standards. Students will also learn how to create lessons and problems to meet their fieldwork and student teaching assignments.

7.12.7.5 EEX 5005   Early Childhood & Literacy. Credits 3.

The purpose of this course is to provide and overview of birth to grade 2 and grades 1-6 of language acquisition, development and foundations of literacy. It includes neurological, psychological, linguistic and cultural bases, speech/language developmental milestones, and the relationship of language and literacy. Students will learn about common models of language processing and the latest advances and research on language processing in the brain. The course will cover language development, stages of reading and writing development and state and federal guidelines and standards. Attention will be given to how to work collaboratively in order to promote the multiple skills needed for children with learning challenges to learn to read and write.

7.12.7.6 EEX 5006   Teach Science in Early Childhood & Elementary Education. Credits 3.

The goal of this course is to provide a comprehensive overview of teaching Science to Early Childhood and Elementary school learners. Current teaching methods as well as relevant strategies and approaches will be explored. Students will develop an understanding and appreciation of science that makes a positive impression on children's attitudes and skills that are essential to science literacy. An exploration of what is science and how science instruction is related to current theories of child development will be included. Students will learn how to develop and implement science lessons across the different domains.

7.12.7.7 EEX 5007   Student Teaching I. Credits 3.

This course will be in a setting that includes at least 20% of children who have Individual Education Plans (IEP's) and is taught by a certified special educator. In this placement, students will identify strengths and areas that need improvement. Students will participate in all classroom activities and will learn to develop and implement classroom lessons for small groups and the entire class.   They will be supervised (mentored) by a Yeshiva University supervisor weekly and participate in discussions relating to the experiences in the classroom. Three to four formal observations as well as informal observations will be completed by the supervisor including feedback from the Cooperating teacher. Student Teachers who already have initial teaching certification may register for Student Teaching II.

7.12.7.8 EEX 5008   Student Teaching II. Credits 3.

This course is the culminating experience for students who have had prior experiences at least on which included children with disabilities. This placement be in an inclusive or self-contained classroom with a certified special education teacher. It is expected that the Student Teacher will take on significant direct teaching responsibilities and also focus on their emerging professionalism. The Student Teacher will be expected to be able to develop and implement sequential lessons, develop a unit, and teach small groups as well as the entire class. Prerequisite(s): EEX 5007.

7.12.7.9 EEX 5009   Partnership: Families & Professionals. Credits 3.

Students will be introduced to a framework for collaboration and strategies for fostering relationships with family members of children with special needs and professionals and how to address conflicts. Students will engage in simulations that focus on parent conferences and Individual Education Plan (IEP) development. Concurrent student teaching experiences will provide and reinforce an understanding of the

impact of special needs on families.

7.12.7.10 EEX 5010 Jewish Ed. & Special Ed. Credits 3.

This course will focus on Special Education in the Jewish Early Childhood or Childhood schools or Yeshiva Day Schools. Beliefs, attitudes and important historical figures in special education and in Jewish literature will be discussed. The students will explore current Judaic curriculum studies, English curriculum as well as strategies for adapting and modifying the instruction to meet the needs of all learners with exceptionalities. (Students who possess Initial certification will register for Student Teaching II only.)

7.12.7.11 EEX 5015 Assessment & Strategies. Credits 3.

This course is designed to explore models of effective instruction and assessment in content areas as a means to determine how teachers collect and use assessment data to inform and guide effective instruction leading to strong and positive outcomes for all students, including students who demonstrate significant learning challenges. The course includes the development and design of educational experiences and lessons that meet the unique learning needs of children in early childhood and childhood classes who require curriculum adaptions and accomodations in order to optimize their learning. The course includes the principles of Universal Design for Learning and developmentally appropriate practice in order to serve the individual needs of all students.

7.12.7.12 EEX 5020 Teach Students w/Severe Disability. Credits 3.

This course focusses on a Person-Centered Approach to creating environments and opportunities within and beyond traditional educational settings. Use of low and high tech adaptive and assistive technology will be presented. Specific lessons will be devoted towards meeting the needs of students with Autism Spectrum Disorder (ASD) across multiple settings as well as students with severe and multiple disabilities.

7.12.7.13 EEX 5030 Special Education Seminar I. Credits 3.

In the first semester of Early Childhood Special Education student teachers will have the opportunity to engage with children with disabilities during their earliest years from infancy through Pre-K experiences. Students will work in community and school settings with some opportunities to engage and observe families of the youngest children in early intervention settings.

