

Manual for Adjuncts and New Faculty

(developed July 1, 2016)

The Program's webpage can be accessed at: <http://yu.edu/ferkauf/school-clinical-child-psychology/>

The School-Clinical Child Psychology Program offers preparation for the Doctor of Psychology (Psy.D.) degree. The program is accredited by the American Psychological Association as a Combined Clinical-School Psychology Program. (Office of Program Consultation and Accreditation American Psychological Association; 750 First Street NE; Washington DC 20002-4242 – Tel #: (202) 336 5979 - <http://www.apa.org/ed/accreditation/>). The last accreditation visit was in 2010, when the program received its second, consecutive, seven-year accreditation. The next accreditation visit is scheduled for 2017. The program is approved by the National Association of School Psychologists and is registered with the New York State Department of Education.

Ferkauf Graduate School has four degree granting programs: The Masters of Mental Health Counseling, The PsyD in Combined School-Clinical Child Psychology, The PsyD in Clinical Psychology and the PhD in Clinical Psychology with Health Emphasis.

The Dean of the Ferakuf Graduate School is Lawrence Siegel. The Assistant Dean is Michael Gill. The Program Director is Abraham Givner.

The Russo Building – Most classes, faculty and administration offices and the school's clinic are located at 1165 Morris Park Avenue, Bronx, NY 10461.

Mission Statement

The Program's mission is to provide doctoral-level training through an interdisciplinary model that concentrates on both school and clinical psychology. While the training emphasis is primarily related to children, adolescents and families, students also work with adults and caretakers/parents. By the time students graduate they are prepared to deliver psychological and psycho-educational services to children, adolescents, adults and families in urban and suburban schools, medical centers, mental health settings, early childhood centers and other schooling environments.

There are 11 (as of May 2016) APA accredited Combined Programs in the United States. Prominent among the guiding principles of such programs are:
combined-integrated programs intentionally combine at least two specialties;
combined-integrated programs provide intentional exposure to multiple theoretical orientations;
combined-integrated programs provide intentional exposure to multiple practice settings; and

combined-integrated programs provide intentional exposure to the parameters of practice, including a variety of populations served, problems addressed, procedures and settings, across the life span.

Program Goals

Goal #1: Produce graduates who have the requisite knowledge in the core areas of professional psychology for the doctoral level practice of school and clinical psychology with an emphasis on children and families

Goal #2: Develop students' professional identity as a doctoral level psychologist with specialized and integrated training in the disciplines of school and clinical psychology. Upon graduation to continue to be an active participant in the profession.

Goal #3: Develop students' skills and related knowledge base for conducting psychological and psychoeducational assessments across the lifespan – with an emphasis on childhood and adolescence.

Goal #4: Develop advanced skills and knowledge in the treatment of children, adolescents, their families and adults; be prepared to work effectively in schools, mental health facilities and medical centers; to integrate science and practice.

Goal #5: Enhance students' sensitivity to individual and cultural diversity and ability to work with children, families and adults from diverse backgrounds

Goal #6 Foster the relation between science and practice. Be knowledgeable of the linkage between research and its application to practice

Activities of Daily Living (in alphabetical order)

Allocation Chart - Sequence of courses. See Appendix 4 for a copy of the allocation chart for students entering in 2016.

BANNER – Banner is used for entering grades and to access class rosters. Once you register for Banner you will have access to information about class rosters. You will also be able to use Banner to upload syllabi and related course material.

Calendar – The calendar for the fall and spring semesters is distributed to all faculty in the spring. It can also be accessed on line at the school's website.

Cancelling classes – Please inform the Psychology Office (see phone number entries below) as soon as possible if you need to cancel a class. Also please inform the Program Director. At the start of the semester, please develop an email list of all students so you can also email them about your decision.

Classrooms, AV, Keys and Dongels – Most classrooms are located in the Rousso Building. Some other classes are in the Van Etten Building – two streets away. All Classrooms in Rousso are equipped with computers (PCs), overhead projectors for Powerpoint presentations. You may bring your own computer for use or a flashdrive for the in-room computers.

