The Gordon F. Derner School of Psychology

Adelphi University

Garden City, NY 11530

Clinical Psychology Ph.D. Program

Student Handbook

Updated: September 2022

Accreditation Status
The Doctoral Program in Clinical Psychology at The Derner School of Psychology at Adelphi University is fully accredited by the American Psychological Association and has been continuously accredited since 04/01/1957 (American Psychological Association, Office of Program Consultation and Accreditation, Commission on Accreditation, 750 First Street, NE, Washington, DC 20002-4242; 202-336-5979; apaadcred@apa.org). Full information pertaining to the accreditation status of the Derner School PhD Program at Adelphi University is available at the APA’s website, www.apa.org/ed/accreditation.
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1 Introduction and History
1.1 Biography: Gordon F. Derner (1915-1983)


Gordon F. Derner was born on April 9, 1915, in Buffalo, New York, the eldest of two children. He finished high school at age 15 but was too young to go to college, and so he spent a year doing graduate work at his sister Gwynereve’s high school. He then spent a year at Grosvenor Junior College and two at Buffalo Collegiate Center. Before he was 20 years old, he had two bouts of tuberculosis, both occurring while he was in college. After the second one, his physician instructed him not to return to school until the disease was cured, a process that took him through two hospitalizations in local sanatoriums. The disease ravaged his lungs, presaged his chronic emphysema, and eventually took his life.

It was during this period of time that Gordon entered the phase of life that he always nostalgically referred to as his time in show business. He served as manager for a neighborhood friend who did a high wire act and also filled in as a ringmaster in traveling circuses. It should come as no surprise to those who followed his later career that he spent time as a ringmaster for a high wire act, and much of the time he seemed to be working, successfully, with no net. It was also during this time, with the amount of time he had to spend in outdoor parks, that he discovered cowboy boots, initially worn for their functional value, and later to become an unmistakable trademark.

The year 1942 was a memorable one for Gordon Derner. At the age of 27, with the tuberculosis seemingly arrested, he returned to what was now known as the State University College of Buffalo and completed his undergraduate degree. Forty years later he was to receive the Distinguished Alumnus Award from that school. On September 17, 1942, he married Margaret Rafter, and the two were inseparable companions for the balance of his years. As widely as he traveled, professionally and personally, it was almost always with Margaret and, later, their son, Kurt, for this man of the world was, first and foremost, a family man.

Following the wedding, Gordon and Margaret left, by bus, for New York and Columbia University. His years at Columbia were always a source of great pride for him, and he spoke with wide-eyed enthusiasm of his time there. It was at Columbia that he met and first worked with Bruno Klopfer, a man he referred to as his mentor and whose picture was always on his desk. Thus, it was a source of particular satisfaction when the Society for Personality Assessment, of which he had been president, awarded him, in 1982, the Bruno Klopfer Distinguished Contribution in Personality Assessment Award. At Columbia he also became president of the Graduate Club and arranged, with great enthusiasm, for Eleanor Roosevelt to address the club, only to miss the occasion because he had again been hospitalized with tuberculosis. He served as an instructor at Columbia while completing his Ph.D., which he earned in 1950. In this same year, his first son, Jonathan, died at the age of 10 days after surgery for an obstructed bowel, and it was only a number of years later that it was revealed that the child had cystic fibrosis, the disease that would eventually claim the life of his second son, Kurt.

Although Gordon probably would have remained happily at Columbia for the balance of his career, a frozen job structure forced him to look elsewhere. A position at Adelphi College was recommended to him by Len Goodstein. Gordon’s first question was “What’s Adelphi?” He spent the balance of his life making sure that nobody else would ever ask that question. He was appointed...
as an assistant professor at Adelphi College in 1951, with the task of forming a clinical training program, and eventually he became the Dean of the Derner Institute of Advanced Psychological Studies at Adelphi University.

On September 30, 1952, Kurt Derner was born, unfortunately with cystic fibrosis, a disease that claimed the lives of most children well before adolescence. Not only did Kurt survive until September 14, 1980, but he lived an incredibly full and rich life because Gordon, who gave no quarter to his own health, ensured that his son would also partake of all the experiences that could be made available to him.

Remarkably, the small college with no doctoral programs or tradition to speak of spawned a clinical training program that was fully accredited by the American Psychological Association before the decade was out. The battle over accreditation was not easily won, and Gordon delighted in telling others how he had been told that there would be trouble because the program was 20 years ahead of its time. The program at Adelphi, the brainchild and creation of Gordon Derner, was the forerunner of professional education in psychology. This contribution was recognized when he was elected the founding president of the National Council of Schools of Professional Psychology.

Over the years, it seemed as though Gordon could not belong to an organization without having his leadership qualities recognized by election to the presidency. He earned that office in the Nassau County Psychological Association, the New York State Psychological Association, the Division of Clinical Psychology, the Division of Consulting Psychology, the Division of Psychotherapy and the Division of Psychoanalysis, as well as the Society for Personality Assessment and the National Council of Schools of Professional Psychology. He was further recognized by Division 29, through the receipt of the Distinguished Professional Psychologist of the Year Award in 1979.

It seems clear that Gordon Derner’s greatest contribution to psychology was as an administrator and teacher. Over 400 graduates of the Adelphi program owe their careers to his vision, but more than that, so do the hundreds of graduates of professional programs that followed suit. Gordon’s greatest pride was in his students. He glowed as he spoke of their accomplishments. Curiously, although his program was decidedly professional in orientation, his kindest words were reserved for graduates such as Marcia Guttentag and Paul Ekman, who earned their reputations for their research contributions. He took great pride in other, more professionally oriented graduates, such as Nick Cummings and Mel Gravitz, but it would never have been appropriate to ask Gordon in which student he took the most pride. They were all his children, and no one was favored over another. He had the capacity to see and value the accomplishments of a graduate who returned to the community, offered services in a quietly competent manner, and was unknown outside of the community. When student evaluation meetings would question the candidacy of a particular student, he would often remind us that every distribution has to have a bottom, and that did not mean the person was not a potentially valuable psychologist. Nothing seemed more painful than dropping a student, an event that was rare because of the encouragement and support that he offered.

Although his professional career centered on Adelphi, his scope was always international. A world traveler who visited every state and 52 countries on six continents, it was natural that his attention
would be drawn by the Peace Corps. He also consulted with the Japanese government about the possibility of establishing a Japanese version of the Peace Corps.

His concerns extended readily to minority students, and he was an ardent champion of their cause. His influence led Adelphi to an admissions policy that was designed to seek out minority students, provide support for them, and help them to graduate. Large numbers of black, Hispanic, and foreign students have been educated at Adelphi, and they always found Gordon to be a friend and supporter.

Gordon was a clinical psychologist who practiced what he preached. His clinical skills were recognized by the earning of diplomates in two areas (clinical and hypnosis) and by being named a charter laureate of the National Academy of Practice. Originally trained in psychoanalysis at the William Alanson White Institute his clinical interests and skills extended well beyond that area. He was a practitioner of hypnosis, family therapy, sex therapy, and biofeedback long before each of those approaches became popular. His later interests in biofeedback led to the development of a laboratory and clinic at Adelphi, established in conjunction with the neighboring Franklin General Hospital. His interests in hypnosis and biofeedback converged in a successful approach to habit control, particularly to help people stop smoking.

Gordon Derner died quietly, of respiratory arrest, at his home in San Diego on September 11, 1983, just a few days short of three years after the death of his beloved son. He had lived a life filled with illness and tragedy, yet lived in disregard of those aspects. He was as vibrant, optimistic, and generous of spirit as any person could be, attracting friends and admirers wherever he went. At the memorial service held at Adelphi, words were repeated that were originally used by Roger Kahn to eulogize Jackie Robinson, another charismatic pioneer. “He did not merely play at center stage, he was center stage, and wherever he walked, center stage walked with him.”