7.12.7.14 EEX 5050 Teaching Early Childhood & Childhood Literature. Credits 3.

This course addresses child language acquisition, development and foundations of literacy from infancy through school age children. It includes neurological, psychological developmental milestones; and the relationship of language and literacy. Students will learn about common models of language processing and the latest advances in neuroimaging studies on language processing in the brain.

7.12.7.15 EEX 5051 Action Research/Special Education. Credits 3.

This course provides an overview of the foundations, purposes, practices and techniques for conducting

action research and practitioner inquiry. Students engage in a full cycle of action research, identifying a problem of practice or area of concern, planning action or intervention that has the potential to improve or solve the identified problem, collecting data, analyzing data and presenting findings and conclusions. A literature review will be included in the project. Students will gain the skills and knowledge necessary to learn to make appropriate and professional decisions that improve their educational content as well as developing an inquiry stance.

7.12.7.16 EEX 5052 Legal Issues in Special Education. Credits 3.

This course provides an overview of relevant laws as they pertain to students who are identified as having a disability. Students will review federal laws and regulations as well as influential court cases that are significant and relevant to present educational practice. The referral process will be discussed as well as detailed consideration of the ideology and merits of inclusive classrooms and the IEP development. Ethical considerations will be explored. Reasons for the high litigation in special education will be a focus as well as the rights of children with disabilities. Students will learn the importance of complying with requirements of the laws and will be able to protect the rights and interests of all children.

7.12.7.17 EEX 5060 Curriculum Design. Credits 3.

This course provides an overview of current and past theories and practices in educational models and curriculum development, instructional planning and assessment as they relate to knowledge about learning processes, motivation, communication and classroom management models. Examination of appropriateness of various educational models for students with diverse needs and characteristics in early childhood and elementary grades. The course will provide an overview and formal and informal methods of assessment and their role in instructional decision making.

7.12.7.18 EEX 5065 Teaching Literacy and ELA. Credits 3.

This course provides the second part of language acquisition development and foundations of literacy. It continues the complex task of the teacher in developing the English Language Arts of all children focusing on developing skills in reading and writing. Topics in this course overlap with those of literacy in early childhood education and provide a foundation for understanding the challenges of reading that are further explored in Literacy I. Components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension are studied. Prerequisite(s): EEX 5005.

7.12.7.19 EEX 5070 Instructional Methods for LD. Credits 3.

This course provides an overview of learning disabilities with a focus on identifying learning disabilities and understanding interventions and methods of teaching in areas of reading, written language skills work-study habits, perceptual skills, executive functioning skills, cognitive skills. These teaching methods apply for diverse learners in inclusive classroom settings.

7.12.7.20 EEX 5081 Technology in Special Ed I. Credits 3.

This course is the introductory class of three courses for a Specialty in Technology. It is designed for teachers of children who receive Special Education services.

7.12.7.21 EEX   5082   Technology in Special Ed II. Credits 3.

This course explores application of technological resources that support 21st century teaching and learning. Students will identify technology integration strategies that should be matched to a recognized need or disability. Students will learn about trends in emerging technologies as they relate to special education strategies. Digital age learning experiences and assessments for students with special needs are analyzed and discussed. Student centered lessons using technology and are aligned to the New York State next generation standards are presented. Prerequisite(s): EEX 5081.

7.12.7.22 EEX   5083 Technology in Special Ed III. Credits 3.

This course provides further techniques and purposes for conducting action research and inquiry with an emphasis on interventions and problem-solving strategies. This course is designed to improve professional practice and instruct prospective teachers to support an inquiry stance. This course is the culminating course for a specialty in Technology for the Special Education Teacher.

A1 Appendix: APA Ethics Code

American Psychological Association. (2017). Ethical principles of psychologists and code of conduct (2002, amended effective June 1, 2010, and January 1, 2017). https://www.apa.org/ethics/code.

A1.1 History and Effective Date

The American Psychological Association's Council of Representatives adopted this version of the APA Ethics Code during its meeting on Aug. 21, 2002. The Code became effective on June 1, 2003. The Council of Representatives amended this version of the Ethics Code on Feb. 20, 2010, effective June 1, 2010, and on Aug. 3, 2016, effective Jan. 1, 2017. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

A1.2 Introduction and Applicability

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also

lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a Plan is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

A1.3 Preamble

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

A1.4 General Principles

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

A1.5 Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

A1.6 Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

A1.7 Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

A1.8 Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

A1.9 Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

Ethical Standards

A1.10   Resolving Ethical Issues

A1.10.1 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

A1.10.2 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

A1.10.3 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

A1.10.4 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

A1.10.5 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

A1.10.6 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

A1.10.7 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

A1.10.8 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

A1.11   Competence

A1.11.1 Boundaries of Competence

a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience. APA Ethics Code 2002 Page 5

b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

A1.11.2 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

A1.11.3 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

A1.11.4 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

A1.11.5 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

A1.11.6 Personal Problems and Conflicts

a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

A1.12   Human Relations

A1.12.1 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

A1.12.2 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical

advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

A1.12.3 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

A1.12.4 Avoiding Harm

a) Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

b) Psychologists do not participate in, facilitate, assist, or otherwise engage in torture, defined as any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person, or in any other cruel, inhuman, or degrading behavior that violates 3.04(a).