The in-room computers are housed in a locked metal cabinet. You will need to obtain a key for the cabinet from Mike Gill or Patricia Goering (see above). To use the system: First turn on the overhead – either manually or remotely. Once you access the computer, connect the AV (8 prong?) cord that is connected to the wall to your computer, and attach power cord. You should be ready to go. If you have a MAC you will need a “dongel” (adaptor). Dr. Givner has several types. Ask him for it in advance. Other f/t faculty may also have them. You will not need a key to the classroom – they are always open

Clinic – The Parnes Clinic is located in the basement of 1165 Morris Park Avenue. It is the training clinic for the three doctoral programs. It is directed by Dr. William Salton. The Clinic Secretary is Marilyn Gotay.

Copying machine – Use of the copying machine (adjacent to the mailboxes) requires a unique code that can be obtained from the secretaries in the Psychology Office

Dress Attire – The Program has informed all students of our expectation about professional attire (See Appendix 2).

email – Adjunct faculty can obtain an email address from Patricia Goering, the Dean’s secretary. You can also ask the Registrar, Jeannine Englert, for assistance. A list of all f/t and adjunct email addresses for 2016-17 academic year can be found below (after the faculty listing). Students in the Program have been advised about email etiquette (See Appendix 3)

Faculty:

Full-time Faculty in the School-Clinical Child Psychology Program are:

Dr. Greta Doctoroff (Developmental Psychopathology, Evidence Based Treatment with Youth I, Practicum in Child Therapy I-II: CBT-Y) – email: greta.doctoroff@einstein.yu.edu

Dr. Barbara Gerson (Introduction to Child Therapy, Trauma in Children and Adolescents, Practicum in Child Therapy I-II: Psychodynamic)- email: begerson@optonline.net

Dr. Abraham Givner, Program Director (Externship Seminars 1-6, Internship Seminar 1-2)- email: aberg82@gmail.com

Dr. Tracy Prout (Practicum in Child Therapy I: Psychodynamic, Adult Psychopathology and Assessment, Psychodynamic Theory and Practice with Children and Families I-II) email: tracy.prout@einstein.yu.edu

Dr. Erum Nadeem (Research Methods, Practicum in Child Assessment I-II) email: erum.nadeem@nyumc.org (to be updated)

Dr. Casey Shannon (School Consultation and Supervision I-II, Integrating Gender and Race/Ethnicity in Multiculturalism, Qualitative Research) email: casey.shannon@einstein.yu.edu

Dr. Esther Stavrou (Ethical and Professional Issues in School-Clinical Child Psychology, Cognitive Assessment and Psychoeducational Assessment, Contemporary Issues in School Psychology) email: esther.stavrou@einstein.yu.edu

Dr. Melanie Wadkins (Evidence Based Treatment with Youth II, Practicum in Child Therapy I-II: CBT-Y, Cognitive Assessment) email: melanie.wadkins@einstein.yu.edu

Adjunct Faculty (as of September 2016)

Dr. Ami Brilliant (Practicum in Child Assessment I-II) amibrilliant@gmail.com

Dr. Steven Boxenbaum (Biological Bases of Behavior and Advanced Seminar in Pediatric Neuropsychology) email: drstevenb@aol.com

Dr. Tiffany Cohen (Practicum in Child Assessment I-II) email: tiffanycohen10@gmail.com

Dr. Kelly Geisler (Neuropsychological Assessment) email: kellymgeisler@gmail.com

Dr. Karen Hazel (Neurodevelopmental Disorders, Practicum in Child Assessment I-II, Neuropsychological Assessment) email: drkarenh@optonline.net

Dr. Nicholas Naccari (Cognitive Assessment and Psychoeducational Assessment) email: nicholasnphd@gmail.com

Dr. Amy Price (Practicum in Child Assessment I-II) email: amybprice@gmail.com

Dr. William Salton – Director of the Training Clinic (Working with Adolescents and Young Adults, Practicum in Child Therapy II: Psychodynamic) email: william.salton@einstein.yu.edu

Dr. Mana Samghabadi – (Appraisal of Personality and Adult Psychopathology) manasamgh@gmail.com

Faculty evaluations of students– In addition to grades, the Program faculty evaluate all students twice a year – at the end of each semester. All faculty are asked to complete two rating scales that address many of the program’s objectives. The forms are accessed through surveymonkey. You will be sent an invitation to complete the evaluations in January and May.

Grades - Grades are entered through the BANNER system. Grades are to be entered within one week of the end of classes, though many faculty are not able to meet that deadline. Enter them ASAP. The Registrar may contact you if too much time has passed.