When Gordon Derner came to Adelphi, it was a small liberal arts college with no doctoral tradition. When he died, it housed an APA-approved program in clinical/school psychology, a program in human psychology research, an opportunity for students to combine the two in a clinical/research program, a respecialization certificate program, and a postdoctoral psychotherapy program, which offers certificates in psychotherapy and psychoanalysis, group psychotherapy, and child and adolescent psychotherapy. The university mourned his loss and expressed its gratitude and recognition of his leadership by renaming the school he founded the Gordon F. Derner Institute of Advanced Psychological Studies.

1.2 Psychologist’s Oath

In his early days as Dean of the Derner Institute, Gordon Derner began the practice of having all incoming first-year students, plus the Dean and Associate Dean, read “The Psychologist’s Oath” aloud during Orientation Day. The practice is as valuable today as it was forty years ago; it is an appropriate reminder of the essential nature of the profession of clinical psychology, its relevance to the human condition, and the demands required of its practitioners.

As I embark on a career as a psychologist, I vow to respect the dignity and worth of the individual and honor the preservation and protection of fundamental human rights. I will be committed to increasing knowledge of
human behavior and of people’s understanding of themselves and others and to utilize such knowledge for the promotion of human welfare. While I pursue these endeavors, I will make every effort to protect the welfare of those who seek my services or of any human being or animal that may be the object of my study. I will use my skills only for purposes consistent with these values and will not knowingly permit their misuse by others. While demanding for myself freedom of inquiry and communication, I accept the responsibility this freedom requires: competence, objectivity in the application of skills and concern for the best interests of clients, patients, colleagues and society in general. I accept with pride these commitments I have made and will cherish this day of entry into the profession of psychology.
1.3 History of the Derner School

The Gordon F. Derner Institute of Advanced Psychological Studies of Adelphi University is the first university-based professional school in psychology. It developed from the graduate doctoral programs in clinical psychology and applied experimental psychology in the Department of Psychology of Adelphi University. Adelphi University, then Adelphi College, began doctoral education in psychology in 1950, and in 1951 formally organized the clinical psychology/school psychology program.

In 1957, the clinical psychology program was accredited by the American Psychological Association although there was official concern that “it was 15 years ahead of its time and might serve as a forerunner for clinical psychology programs which emphasize a strong professional orientation.” In 1966, the Department, per se, continued as a department of the College of Arts and Sciences and was given responsibility for undergraduate psychology and the master’s and doctoral programs in general experimental psychology. The Derner Institute of Advanced Psychological Studies was given responsibility for doctoral programs in clinical/school psychology, applied experimental psychology (Human Psychology Research Program), and the postdoctoral program in psychotherapy and psychoanalysis, which had been established in 1963. The Derner Institute functioned as a graduate department of the Graduate School of Arts and Sciences until 1972, when it became an autonomous professional school of the University, and its Director became its Dean. In 1984, it was renamed in memory of its founding Dean, and Dr. George Stricker, the Assistant Dean since the founding of the Derner Institute, was named Dean. Dr. Stricker retired as Dean of the Derner Institute in 1992, and Dr. Robert Mendelsohn was appointed Dean, followed by Dr. Louis H. Primavera in August 2000, and Dr. Jean Lau Chin in 2006. In 2011, Dr. Jacques P. Barber was appointed the sixth Dean of the Derner Institute.

In 1998, the Department of Psychology separated from the School of Arts and Sciences, and became part of the Derner Institute. As a result of this integration, the Derner Institute now offers an undergraduate major in psychology. Therefore, the Derner Institute currently encompasses B.A., M.A., Ph.D. and Postdoctoral studies; all psychology programs offered at Adelphi University are now housed in the Derner Institute. B.A. students have the opportunity to receive a methodologically strong, data-based major in general psychology, which is enriched by the contributions of the Derner Institute’s doctoral faculty.

Today the internationally renowned, recently named Gordon F. Derner School of Psychology is comprised of undergraduate psychology and neuroscience majors, master-level education in school psychology, mental health counseling, and general psychology, doctoral training in clinical psychology (PhD) school psychology (PsyD), and postgraduate programs in psychoanalytically informed interventions.
1.4 Who We Are

_We cleared the path for university-based studies in psychology_

The Gordon F. Derner School of Psychology is grounded in Adelphi's doctoral program in clinical psychology. Accredited by the American Psychological Association (APA) in 1957, this program was recognized as the forerunner in the field of professional psychology.

Initially known as the Institute of Advanced Psychological Studies, the Derner School of Psychology functioned as a graduate department of the Graduate School of Arts and Sciences at Adelphi until 1972, when it became the nation's first university-based professional school of psychology. In 1950, Gordon Derner came to what was then Adelphi College with a vision to train clinical psychologists with both a strong foundation in the principles of psychological theory and research as well as an orientation to professional service and practice. The Derner program influenced the very foundation of clinical psychology: Today more than half the doctorates in clinical psychology offered throughout North America are based on our doctoral program! Despite their rich history, our Derner programs have continued to change and grow, and we have emerged as an internationally recognized leader in psychology-related disciplines. Our emphasis is now on providing a rigorous, empirically informed education, preparing students to be lifelong learners and well-trained professionals.

**Mission**

Derner’s mission is to generate and disseminate knowledge about psychological and behavioral aspects of human experience, with an emphasis on knowledge that can be applied to help those who are struggling with psychological difficulties. Our goal is to provide students at all levels with a deeper understanding of both the mind and the brain and to prepare them for a range of professions, including mental health related professions. We are dedicated to using science and clinical expertise for the benefits of our students and professionals who will then use those to help others. We are an integrative, empirically-informed School of Psychology with a long psychoanalytic tradition and commitment to social justice that continues to shape all that we do.

**Commitment to Diversity**

Special care is taken to recruit quality students from diverse backgrounds (from racial and ethnic minority groups and a broad array of underserved populations) and to provide financial assistance that will enable them to flourish during graduate school and beyond. A Derner supported minority student organization participates in recruitment of faculty and students. They are also involved in the planning of special programs, minority student orientation, advisement, and networking with active minority alumni.

1.5 Student & Faculty Relations

In order to maximize the quality and effectiveness of student learning and the entire educational environment, the Doctoral Program adheres to the APA Ethical Principles of Psychologists and Code of Conduct, recognizing the rights of students and faculty to be treated with courtesy and respect, that all interactions among students, faculty, and staff should be collegial, collaborative, and conducted in a manner that reflects the highest standards of the scholarly community and of the profession.
1.6 Commitment to Individual & Cultural Diversity

The Doctoral Program is guided in its respect for individual and cultural diversity by a number of principles, including the University’s non-discrimination policies. Adelphi University is committed to a policy of non-discrimination regarding all educational, student programs and employment actions and further commits not to discriminate against any individual on the basis of an individual’s race, creed, color, national origin, ethnicity, sex, gender identity, sexual orientation, disability, age, religion, marital status, veteran status, or any other basis protected by applicable local, state or federal laws.

In addition to meeting fully its obligations of non-discrimination under federal and state laws, Adelphi University is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, acceptance, civility, and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs. In support of this commitment, it is the moral responsibility and the pledge of the University, and all who work and learn here, to protect all those under its care from any form of discrimination or harassment. Students encountering any form of discrimination or harassment should report these matters immediately to the Dean of Student Affairs. That office is prepared to address all inquiries as well as allegations of discrimination and harassment and will assist students to take appropriate follow up action (see 6.3 Students Rights & Recourse for information on process and procedure of reporting harassment/discrimination).