A1.12.5 Multiple Relationships

a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

b) A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing the functions of a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

c) Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

d) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

e) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

A1.12.6 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

A1.12.7 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

A1.12.8 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as

clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

A1.12.9 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

A1.12.10   Informed Consent

a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

A1.12.11   Psychological Services Delivered to or Through Organizations

☐   Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

☐   If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

A1.12.12   Interruption of Psychological Services

Unless otherwise covered by Plan, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records

of Professional and Scientific Work.)

A1.13 Privacy And Confidentiality

A1.13.1 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

A1.13.2 Discussing the Limits of Confidentiality

a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

A1.13.3 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

A1.13.4 Minimizing Intrusions on Privacy

☐ Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

☐ Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

A1.13.5 Disclosures

☐ Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

☐ Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

A1.13.6 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality.)

A1.13.7 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

A1.14 Advertising and Other Public Statements

A1.14.1 Avoidance of False or Deceptive Statements

- Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

- Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

- Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

A1.14.2 Statements by Others

- Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

- Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

- A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

A1.14.3 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

A1.14.4 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

A1.14.5 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

A1.14.6 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

A1.15 Record Keeping and Fees

A1.15.1 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

A1.15.2 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

- Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.)

- If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.
- Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

A1.15.3 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

A1.15.4 Fees and Financial Arrangements

- As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.
- Psychologists' fee practices are consistent with law.
- Psychologists do not misrepresent their fees.
- If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)
- If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

A1.15.5 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

A1.15.6 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

A1.15.7 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

A1.16　Education and Training

A1.16.1 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

A1.16.2 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

A1.16.3 Accuracy in Teaching

- Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)
- When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

A1.16.4 Student Disclosure of Personal Information

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

A1.16.5 Mandatory Individual or Group Therapy

- When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)
- Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

A1.16.6 Assessing Student and Supervisee Performance

- In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

- Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

A1.16.7 Sexual Relationships With Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

A1.17   Research and Publication

A1.17.1 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

A1.17.2 Informed Consent to Research

- When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

- Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research: (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

A1.17.3 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

A1.17.4 Client/Patient, Student, and Subordinate Research Participants

☐ When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

☐ When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

A1.17.5 Dispensing With Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

A1.17.6 Offering Inducements for Research Participation

☐ Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

☐ When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

A1.17.7 Deception in Research

☐ Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective nondeceptive alternative procedures are not feasible.

☐ Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

☐ Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

A1.17.8 Debriefing

☐ Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

☐ If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

☐ When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

A1.17.9 Humane Care and Use of Animals in Research

- Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

- Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

- Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

- Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

- Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

- Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

- When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

A1.17.10 Reporting Research Results

- Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

- If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

A1.17.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

A1.17.12 Publication Credit

- Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)

- Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

- Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

A1.17.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not

preclude republishing data when they are accompanied by proper acknowledgment.

A1.17.14 Sharing Research Data for Verification

- ☐ After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

- ☐ Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

A1.17.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

A1.18 Assessment

A1.18.1 Bases for Assessments

a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)

c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

A1.18.2 Use of Assessments

d) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

e) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

f) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

A1.18.3 Informed Consent in Assessments

g) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

h) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

i) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons

A1.18.4 Release of Test Data

j) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

k) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

A1.18.5 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

A1.18.6 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

A1.18.7 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons,

except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

A1.18.8 Obsolete Tests and Outdated Test Results

l) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

m) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

A1.18.9 Test Scoring and Interpretation Services

n) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

o) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

p) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

A1.18.10   Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

A1.18.11   Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and Planual obligations, and in a manner that permits adherence to this Ethics Code.

A1.19   Therapy

A1.19.1 Informed Consent to Therapy

q) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

r) When obtaining informed consent for treatment for which generally recognized techniques and

procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

s) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

A1.19.2 Therapy Involving Couples or Families

t) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

u) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

A1.19.3 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

A1.19.4 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

A1.19.5 Sexual Intimacies With Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

A1.19.6 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

A1.19.7 Therapy With Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

A1.19.8 Sexual Intimacies With Former Therapy Clients/Patients

v) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

w) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

A1.19.9 Interruption of Therapy

When entering into employment relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

A1.19.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.