Grade distribution – Each instructor can determine the grade distribution for their classes. Larger classes will tend to have a distribution that approaches a normal curve. Other courses will be heavily skewed to the higher side. One metric that is often used is:

A+	99.0-100	B	83.0-86.9
A	93.0-98.9	B-	80.0-82.9
A-	90.0-92.9	C	70.0-79.9

B +	87.0-89.9	F	< 70
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IDs – You will need to obtain a photo ID from Security Department at Einstein. First you will need to speak with Patricia Goering, the Dean’s Secretary who will walk you through the needed paperwork and she will then direct you to the Security Office – located in 1300 Morris Park avenue on the first floor. The ID will allow you access to all buildings and to the use of the Library and gain access to the internet (email).

Library- The Gottesman Library is located at 1300 Morris Park Avenue. Once you have your ID card please go to the Library to register.

Listserve - The program has its own listserve. You will need a gmail address to belong to it. There are more than 400 people on the list, including alumni, faculty and students. It is a vehicle to stay up to date on professional issues, conferences, professional referrals and program news. An invitation to joint the list serve will be sent to you

Mail Boxes -Your mailbox is located outside of the Psychology Office on the first floor of the Russo Building. Every faculty person has a mailbox – with their name on it. All mail and announcements are delivered directly to your mailbox. Please check it at least once a week.

Payroll and W-2s – Patricia Goering , the Dean’s Secretary (see Phone Numbers entry, below) will contact you when you are hired. She will ask to meet with you to complete payroll information, complete forms for W-2s and identification.

Phone #s and Administration:

President Richard Joel	212-960-5300
Provost and Vice President for Academic Affairs, Dr. Selma Brotman	212-960-5217
Dean’s Office Lawrence Siegel, Dean	718-430-3941
Michael Gill, Assistant Dean	x3941
Patricia Goering, Secretary	x3942
Psychology Office:	718-430-3850
Enna Korik, Executive Secretary	x3944
Dawn Basnight, Secretary	x6344
Caroline Murphy, Secretary	x3850
Main fax:	718-430-3960
Registrar’s Office:	718-430-3943
Jeanine Englert, Registrar	x6343
Orey Brockington, Ass’t Registrar	x3943
Admission’s Office Edna Augusta, Director of Admissions	718-430-3820
Clinic:	718-430-3852

William Salton, Director	x3917
Marilyn Gotay, Secretary	x3852
Dr. Abraham Givner	718-430-3945

Psychology office – Located across from the faculty mailboxes. There are three secretaries- Carolyn Murphy, Dawn Basnight, and Enna Korik.

Registrar – Once you have your ID go to the Registrar’s office- 1165 Morris Park Avenue. The office is located next to the mailboxes.

The Registrar will provide you with information about the online internet system we use called BANNER.

The Head Registrar is Jeannine Englert. The Assistant registrar is Orey Brockington,

Sequence of required courses in program – The course sequence can be found in the Allocation Chart (appended to this document)

Snow days and inclement weather procedure – Decisions about cancelling classes due to inclement weather are made by the Dean of the school. The decision will be emailed to all faculty as soon as it is made. Students are similarly informed.

Student evaluation of faculty/courses – Students complete **course and faculty evaluations at the** end of each semester. The Dean’s office will place an envelope containing evaluation forms that are to be distributed to students in your class on either the last meeting or next to last meeting of your class. Designate one student to deliver the envelope to the Assistant Dean’s office. The Program Director will review your evaluations with you.

Supplies – Please ask the Psychology Office staff for supplies, like writing pads, paper, etc.

Syllabus requirements and template – See Appendix 1

Testing Library – The Library houses all testing materials that are used by students and faculty for course work. Material cannot be loaned for use on externship or internship or personal use. The Library is run by doctoral students and is directed by Dr. Givner.

Webpages: The School’s webpage can be accessed at: <http://yu.edu/ferkauf>

The Program’s webpage can be accessed at: <http://yu.edu/ferkauf/school-clinical-child-psychology/>

To access the Program Handbook, the Externship Internship Handbook, the Adjunct Manual and the Research handbook, click on the “Resources” tab on the Program’s landing page. The Program’s webpage is being updated. Completion date is estimated to be September 1, 2015.