Furthermore, the Doctoral Program is informed by the document Guidelines on Multicultural Education, Training, Research, Practice and Organizational Change for Psychologists, which was approved as APA policy by the APA Council of Representatives in August 2002. The Program recognizes the need for evolving training in psychology that continually considers the needs of individuals and groups who have been historically marginalized within and by psychology due to ethnic/racial heritage and social group identity or membership, The Program strives to provide its students with an understanding of the importance of addressing multiculturalism and diversity in research, practice, and organizational change. The current Ethical Principles of Psychologists and Code of Conduct (particularly policies on unfair discrimination) also provides a framework for training.
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Kathy Bacon-Greenberg, Ph.D.
Brittany Bascetta, Ph.D.
Lily Blank, Ph.D.
Muriel Frischer, Ph.D.
Judy Gold, Ph.D.
Diana Greenwald, Ph.D.
Lisa Harris, Ph.D.
Lynn Hugger, Ph.D.
Jonathan Jackson, Ph.D.
Dustin Kahoud, Ph.D.
Linda LaMarca, Ph.D.
Julie Lehane, Ph.D.
Lisa Litt, Ph.D.
Michael Ritter, Ph.D.
Shahal Rozenblatt, Ph.D.
Chaya Rubin, Ph.D.
Glenna Rubin, Ph.D.
Nancy Ulrich, Ph.D.
3 Academic Training
3.1 Program, Curriculum and Requirement

**Doctoral Program**

Since 1951, the Institute and its precursor programs have accepted as a responsible educational goal in clinical psychology, the training of scholar-practitioners who have clinical practice as a career goal. In like manner, it has also accepted responsibility to meet the educational goals for students committed to a career of research and teaching.

To accomplish these several purposes, a basic core of psychology is required of all clinical doctoral students, covering cognition and affect, clinical theory and practice, developmental psychology, social psychology, statistics, research methods, psychometrics, physiological psychology, and professional ethics. Clinical theory courses and intensively supervised clinical practice are required of the clinical psychology students. All of the clinical supervisors have had postdoctoral training, many are graduates of psychoanalytic institutes, and many are diplomates of the American Board of Professional Psychology. Throughout all years in residence, students attend colloquia that serve as a forum for guest speakers, films, plenary meetings, and faculty or student presentations.

For the clinical psychology program, clinical training begins in the first year with supervised intakes in the program’s training clinic and diagnostic psychological testing labs. In the second year, diagnostic training continues. In addition to diagnostic training, students are placed in an 8-hour externship in an inpatient or outpatient psychiatry setting, and they have the option to begin psychotherapy training in our clinic. Psychotherapy training includes individual supervision throughout the program. Participation in an ongoing case conference also begins in the second year. In the third year, case conference and psychotherapy in our clinic continue; students also complete a 16-hour externship in a variety of settings. In the fourth year, psychotherapy training in our clinic continues, and the students prepare to apply for a full-time internship, which takes place in their fifth year.

Research and scholarship are emphasized throughout the program, with special preparation for a scholarly presentation of a research project as a culminating academic/professional experience. This pre-dissertation project, consisting of a publishable research study performed under the guidance of a faculty mentor. All students are required to present their pre-dissertation project at a conference. **An advanced draft of the dissertation proposal has to be completed by the end of the 3 year, June 30. Dissertation proposal meetings are mandatory for internship application. Students must propose their dissertation by October 15 of their 4th year. Students are prohibited from applying to internship if they do not meet the dissertation proposal meeting deadline. Dissertation is completed within the fifth or sixth year.**

**Program Overview**

The Doctor of Philosophy in clinical psychology is a full-time program consisting of 117 (before 2020)/106.5 (after) credits. The doctoral program in clinical psychology prepares students who have a primary career goal of community and clinical practice. This may be combined with an academic or research career. Required courses include:
Foundations of psychology including:
- Biological and social bases of behavior
- Developmental psychology
- History and systems of psychology
- Cognition and affect
- Diversity and difference

Didactic and experiential training in:
- Assessment and intervention
- Relationship skills and cultural competence
- Professional conduct and ethics
- Supervision and consultation
- Research methods and statistics

Extensive clinical field experience accompanies the academic core where students are placed in externships and in our Psychological Services Center accompanied by intensive supervision and case conferences. Completion of a dissertation and a one-year full-time internship is required for the degree. The clinical psychology program has been APA-accredited continuously since 1957. Students who complete the program are eligible to apply for a New York State psychology license.

Adelphi's clinical psychology doctoral program uses the scholar-practitioner model for its philosophy of training. Accordingly, a clinical psychology program must adhere to the following general principles: the clinical psychologist should have a core of knowledge and training common to all psychologists; the program should be of at least four years' duration, combining academic and clinical training, including an internship; preparation should be broadly directed toward both research and professional goals rather than simply technical skills; courses should be developed in sequence and be complementary rather than overlapping; the faculty should be neither over dominated by the academic nor simply practical; continued contact throughout the training with clinical material is necessary, with the range extending from the normal to the abnormal population; a sense of professional responsibility and obligation must be instilled; cooperative work with persons of related disciplines is encouraged and sensitivity to the social implications of the psychologists' activities is essential; and throughout, research issues are to be emphasized.

Thus, the program should hold fast to those principles that suggest that the psychologist will be a professional, trained in a scientific tradition. These principles guide the core curricula of the doctoral program to be divided into the following major areas of instruction: foundational psychology, research design and analysis, diagnostic methods, clinical theory and practice, as well as professional ethics and cultural competence. Significant attention is given to the study of psychodynamics, including consideration of the empirical evidence and integration with cognitive behavioral and humanistic theories of behavior and change.

**Doctoral Curriculum**
The doctoral curriculum includes *foundational, research* and *clinical* courses that meet the requirements of New York State Department of Education and the American Psychological Association, as well as a structure which provides for content that continues the distinctly Derner tradition. It required 117 credits for graduation, but was recently revised to practica credit for 2020 incoming students to be 106.5, and it includes 6 elective courses, which permits the curriculum to evolve and stay current with the demands of the clinical psychology field. There are also opportunities for independent studies as electives.
The **Foundational Courses** include the following 6 (18 credits): Human Development, Social Bases of Behavior, Biological Bases of Behavior, Cognition & Affect, History & Systems of Psychology, Individual & Cultural Differences & Identity.

The **Research Sequence** (4 courses plus 8 practica, 36/24 credits) includes Research Methods in Clinical Psychology (including psychometric theory), Graduate Psychological Statistics (including Lab), & Applied Research in Clinical Psychology (including intervention evaluation). Students are also required to choose one of the following 2 electives: Advanced Quantitative Analyses (multivariate statistics, including lab) or Qualitative Methods in Clinical Psychology. Practica include Psychological Research I-IV (cover research ethics), Dissertation Thesis I-V.

The **Clinical Sequence: Assessment & Diagnosis** (5 courses plus 4 practica, 21 credits) includes 3 core courses on psychopathology (9 credits): Adult Psychopathology I-II and Child Psychopathology; plus the following 2 core courses: Diagnostic Testing I: Cognitive/LD (including Lab) and Diagnostic Testing II: Personality (including Lab). (There are also electives in Diagnostic Testing III: Neuropsychology and Advanced Personality Assessment.) Practica consist of Intake & Interviewing Seminar I-II (1.5 credits per, cover DSM & professional conduct) and Clinical Practice I-II: Diagnostic Practicum (1.5 credits per), which are conducted in small group supervision sections on campus (and cover consultation).