APPENDICES

1. Syllabus Template
2. Professional attire
3. E-mail etiquette
4. Allocation Chart

SYLLABUS TEMPLATE

All syllabi should follow this model:

PSS XXX - Title
Ferkauf Graduate School of Psychology, Yeshiva University
Fall Semester 201-

Instructor:

Email:

Time/Place:

Phone:

Office Hours:

or by appointment

Course Description:

This course will provide: state description of course

Goals, process, competence and measurement: can be in table form or narrative

This just one format option:

Goal	Process	Competence	Measurement
1	Example Lecture, reading, class discussion	To be able to	For example: Class participation, Midterm exam, Treatment Paper
2		To be able to	
3.		To be able	Class participation, Midterm Exam, Videotaped Treatment Vignettes

Requirements and Policies:

Summary of Grade Components:

Final Course Grades:

A+	99.0-100	B	83.0-
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For example

Attendance and Participation: 20%

Midterm Exam: 30%

Treatment Paper: 30%

Final Exam: 20%

			86.9
A	93.0-98.9	B-	80.0-82.9
A-	90.0-92.9	C	70.0-79.9
B +	87.0-89.9	F	< 70

THESE COMPONENTS MUST BE IN SYLLABUS:

- **Class participation and Attendance Policy (XX%):**
Please contact me by email as soon as possible in the event of illness or an emergency. **Students with two or more absences will automatically receive a reduction in course grade (i.e., by one letter grade).** This policy may be adjusted in the rare case of a documented emergency that prevented attendance; this is based on the discretion of the instructor.
- **Required Format:** Please use the *APA Publication Manual 6th Edition* when writing papers for this class. If you do not follow the manual, your grade will be lowered, and you will get an Incomplete in the course until your paper conforms to APA style. Please be aware that APA has published an *APA Style Guide to Electronic References* as a PDF. Please follow these guidelines for all electronic references.
- **Policy Regarding Late Papers: This policy is up to you.** Grades for late papers will be lowered for each day they are late (e.g., A- to B+). The quality of student writing will be considered in the grade; start the assignment early so that you can utilize the Writing Center (www.yu.edu/writingcenter) if this is useful for you.
- **Academic Honesty: MUST BE IN SYLLABUS.** All students are expected to show academic honesty. Students must present their own ideas and words in their scholarship. Students must not present someone else’s work as their own. If a student engages in any plagiarism, cheating, or academic dishonesty, the student will be subject to failing the class and Ferkauf Graduate School policies related to academic dishonesty.
- **Statement on Disability Accommodation Requests: THIS STATEMENT MUST BE IN EVERY SYLLABUS** Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations should register with the Office of Disability Services (<http://yu.edu/Student-Life/Resources-and-Services/Disability-Services/>), during the first week of class. Once you have been approved for

accommodations, please contact me to ensure the successful implementation of those accommodations.

- **Program Policy on Computer Use During Class: *THIS STATEMENT MUST BE IN EVERY SYLLABUS*** If a faculty member finds that a student is using their computer during class for purposes other than those connected to the class material, the student will lose a half a grade. If it occurs a second time the student will lose an additional half grade. Should it happen a third time, the student will fail the class.

Required Texts:

Majority of reading should be from last ten years

Recommended Texts:

Class Schedule:

Weekly

E-Mail Etiquette

Email is a popular and quick way to communicate with others you will encounter throughout your training and professional career. The advantages are obvious: email is immediate and easy. However, these advantages make it tempting to be less than professional when sending an email to a contact, employer or faculty member. Because emails are ubiquitous and often written quickly, they can also lead to frequent unprofessional communications. Every email interaction provides information about you, and gives the reader an opportunity to form an opinion. It can be an opportunity to showcase strong communication skills, but can also inadvertently leave a negative impression.

You should take care to use the following guidelines to help you craft emails that you send in the context of your graduate training. The New York Times article linked here

(<http://www.nytimes.com/2006/02/21/education/21professors.html?pagewanted=1&r=2&>) also gives several examples.

Email guidelines

1. All messages should have a concise and descriptive subject line. The purpose of the subject line is to alert the reader as to the content of the message.
2. Begin with a salutation. For example, if you are emailing a professor, it would be appropriate to begin your email with “Dear Dr. Smith” or “Professor Smith.” If you typically call Dr. Smith “Pat”, then go ahead and begin the email

with “Pat.” If you are unsure of how to address a professor, “Professor Smith” or Dr. Smith” is the best choice.

3. Be thoughtful about tone. Without the contextual cues provided by in-person tone of voice and facial expressions, it is easy to be misunderstood, so you need to be especially mindful of how requests or feedback are communicated. It is important to communicate a respectful request rather than an expected demand (“would you be willing” vs. “I need you to” or “Please send me”).
4. Use traditional rules of grammar, spelling and punctuation in your message. Use spell check but also remember to proofread the message yourself as spell check won’t catch everything. Misspellings and grammatical mistakes make you appear careless and send a message that the communication is not important.
5. Avoid abbreviations associated with texting. Even if you are sending a message from your phone, take the time to write out full words, or wait until you are at a computer to send an email.
6. If you are making a request or asking a question, make sure you communicate the steps you have already taken to resolve a problem or answer a question on your own. Because emails are quick and easy, students sometimes ask questions of professors or other contacts before taking initiative. Consider what the question is revealing about you—does it suggest that you have not investigated the matter on your own, or cannot tolerate uncertainty?
7. Close your message with a signature. Be certain that you have included your full name and, if appropriate, some context as to the nature of your relationship with that individual.
8. Before you send, double check to make sure you are replying only to whom it is necessary (Do not “reply to all” if all parties need not be included). Also check it over to make sure you are not including any confidential or sensitive information that you would not want read aloud or shared with others.
9. **Reply to emails in a timely fashion. Most people expect that you will reply within one business day.** This means you need to make it a habit to check your email account(s) on a daily basis. If the person emails you back, you should respond to say thank you—the person with less power and influence in the correspondence should always write back.
10. **Do not treat email as if you were texting.** Try not to engage in short back and forth conversations on email, unless you have consent to do so.

Here are some sample emails with mistakes, followed by a re-worded email as an exemplar of appropriate email etiquette.

1. Instead of this...

Dear Dr. Smith,

I need the notes from yesterday's class. If possible, I would love to pick it up today when I am on campus. Please let me know.

Jennifer

Try This...

Dear Dr. Smith,

I hope this email finds you well. Thanks so much for allowing me to pick up the notes from the class that I missed. I will be on campus tomorrow and could pick them up if that is convenient for you; if not, let me know another time that will work well with your schedule.

Thank you again,
Jennifer

2. Instead of this ...

Hi,

Thanks so much for putting in the time to schedule our presentations. Thursday October 1st is not an ideal date for me and I would much prefer the following week. However, I will work with any date to which I am assigned.

Thanks,
Jennifer

Try this...

Dear Dr. Smith,

I hope you are doing well. Thanks so much for putting in the time to schedule our presentations. I wondered if it would be at all possible to reschedule my presentation from October 1st to the following week? I apologize if this is an inconvenience in any way, and if it is not possible I will work with whatever date I am assigned.

All best,
Jennifer

3. Instead of this...

Hey Dr. Smith--

I've been trying to do a lit search all day, but something is wrong with my library password, and it's not letting me log in. So, I am wondering if you could do a search for me on the terms "theory of mind" and "autism," then email me abstracts that look appropriate so I could keep making progress?

Thanks—

Jennifer

Try this . . .

Do not start any email with "Hey"

Don't send your professor an email asking him or her to do your work for you. Problem-solve other ways that you could handle this situation, perhaps seeking assistance from a friend.

4. Instead of this

Dear Dr. Smith,

I am very disappointed that my meeting was moved due to scheduling problems with another student. Can't I be partnered with someone else who is able to make the original meeting time? I think it is unfair for me to be penalized for someone else's schedule.

Thanks for your prompt attention-

Jennifer

Try this . . .

Dear Dr. Smith,

I hope you are well and had a relaxing weekend. Thanks for your email; I am sorry to hear that my meeting time has changed due to scheduling problems, but I appreciate that you let me know so quickly. Would it be possible for us to meet and discuss my options?

Thank you very much,

Jennifer

5. Instead of this . . .

Hey Dr. S!

I loved ur talk today! I am working on my research project and am interested in doing it on something similar—the effect of pressure to be thin on eating habits. Do

you know some good measures of pressure to be thin, and would you share them with me? Thanks for helping me out with my project! Jen

Try this...

Dear Dr. Smith,

I very much enjoyed your talk today, and am actually doing my research project on a similar topic. I have begun a literature search in measures of pressure to be thin, which I know you also looked at in your research. I noted that you used the scale by X, instead of the scale by Y. Would you have time to discuss this in a meeting? I know you have a very busy schedule, so please let me know any time that is convenient for you.