The **Clinical Sequence: Conceptualization & Intervention** (5 courses and 8 practica, 27/22.5 credits): includes the following core courses (15 credits): Theory & Practice I-II, Group Dynamics or Family Therapy and Cognitive Behavioral Therapies. Practica (12/7.5 credits) include Clinical Practice III-IV: Psychotherapy Practicum (1.5/.75 credits per), Case Conference I-IV (1.5 credits per, cover professional development), and Concentration Case Seminar I-II (1.5 credits per, cover supervision). Additionally, externship requirements include an 8-hour placement in Seriously Mentally Ill (SMI) setting during the 2nd year and a 16-hour outpatient or inpatient placement in the 3rd year. Clinic requirements begins in the 1st year for intake evaluation (2 patient intakes completed) and in 2nd or 3rd year for psychotherapy, continuing through the 4th year (2 patient minimum required). *Supervision course to be added (3 credits).*

The **Clinical Sequence: Electives** (6 courses, 18 credits) includes other offerings in psychopathology and practice, in addition to the aforementioned elective in neuropsychological assessment (Diagnostic Testing III).

“Examining the empirical evidence,” “Understanding individual & cultural differences & identity,” “Ethical conduct & professional values,” and “Interpersonal & communication skills” are themes considered and developed throughout the curriculum (see course syllabi).

**Foundational Courses**

**COURSE TITLE:** Human Development  
**COURSE CODE:** 0503-619  
**COURSE DESCRIPTION:** This course is designed to familiarize students with theories of human development. Leading theories and research on human development across the lifespan will be covered, with an emphasis on classic texts and current directions in the field. Out of necessity, coverage of relevant issues and topics will be selective rather than comprehensive.
COURSE TITLE: *Social Bases of Behavior*
COURSE CODE: 0503-637  
**COURSE DESCRIPTION:** This course aims to facilitate your understanding of the social psychological perspective. It will focus on identifying the kinds of questions social psychologists ask, where they look for the explanations of behavior, the tools they use to advance their work, and how this discipline differs from clinical psychology.

COURSE TITLE: *Biological Bases of Behavior*
COURSE CODE: 0503-723  
**COURSE DESCRIPTION:** This advanced course involves teaching students about physiological psychology including neuroanatomical, neurochemical and neuropsychological mechanisms along with neurological and psychological common diagnoses. This course attempts to enable students to understand the physiological issues and introduces how to comprehensively view individual cases within these biological, cultural and socioeconomic perspectives.

COURSE TITLE: *Cognition & Affect*
COURSE CODE: 0503-733  
**COURSE DESCRIPTION:** This course will give an overview of the field of cognitive psychology and research on affect, focusing on particular areas in applied and clinical work, including different forms and functions of memory; interaction of cognitive and emotional processes, and human rationality, looked at from neural, behavioral and information-processing perspectives.

COURSE TITLE: *Individual & Cultural Differences & Identity*
COURSE CODE: 0503-738  
**COURSE DESCRIPTION:** This course will provide students with an advanced understanding of models of diversity and difference to be used in clinical practice with diverse populations. The course will engage students in examining issues of difference, identity, world views, and experiences to develop culturally competent methods for clinical practice with diverse populations. This course often includes experiential activities.

COURSE TITLE: *History & Systems of Psychology*
COURSE CODE: 0503-835  
**COURSE DESCRIPTION:** A tracing of historical roots of psychology in philosophy and physiology from the 17th century to modern times. Emphasis is given to development of experimental psychology in Germany, France, Great Britain, Russia, and the United States.

**Research Sequence**
COURSE TITLE: *Graduate Psychological Statistics*
COURSE CODE: 0503-644  
**COURSE DESCRIPTION:** Statistical procedures related to simple research designs. Major topics include sampling theory and special applications in determining statistical reliability, chi square and related nonparametric tests, methods of correlation, analysis of variance and covariance, and test reliability and validity.

COURSE TITLE: *Advanced Quantitative Analyses*
COURSE CODE: 0503-645
COURSE DESCRIPTION: An advanced quantitative statistics course designed to expose doctoral students to topics in multivariate statistical analysis, such as advanced multiple regression, structural equation modeling, multivariate categorical data analysis, factor and cluster analysis, multivariate categorical data analysis, discriminant analysis and classification techniques, canonical analysis and other inter-battery approaches.

COURSE TITLE: Research Methods in Clinical Psychology
COURSE CODE: 0503-647
COURSE DESCRIPTION: The course aim is to provide an overview of research methods and psychological assessment in clinical psychology. We will examine the basics of devising and conducting observational, experimental, quasi-experimental and qualitative studies. We will also discuss methods of interpretation, ethics involved in conducting clinical studies, and psychometric concepts.

COURSE TITLE: Qualitative Methods in Clinical Psychology
COURSE CODE: 0503-649
COURSE DESCRIPTION: This course aims to introduce students to qualitative methods and to a rich interdisciplinary literature for extracting potentially quantifiable meaning from subjective accounts. This course will acquaint clinical psychologists with approaches that may be useful for analyzing information from interviews, focus groups, social network data, and verbal narratives.

COURSE TITLE: Applied Research in Clinical Psychology
COURSE CODE: 0503-746
COURSE DESCRIPTION: Students will achieve competency in the critical evaluation of research; conducting and using research in applied settings; ethics and professional standards in research. This course will expose students to key concepts and contemporary research seminal to both the understanding and investigation of psychopathology, psychotherapy process/outcome, program evaluation and psychological assessment.

COURSE TITLE: Psychological Research I-IV
COURSE CODE: 0503-642/3, 742/3
COURSE DESCRIPTION: Intensively supervised research practica. Students complete an empirical research study of their choosing under the supervision of a mentor of their choice.

COURSE TITLE: Doctoral Thesis Supervision I-III
COURSE CODE: 0503-817/8/9,853
COURSE DESCRIPTION: Intensively supervised research on student's dissertation topic.

COURSE TITLE: Ongoing Dissertation Supervision
COURSE CODE: 0503-858
COURSE DESCRIPTION: Ongoing supervised research on student's dissertation topic.

Clinical Sequence: Assessment & Diagnosis
COURSE TITLE: Adult Psychopathology I: Clinical Conditions
COURSE CODE: 0503-621
COURSE DESCRIPTION: A review of the clinical presentations and causes of the DSM-IV Axis I diagnostic categories, including anxiety disorders, mood disorders, and substance
abuse. Contemporary psychodynamic and cognitive-behavioral theories that guide understanding of the etiology and treatment of these disorders will be reviewed.

COURSE TITLE: Child Psychopathology
COURSE CODE: 0503-623
COURSE DESCRIPTION: This course is divided into three parts: (1) An introduction to psychoanalytic developmental theory, with particular emphasis on object relations theory; (2) Empirical research on early psychic development; and (3) Diagnostic considerations in work with children.

COURSE TITLE: Diagnostic Testing I: Cognitive
COURSE CODE: 0503-625

COURSE TITLE: Diagnostic Testing II: Personality
COURSE CODE: 0503-626
COURSE DESCRIPTION: The course provides an introduction to personality assessment and projective testing, including understanding personality organization and interpreting projectives. The focus is on the following tests: Early Memories Test, Thematic Apperception Test (TAT), House–Tree Person Test, the Rorschach and Sentence Completion.

COURSE TITLE: Intake & Interviewing Seminars I: Initial Evaluation
COURSE CODE: 0503-632
COURSE DESCRIPTION: This course provides instruction in the interview process and procedural aspects of the initial intake in the Center for Psychological Services. Students interview prospective patients, present findings, and write comprehensive narrative summaries for patient files. In this seminar, the DSM framework will be introduced & covered at length.

COURSE TITLE: Intake & Interviewing Seminars II: Professional Conduct
COURSE CODE: 0503-633
COURSE DESCRIPTION: This course provides instruction in the interview process and procedural aspects of the initial intake in the Center for Psychological Services. Students interview prospective patients, present findings, and write comprehensive narrative summaries for patient files. In this seminar, professional ethics and conduct will be introduced & covered at length.

*The Intake & Interviewing Seminars are divided by child and adult emphasis: Students have the opportunity to be trained in both child intake, interviews, and diagnosis, and adult intake, interview, and diagnosis. By the end of the first year each student will have completed both an adult and child intake.

COURSE TITLE: Adult Psychopathology II: Personality Disorders
COURSE CODE: 0503-634
COURSE DESCRIPTION: This course examines Personality Disorders (PDs) described in major diagnostic systems used by mental health professionals. We review traditional and
alternative models for conceptualizing PDs, including psychodynamic, cognitive, and humanistic frameworks. Specific PDs are discussed in depth, with an emphasis on case conceptualization, diagnosis, assessment, integrative treatment, and empirical validation.

**COURSE TITLE:** Clinic Practice I- II: Diagnostics  
**COURSE CODE:** 0503-712/3  
**COURSE DESCRIPTION:** Intensively supervised diagnostic interviewing and psycho diagnostic testing. Students serve as part-time psycho-diagnosticians in the Program’s Center for Psychological Services. Students are video-recorded during their first psycho-diagnostic assessment. In their 2nd year of training they are required to complete 3 comprehensive psycho diagnostic batteries (adult and child).

**COURSE TITLE:** Diagnostic Testing III: Neuropsychology (Elective)  
**COURSE CODE:** 0503-825  
**COURSE DESCRIPTION:** This is an advanced course that instructs students in conducting neuropsychological evaluations, including testing instruments, interpretation, and diagnoses. This course will enable students to understand what comprises a neuropsychological evaluation and its use in comprehensively viewing individual cases and recognizing patterns of various disorders.

*Clinical Sequence: Conceptualization & Intervention*  
**COURSE TITLE:** Theory & Practice I: Freudian Legacy  
**COURSE CODE:** 0503-620  
**COURSE DESCRIPTION:** The purpose of this course is to examine the development of Freud’s thought through an in-depth study of his major theoretical works and to briefly explore his legacy in post-Freudian ego psychology. From this perspective, the student will begin to build the foundation upon which later developments in psychoanalytic theory can be best understood.

**COURSE TITLE:** Theory & Practice II: Relational Tradition  
**COURSE CODE:** 0503-722  
**COURSE DESCRIPTION:** This course traces the development of Relational approaches to psychodynamic psychotherapy from Freud’s early movement from a one-person, positivist, historically based theory to contemporary two-person perspectives in which the relationship becomes a core element in the change process.

**COURSE TITLE:** Family Therapy: From Family System to Parental Unit  
**COURSE CODE:** 0503-730  
**COURSE DESCRIPTION:** This course focuses on critical clinical skills and therapy techniques associated with leading models of family/couple and parenting-based interventions. A particular emphasis will be placed on evidence-based practice. Intervention strategies will be discussed based on videos of sessions led by experts and case examples from the clinic and externships.

**COURSE TITLE:** Group Dynamics  
**COURSE CODE:** 0503-731  
**COURSE DESCRIPTION:** This class stresses an analysis of interactive processes and dynamics basic to group functioning and multi-person psychotherapy. Theoretical issues in group dynamics are studied, along with systemic concepts in order to clarify some of the complexities of group intervention strategy. Finally, it includes an introduction to family and couples work. This course
often includes an experiential component.

**COURSE TITLE:** *Cognitive Behavioral Therapies: Plurality & Integration*
**COURSE CODE:** 0503-809
**COURSE DESCRIPTION:** This course is designed to introduce students to cognitive behavioral therapies, with specific attention to those with empirical support. It will consider of the therapist position (e.g., regarding directive-nondirective, supportive-expressive, managing-freeing continua), patient readiness/motivation to change, and the therapeutic relationship and alliance in such therapies, including implications for psychotherapy integration.

**COURSE TITLE:** *Psychotherapy Case Conferences I-IV*
**COURSE CODE:** 0503-700/3
**COURSE DESCRIPTION:** These refer to clinical psychotherapy case conferences at the Center of Psychological Services, conducted in small groups of second and third-year students, affording students the opportunity to present clinical cases and gain exposure to a variety of psychotherapy supervisors on faculty. Professional ethics and conduct will be considered.

**COURSE TITLE:** *Concentration Case Seminars I-II*
**COURSE CODE:** 0503-803/4
**COURSE DESCRIPTION:** Open to fourth-year students, who select a clinical concentration area that expands their clinical development. Theory and practice of supervision will be a primary focus. Each Concentration Case Conference will also focus on a particular clinical topic or orientation (see examples below). Professional ethics and conduct will be considered.

- **Karen Lombardi:** *Transference-Countertransference, Object Relations and Psychic Transformation*
- **Bob Mendelsohn:** *Intensive Psychodynamic Psychotherapy*
- **Michael O’Loughlin:** *Cultivating a receptive stance, formulating and timing dynamic interpretation, and developing dynamic case formulation*
- **Kate Szymanski:** *Difficult Issues in a Psychodynamic Treatment*
- **Joel Weinberger:** *Integrative Psychotherapy*

**COURSE TITLE:** *Supervision: Theory & Practice*
**COURSE CODE:** 0503-XXX-001/2
**COURSE DESCRIPTION:** The course will identify components of a competency-based approach to supervision, including considerations of its empirical bases of support, multicultural diversity, salient ethical principles, and the importance of developing professional communication skills. *Scheduling in curriculum TBD*

Clinical Sequence: Elective Courses Fall 2020

**COURSE TITLE:** *Bearing Witness to Trauma (O’Loughlin)*
**COURSE DESCRIPTION:** The dynamics of individual and collective trauma and particularly the relationship between trauma and processes of memory are explored using movies, documentary testimony, survivor testimony, and memoir. Students will engage with the experience of being with trauma, embodied in the idea of therapist as witness to trauma narrative. *Tue 12-2:30pm*
COURSE TITLE: *Madness & Psychosis* (O’Loughlin)  
COURSE DESCRIPTION: Origins and history of the forms of madness we know as schizophrenia and the psychoses are explored. Attention is paid to traumatic antecedents of breakdown, to the existential experience of persons who suffer psychotic breaks, and to psychodynamic therapeutic interventions. Extensive video survivor testimony will be used. **Tue 12-2:30pm (offered in alternating years)**

COURSE TITLE: *Group Dynamics* (Mendelsohn)  
COURSE DESCRIPTION: This class explores the processes and dynamics basic to group functioning and multi-person psychotherapy. Theoretical and technical differences between group psychotherapy, process/training groups and supervision groups will also be studied, with the goal of helping the student to develop the technical and theoretical understanding of differences in group-intervention strategies. *For students who did not take this course in their second year.* **Tue 12-2:30pm**

COURSE TITLE: *Death and Dying* (Szymanski)  
COURSE DESCRIPTION: This seminar will explore historical, contemporary and cross cultural understanding of death and dying as it applies to clinical context. We’ll probe how personal attitudes toward death and dying influence a therapeutic process. Case material (e.g. trauma, aging) will be discussed as death and dying are inextricably connected with life and living. **Tue 12-2:30pm**