Thank you for considering my request,
Jennifer

Professional Attire

We so often think that issues related to cultural competence focus on race, ethnicity, language, religion, class, country of origin, etc. As a student you are continually required to be knowledgeable, sensitive and responsive to these issues. Another area of cultural competence that does not get as much attention is the "culture of treatment." As students, you sit in class, interact with peers and faculty and work with clients in varied settings. Each situation has its own set of explicit and implicit rules and expectations. When speaking of the "culture of treatment" we need to be knowledgeable of, and sensitive to, what the client brings to treatment and what you, as student-therapists, bring into treatment. One explicit set of rules deals with attire.

While we are all subjected to messages from the "culture of fashion" industry and are often influenced by it; the Program wants to emphasize that you are to always act and dress professionally. We understand that there are formal and informal dress codes that reflect context and culture. We witness significant changes in student attire throughout the year. For example, during externship and internship interview processes, student attire is dramatically different and reflects clearly stated demand characteristics. We understand that attire makes a statement about one's self. Nonetheless, dress protocols during the rest of the year should be professionally casual - especially when working with clients.

It is incumbent on students to be conscious of how their attire may affect a client. Ethnic and religious groups, and groups identified by age or class will often set implicit and explicit rules about their own attire. As a professional, you certainly will make note of such issues when working with a client, and interpret the information in your conceptualizations of treatment. Similarly, you must be aware of your own

manner of dress and its potential influence on your clients. This is especially pointed when working with pre-teen and teen-age boys and girls. While we do not want to impose strict guidelines on how you dress when conducting treatment, you must certainly be aware that your attire can impact your clients. It is the Program's policy that when seeing clients, students must dress in a professionally casual manner that "covers up." A faculty member may request that a student leave the building should the student's attire not be considered appropriate.

Please make every effort to follow this policy. It is a reflection of your professionalism.

4. Allocation Chart: Sequence of courses

ALLOCATION CHART				
SCHOOL-CLINICAL CHILD PSYCHOLOGY PROGRAM: 116 CREDITS				
Entered program in 2016				
	Student: Insert your name in next column			
	YEAR	COURSE and CODE		
YEAR 1 SEM 1	Fall 2016	PSS 6131: Cognitive Assessment		
		PSS 6131L: Cognitive Assessment Lab (1 credit)		
	Fall 2016	PSS 6200: Neurodevelopmental Disorders		
	Fall 2016	PSD 6515: Life Span Development		
	Fall 2016	PSS 6801: Professional and Ethical Issues in Professional Psychology (from 1st yr- 1st semester)		
	Fall 2016	PSS 6280: Statistics I		
		Faculty advisors: Drs. Shannon and Nadeem	16 cr	
	YEAR	COURSE and CODE		
YEAR 1 SEM 2	Spring 2017	PSS 6132: Psychoeducational Assessment		
		PSS 6132L: Psychoeducational Assessment Lab (1 cr)		
	Spring 2017	PSS 6472: Cognitive and Affective Bases of Behavior		
	Spring 2017	PSS 6939: Biological bases of Behavior		
	Spring 2017	PSS 6153: Appraisal of Personality		
	Spring 2017	PSS 6250: Developmental Psychopathology		
	Spring 2017	PSS 6199: Integrating Gender and Race/Ethnicity		
		Faculty advisors: Drs. Shannon and Nadeem	19 credits	

	YEAR	COURSE and CODE		
YEAR 2 SEM 1	Fall 2017	PSS 6191: Child Assessment with Practicum I		
	Fall 2017	PSS 6191L: Child Assessment with Practicum I lab (1 cr)		
	Fall 2017	PSS 6221: School Consultation and Supervision		
	Fall 2017	History and Systems or Social Psychology (both must be taken in program)		
	Fall 2017	PSS 6449: Evidence-based Interventions with Youth I		
	Fall 2017	PSS 8943: School Psychology Externship Seminar I (1 cr)	14 credits	
	<i>Placement</i>			
	<i>Supervisor</i>			
		Faculty advisors: Drs. Doctoroff and Stavrou		
	YEAR	COURSE and CODE		
YEAR 2 SEM 2	Spring 2017	PSS 6192: Child Assessment with Practicum II		
	Spring 2017	PSS 6192L : Child Assessment with Practicum II Lab (1 cr)		
	Spring 2017	PSS 6450: Evidence-based Interventions with Youth II		
	Spring 2017	PSS 6222: Consultation-Based Interventions		
	Spring 2017	PSS 6915: Research Methods		
	Spring 2017	PSS 6610: Introduction to Child Therapy		
	Spring 2017	PSS9844: School Psychology Externship Seminar II (1 cr)		
			17 credits	
	<i>Placement</i>	Faculty advisors: Drs. Doctoroff and Stavrou		
	<i>Supervisor</i>			
		COURSE and CODE		
YEAR 3 SEM 1		PSS 6611: Practicum in Child Therapy I: Psychodynamic or PSS 6625 or Practicum in Child Therapy I: CBT(indicate which)		
		PSS 6814: Adult Psychopathology and Assessment		
		Research Lab I: (Insert name of lab (1 cr);		
		PSS 6118: Psychodynamic Theory and Practice with Children and Families I		
		Research Project I(credit entered when completed)		
		PSS 8945: School Psychology Externship Seminar III (1 cr)	14 cr	
		Faculty Advisors: Drs. Gerson and Wadkins		
	<i>Placement</i>			
	<i>Supervisor</i>			
	<i>Research Advisor</i>			

	SEM/YEAR	COURSE and CODE		
YEAR 3 SEM 2		PSS 6612: Practicum in Child Therapy II: Psychodynamic or PSS 6626 or Practicum in Child Therapy II: CBT(indicate which)		
		PSS 6119: Psychodynamic Theory and Practice with Children and Families II		
		Research Lab I: (Insert name of lab) (1 cr):		
		Elective		
		Research Project I or II (credit entered when completed)		
		PSS 8946: School Psychology Externship Seminar IV (1 cr)	11 credits	
		Faculty Advisors: Drs. Gerson and Wadkins		
		<i>Placement</i>		
	<i>Supervisor:</i>			
	<i>Research Advisor</i>			
		COURSE and CODE		
YEAR 4 SEM 1	SEM/YEAR	PSS 6916: Research Project II (credit entered when completed)		
		PSS 6611: Practicum in Child Therapy I: Psychodynamic or PSS 6625 or Practicum in Child Therapy I: CBT		
		PSS 8947: School Psychology Externship Seminar V (1 cr)		
		PSS 6405: Social Psychology or History and systems		
		Elective	10 credits	
		Faculty Advisors: Drs. Prout and Givner		
		<i>Placement</i>		
		<i>Supervisor</i>		
	<i>Research Advisor</i>			
YEAR 4 SEM 2		COURSE and CODE		
	SEM/YEAR	PSS 6916: Research Project II (credit entered when completed)		
		PSS 6071: Psychopharmacology		
		PSS 6612: Practicum in Child Therapy II: Psychodynamic or PSS 6626 or Practicum in Child Therapy II: CBT		
		PSS 6197: Contemporary Issues in School Psychology		
		PSS 8948: School Psychology Externship Seminar VI (1cr)		
		Elective	13 credits	
		<i>Placement</i>		
	<i>Supervisor</i>			
YEAR 5... SEM 1				
	SEM/YEAR	COURSE and CODE		
		PSS 8941: Doctoral Internship Seminar I (1 cr)	1 credit	

	<i>Placement</i>			
	<i>Supervisor</i>			
YEAR				
5...	SEM/YEAR	COURSE and CODE	1 credit	
SEM		PSS 8942: Doctoral Internship Seminar II (1cr)		
2				
			total= 116 credits	
	<i>Placement</i>			
	<i>Supervisor</i>			
		Research Labs: Select One (1 Credit for two each of semesters)		
		Research Lab: Early Childhood Lab - Doctoroff		
		Research Lab: Ferkauf Anxiety Research Lab - Wadkins		
		Research Lab: Psychodynamic Psychotherapy & Religion/Spirituality - Prout		
		Research Lab: Study & Support of Populations Placed At-risk - Shannon		
		Research Lab: Applied Research - Gerson		
		Research Lab: Graduate Training and the Schools - Givner		
		Research Lab: Assessment and consultation in school psychology - Stavrou		
		Research Lab: Community-Partnered Research to Improve Services and Practice (CRISP LAB) - Nadeem		
		ELECTIVES to Choose from: INSERT INTO PROPER SEMESTER		
		PSS 6622: Trauma in Children and Adolescents		
		PSA 6289: Qualitative Research		
		PSS 6402: Neuropsychological Assessment (4 credits with lab)		
		PSS 6624: Integrating Multiculturalism in Psychotherapy		
		Advanced Seminar in Pediatric Neuropsychology		
		OTHER:		
		TRANSFERRED COURSES FOR CREDIT:		
		COURSES WAIVED - NO CREDIT		