COURSE TITLE: *Community-Based Intervention: Working with the Underserved* (Vaughans)  
COURSE DESCRIPTION: This course is designed to explore the challenges of treating disenfranchised groups in our society and how they are impacted by and impact the systems that significantly chart the course of their lives. Particular focus will be on formerly incarcerated, immigrants, the poor, broken families, and educationally challenged within the inner city. **Tue 2:30-5pm**

COURSE TITLE: *Foundations of Dialectical Behavior Therapy* (Gonzales)  
COURSE DESCRIPTION: This course will provide an introduction to theory, research, and practice of dialectical behavior therapy. It will review guiding theory, the biosocial model for case conceptualization, critical evaluation of related research, key elements and practice of DBT, and adaptation for use with diverse samples and settings. **Tue 2:30-5pm**

COURSE TITLE: *Short-Term Dynamic Psychotherapy* (Hilsenroth)  
COURSE DESCRIPTION: This seminar will provide a basic proficiency in the case conceptualization and practice of Short-Term Dynamic Psychotherapy (STDP). The primary focus will be on the evidence based STDP models. The course will review actual videotape case material, from which discussion of theory, case conceptualization, technique, and research will be developed. **Wed 8:30-11am**

COURSE TITLE: *Child Psychotherapy* (Lombardi)  
COURSE DESCRIPTION: This course will focus on the work of therapeutic play with children from age two through adolescence. We will consider the subjectivity of the child through the processes and products of play, therapeutic engagements that include interpretations
and enactments, and on the symbolization and metaphor that develop through such engagements.

Wed 8:30-11am

Spring Semester

**COURSE TITLE:** Formulating the Therapeutic Treatment Plan (Mendelsohn)  **COURSE DESCRIPTION:** In this course we will trace the theory and development of the therapeutic treatment plan, from the initial patient contacts to the working phase of the therapy. Classical and modern theories of technique will be surveyed. **Tue 12-2:30pm**

**COURSE TITLE:** The Psyche, Politics, & Culture: Gender, Race, Class & the Other (Lombardi)  **COURSE DESCRIPTION:** This seminar will investigate the relationship between psychodynamic theory/treatment and culture, focusing on the problem of the Other in such forms as gender, race, class, language, culture, war and peace. Our readings will suggest differing goals and methods of psychodynamic treatment that reflect the culture in which it is practiced. **Tue 12-2:30pm**

**COURSE TITLE:** Advanced Family Therapy: From Family System to Parental Unit (Brumariu)  **COURSE DESCRIPTION:** This course focuses on critical clinical skills and therapy techniques associated with leading models of family/couple and parenting-based interventions. A particular emphasis will be placed on evidence-based practice. Intervention strategies will be discussed based on videos of sessions led by experts and case examples from clinic and externships. For students who did not take this course in their second year.  **Tue 12-2:30pm**

**COURSE TITLE:** Negotiating Emotion, Difference & Rupture in the Therapeutic Relationship (Muran)  **COURSE DESCRIPTION:** The course promotes psychotherapy integration by focusing on developing abilities to negotiate dissociative disconnects, interpersonal pulls, enactments, vicious circles, identity politics, power plays in interactions with patients. It introduces models demonstrated in a NIMH-funded program, integrating principles on intersubjectivity, emotion regulation and communication. It includes experiential exercises as deliberate practice.  **Tue 2:30-5pm**

**COURSE TITLE:** Diagnostic Testing III: Neuropsychology (Farella-Busch)  **COURSE DESCRIPTION:** This is an advanced course that instructs students in conducting neuropsychological evaluations, including testing instruments, interpretation, and diagnoses. This course will enable students to understand what comprises a neuropsychological evaluation and its use in comprehensively viewing individual cases and recognizing patterns of various disorders. **Tue 2:30-5pm**

**COURSE TITLE:** Addictions & Compulsions (Gonzales)  **COURSE DESCRIPTION:** This course will cover the full spectrum of substance use disorders including evaluation, empirically supported interventions, and practice considerations. Students will become knowledgeable about epidemiology, risk factors, sociodemographic and cultural factors, and mental health consequences of substance abuse and behavioral addictions as relevant for practice across clinical populations and settings. **Tue 2:30-5pm**
COURSE TITLE: *An Interpersonal Approach to Psychodynamic Treatment* (Szymanski)
COURSE DESCRIPTION: This seminar will build skills of conducting interpersonal therapy by concentrating on a therapist-client dyad. The discussed case material will focus on self disclosure, impasse, enactment and frame as applied to a wide range of pathology including trauma. Dynamic case formulation will be addressed in the context of mutuality, asymmetry, vulnerability. **Wed 8:30-11am**

COURSE TITLE: *Advanced Personality Assessment* (Hilsenroth)
COURSE DESCRIPTION: This seminar will develop interpretation and integration skills across different psychological assessment measures, plus provide training in the Therapeutic Model of Assessment (TMA). Specific assessment measures/issues covered will be selected by the students taking the course and actual clinical case material will be reviewed with regard to diagnostic and treatment formulations. **Wed 8:30-11am**

COURSE TITLE: *Infant Mental Health and Trauma Treatment* (Kohchi) COURSE DESCRIPTION: Students will learn how trauma may manifest in infants and young children, and the core concepts of trauma treatment for infants, young children, and their caregivers. Historical and intergenerational trauma’s impact on infancy and early childhood will be considered. The clinical profiles of PTSD and stress disorders will be examined. **Wed 8:30-11am**

COURSE TITLE: *Single-Case and Longitudinal Studies* (Gorman)
COURSE DESCRIPTION: This seminar will provide the theoretical bases and quantitative methods for evaluating single case and aggregate multilevel models for psychotherapy and other interactional data. Students should have completed PSY645 before taking this course. **Wed 8:30-11am**
3.2 Degree Requirements

M.A. en passant

Academic and Clinical

All academic and clinical requirements in the first and second years of training. Two years of psychotherapy with patients in the Program’s training clinic under faculty supervision.

University procedures
Resolution of outstanding financial obligations to Adelphi University.

Ph.D.

In order to receive the doctorate in clinical psychology, all of the following requirements must be completed:

Academic
Completion of all required courses with a grade of B or better.

Clinical
Completion of 8 assessment batteries.
A 9-month externship, 8 hours per week, and a nine month externship minimum 16 hours per week.
Six semesters individual psychotherapy supervision, caseload of two to four patient hours per week.
One-year internship.

Research
Completion of pre-dissertation research project (presented at a conference). Completion of dissertation.

University procedures
Submission of formal application for graduation.
Resolution of outstanding financial obligations to Adelphi.

Students must complete all requirements within eight years of their first registration at The Derner School. (Refer to section re Time Limitation).

3.3 Graduation Guidelines

To graduate in May, a student needs to complete their dissertation, including final revisions, by Jun 14. (May graduates also need to complete their internship by Jun 30.)

To graduate in Aug, a student needs to complete their dissertation, including final revisions, by Sep 14.
To graduate in Dec, a student needs to complete their dissertation, including final revisions, by Jan 14.

To graduate in Jan, a student needs to complete their dissertation, including final revisions, by Feb 14.

The Clinical Ph.D. Program Director (DCT) needs to see & sign off on the final dissertation revisions before clearing the student with the registrar for graduation.

Remember in order to walk for a May graduation, the date for the oral defense needs to be posted by Apr 1 (scheduled by the doctoral heading date). Internship can still be completed after Jun 30 but by Aug 31 (n.b., the degree will have Aug grad date).
3.4 Aims & Objectives (Competencies); Processes (Curriculum); Outcomes (Portfolio Criteria & Minimum Thresholds)

**Training Aim 1**

**Aim 1: Research Skills**  
*Students will achieve foundational and practical knowledge and skills in various research methodologies and statistical analyses, enabling them to become both critical consumers and producers of basic and applied research in diverse settings.*

**Objectives:**  
*Students will attain competency in Research & Evaluation skills including critically evaluating and synthesizing research findings from different sources and applying these to clinical work; carrying out original research studies including critical evaluation and use of past research findings from different sources, formulating research questions, executing all phases of research on both the Pre-dissertation and Dissertation Research Projects including data gathering, application of quantitative and qualitative analysis, evaluation of limitations and significance of findings for future research, and demonstration of authorship through presentation or publication of research findings in a professional venue.*

**Competencies Expected for these Objectives:**  
Research & Evaluation Skills

<table>
<thead>
<tr>
<th>Processes</th>
<th>Our curriculum includes a Research Sequence that consists of the following academic courses and practicum training:</th>
</tr>
</thead>
</table>
| **Academic Courses:** | Research Methods in Clinical Psychology (including psychometric theory, 647)  
Graduate Psychological Statistics (including lab, 644)  
Applied Research in Clinical Psychology (including intervention evaluation, 746)  
Advanced Quantitative Analyses (multivariate statistics, 645)*  
Qualitative Methods in Clinical Psychology (TBD)* |
| **Practicum Training:** | Psychological Research I-IV (including research ethics, 642-3, 742-3))  
Doctoral Dissertation Supervision I-III (817-9)  
Ongoing Dissertation Supervision (848-9) |
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Student competency (and readiness to apply for internship) in Research Skills is demonstrated by the following criteria, as part of a Portfolio Review: ● Course grades in Research Sequence (grades must be ≥ B) ● Student course evaluations (average ratings must be ≥ 3)** ● Research DALs from workgroups (average ratings must be ≥ 3)** ● Pre-dissertation study requirement (evidence of conference presentation/journal submission required)</th>
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<tbody>
<tr>
<td>Training Aim 2</td>
<td>● Dissertation proposal requirement (before applying to internship)</td>
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**Training Aim 2**

Aim 2: *Clinical Skills*

*Students will be trained at the entry level to diagnosis, assess and utilize therapeutic interventions for diverse populations.*
Objectives for Aim 2:

   a) Students will attain competency in **Relationship skills** including therapeutic communication, establishment and maintenance of therapeutic alliance, understanding of therapeutic processes such as transference and countertransference, and understanding the roles of ethnicity and culture.

   b) Students will attain competency in **Assessment skills** including test construction; standard assessment battery administration, interpretation and report writing; identification and use of additional diagnostic assessment tools (e.g., for assessment of learning disabilities and attention deficit disorders) as indicated; assignment of appropriate DSM-IV-R diagnoses; understanding of the impact of ethnicity, race, gender and other factors on assessment outcomes.

   c) Students will attain competency in **Intervention skills** including the ability to create case formulations utilizing theories of etiology (e.g., psychodynamic) with knowledge of alternative theoretical explanations, the ability to integrate understanding of psychopathology with clinical/symptom presentation, the ability to apply accurate diagnoses across all DSM Axes, the ability to plan a course of treatment informed by current clinical research and accepted standards of practice, the ability to present and critically discuss clinical case material incorporating knowledge of psychotherapy process and outcome literature, the ability to understand the contributions of race, class, culture and other factors on the course of treatment.

   d) Students will attain competency in **Consultation & Supervision skills** including an understanding of the role of psychologists in complex systems, and an understanding of the principles and practice of consultation and supervision.

Competencies Expected for these Objectives:

**Relationship Skills**

**Assessment Skills**

**Intervention Skills**

**Consultation & Supervision Skills**

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<tr>
<th>Processes</th>
<th>Our curriculum includes a Clinical Sequence that consists of the following academic courses and practicum training:</th>
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<tbody>
<tr>
<td></td>
<td>Academic Courses:</td>
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<tr>
<td></td>
<td>Diagnostic Testing I: Cognitive (625)</td>
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<tr>
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<td>Diagnostic Testing II: Personality (626)</td>
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</table>
### Outcomes

*Student competency (and readiness to apply for internship) in Clinical Skills is demonstrated by the following criteria, as part of a Portfolio Review:*

- Course grades in *Clinical Sequence* (grades ≥ B)
- Student course evaluations (average ratings ≥ 3)
- Clinical DALs from practica (average ratings ≥ 3)
- Log of clinical hours (minimum requirement: Intervention 700 hrs, Assessment 100 hrs, Supervision 200 hrs)
- One full-battery test report (rating > 3)
- One written case presentation (grade > B)

### Training Aim 3

**Aim 3: Critical Inquiry**

*Students will learn critical inquiry, based upon the current body of knowledge in psychology and the integration of research and practice; maintain lifelong interests in the value of empirically informed or evidence-based practice, and conduct and/or critically consume research that evolves from practice in diverse settings.*

**Objectives for Aim 3:**

*Students will become scholar-practitioners through attainment of competency in Foundational, Research and Practice Dimensions of Clinical Psychology. Content areas of practice competencies are listed above. Content areas of foundational competencies include: History and Systems, Cognition and Affect, Developmental, Social and Biological Bases of Behavior.*

**Competencies Expected for these Objectives:**

*Integrating Foundational, Research & Practice Dimensions of Clinical Psychology*
Objectives

Students will become scholar-practitioners through attainment of competency in Foundational, Research and Practice Dimensions of Clinical Psychology.

Processes

Our curriculum includes Foundational Courses, in addition to Research & Clinical Sequences, that consist of the following academic courses and practicum training:

Academic Courses:
- Human Development (619)
- Social Bases of Behavior (637)
- Biological Bases of Behavior (723)
- Cognitive & Affect (733)*
- History & Systems (835)
- Individual & Cultural Differences & Identity (738)*

(Plus academic courses in Research Sequence and Clinical Sequence)

Practicum training:
- All practica in Research Sequence and Clinical Sequence

Outcomes

Student competency (and readiness to apply for internship) in Critical Inquiry is demonstrated by the following criteria, as part of a Portfolio Review:

- Course grades in Foundational Courses, Research & Clinical Sequences (grades > B)
- Student course evaluations (average ratings > 3)
- Research DALs from workgroup (average ratings > 3)
- Clinical DALs from practica (average ratings > 3)**
- Two papers (at least one from a foundational course) that document broad knowledge in psychology (grades > B)

Training Aim 4

Aim 4: Professional Conduct

Students will attain the ethically based professional skills in research and clinical practice needed for professional competency, including the ability to address human diversity in a multicultural society.
Objectives for Aim 4:

a) Students will attain competency in **Cultural Diversity & Individual Differences** including the ability to function professionally in a multi-cultural society through self-awareness of one’s own attitudes about diversity including but not limited to age, sex, gender, race, class, ethnicity, culture, sexual orientation, and disability; the ability to understand clinical phenomena with reference to cultural and social context; the ability to formulate and execute treatment with reference to diversity issues.

b) Students will attain competency in **Professional Conduct & Ethics** including knowledge and use of ethical principles in professional practice in accordance with the APA Ethical Code of Conduct; ability to critically evaluate and monitor one’s own work and appropriately use other professionals for consultation and supervision; knowledge and use of legal and state (Board of Registration) regulations governing psychological practice; the ability to reflect and be aware of oneself as a significant factor in the therapeutic relationship.

Competencies Expected for these Objectives:

**Cultural Diversity & Individual Differences**

**Professional Conduct & Ethics**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Students will attain competency in Diversity, Professional Conduct &amp; Ethics skills</th>
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<tr>
<td>Processes</td>
<td><em>Our curriculum develops these skills across all academic courses (see syllabi) and practicum training.</em></td>
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<tr>
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<td><strong>Academic courses:</strong></td>
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<td>All courses in Research &amp; Clinical Sequences, including many Foundational Courses*</td>
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<td></td>
<td><strong>Practicum training:</strong></td>
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<td></td>
<td>All courses in Research &amp; Clinical Sequences*</td>
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### Outcomes

*Student competency (and readiness to apply for internship) in Professional Conduct is demonstrated by the following criteria, as part of a Portfolio Review:*

- Course grades in practice sequence (grades ≥ B)
- Course grade in Individual & Cultural Differences & Identity (838; grade ≥ B)
- Student course evaluations (average ratings ≥ 3)
- Practicum evaluations, including Intake & Interviewing Seminar II: Professional Conduct (633; average ratings ≥ 3)
- Two written case presentations that consider diversity and ethical concerns (grades > B)

*new or revised courses since 2010-11; **course evaluations & DALs must average ≥ 3

### 3.5 Derner Program Aims, Objectives, Processes & Outcomes (2015 Update)

<table>
<thead>
<tr>
<th>Goals &amp; Objectives</th>
<th>Research Skills</th>
<th>Clinical Skills</th>
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<tr>
<td>Critical Inquiry: Scholar Practitioner</td>
<td>Research &amp; Evaluation Skills</td>
<td>Relationship, Assessment, Intervention, Consultation &amp; Supervision Skills</td>
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<td>Research Skills</td>
<td>Critical Inquiry</td>
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<td>Professional Conduct</td>
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<th>Clinical Sequence</th>
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<td>Independent Study</td>
<td>Practicum Training</td>
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<td><strong>Clinical Elective I-VI (820s)</strong></td>
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<td><em>Unconscious processes</em></td>
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<td><em>Psychotic processes</em></td>
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<td><em>Advanced treatment planning</em></td>
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<td><em>Trauma studies</em></td>
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<td><em>Addiction &amp; compulsions</em></td>
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<td><em>Interpersonal intervention</em></td>
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<td><em>Advanced cultural studies</em></td>
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<td><em>Short-term dynamic psychotherapies</em></td>
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<td><em>International seminar</em></td>
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<td><em>Diagnostic Testing III: Neuropsychology (825)</em></td>
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<td></td>
<td>Independent Study</td>
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<tr>
<td><strong>Psychological Research I-IV</strong> (642-3, 742-3)</td>
<td><strong>Intake &amp; Interviewing I (including SCID intro, 632)</strong></td>
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<tr>
<td><strong>Online Protecting Human Research Subjects Training</strong></td>
<td><strong>Intake &amp; Interviewing II (633)</strong></td>
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<td>Doctoral Dissertation Supervision I-III (817-9)</td>
<td><strong>APA Online Seminar on Professional Conduct/Ethics</strong></td>
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<tr>
<td>Ongoing Dissertation Supervision (848-9)</td>
<td><strong>One-Day Workshop on Professional Conduct/Ethics</strong></td>
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<th>Proximal Outcome</th>
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<td>Faculty-Rated</td>
<td>Faculty-Rated</td>
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### 3.6 Respecialization in Clinical Psychology

**Program Completion Requirements:**
Two years in clinical courses and externships, plus one-year internship required. Three years is the average time-to-completion of the program. *At least 42 credits*
4 Clinical Training

4.1 Clinical Training Philosophy

Since its inception, in preparing students for careers in clinical psychology, the program has held that the best psychological practice is grounded in the science of psychology. In keeping with this training philosophy, students complete a rigorous and graded sequence of clinical practice and research training activities, emphasizing the integration of research, particularly psycho dynamically informed scientific research, with the practice of clinical psychology—a scholar practitioner model of professional training.

Clinic Handbook

The Center for Psychological Services publishes a Policy and Procedure Manual that serves as an administrative guide for providing clinical services. Topics include recordkeeping, client confidentiality, and fees.

The handbook is updated yearly and is available from the Center’s administrative coordinator. (See Appendix K for most recent version).

4.2 First Year Clinical Training

First year courses on standard Psychoanalytic Theory, Psychopathology, and Human Development provide theoretical bases for the practice experiences described below.

Intake and disposition

As part of the course on the initial interview, first year students are assigned to the Center for Psychological Services where they are trained to conduct intakes with prospective patients (child and adult). Training includes developing interviewing skills, integrating objective and subjective data, formulating psychodynamic and psychiatric diagnoses, and determining a suitable disposition for the patient’s care. Findings are summarized in an extensive Intake Narrative which is included in the patient’s clinic file. In the spring semester, the course includes instruction in ethics and professional practice.

Assessment

A two-semester course accompanied by a weekly, small group lab session is dedicated to training in the fundamentals of diagnostic psychological testing. The first year diagnostic training sequence culminates in the spring semester with assessment of an actual clinic patient under supervision.

4.3 Second Year Clinical Training

Assessment

Each student is assigned to a small supervision group led by an adjunct faculty supervisor, of their choosing, who closely supervises diagnostic testing and report writing for clinic patients. They include both children and adults, and referral questions include learning disabilities, attention disorders, developmental delays, cognitive impairments, and requests from clinicians
for assistance with diagnosis and treatment planning. Over the course of the year, the student must complete three integrated testing batteries in the clinic.

**Individual Psychotherapy**

Second year students may elect to see psychotherapy patients. They are assigned to faculty for individual psychotherapy supervision. Patients are seen in the program’s training site (Manhattan or Garden City - optional), the Center for Psychological Services. Supervision is weekly. Students are encouraged to see at least two patients each week.

The treatment model at the Center for Psychological Services is integrative with an emphasis on psychodynamic principles, which provides the student with a comprehensive understanding of the complexities of the treatment process. Supervision, a supportive relationship with a senior clinician, focuses on the development of a working therapeutic relationship, the identification of transference and countertransference, and the use and timing of various interventions.

**Externship Training**

Beginning in the fall semester of the second year, students are assigned to one-day or two-day per week externship training sites in, for example, local hospitals and residential treatment centers. For many, this is the first experience working with seriously disturbed patients, and for all it prepares them for the second externship which takes place in the third year. Student progress and professional performance at clinical externships are evaluated and recorded by on site supervisors. These evaluations are reviewed at the end of the fall and spring semesters when the doctoral faculty meets to review all student evaluations. As described in section 6.2 (Evaluation), the program adheres to a clinical competency-based evaluation method. The Externship Evaluation form records attainment of clinical competencies appropriate to the externship training experience.

At the beginning of the spring semester, under the guidance of the Director of Placements and the Director of Clinical Training, students apply for advanced externships in their third year of training. Mentoring throughout the process of site selection, application preparation, and interviewing is provided.

**Case Conference**

Students meet weekly in clinical case conference, a small group supervision conference composed of three second year students and three third year students, where treatment cases in progress are discussed. Cases may be patients seen at externship sites and in the program’s training clinic. Particular attention is given to the experience students have on externship, integrating what they are experiencing at clinical facilities with course work. In this way, case conference serves the function of a professional seminar.
4.4 Third Year Clinical Training

**Individual Psychotherapy**

Third year students are required to see psychotherapy patients in our training clinic. New faculty are assigned for individual psychotherapy supervision in the third year. Case loads are maintained at two or three patients.

**Externship**

On two to three days per week externships, students are supervised in psychotherapy casework and diagnostic testing. Experience with more diverse populations than are typically seen in the Center for Psychological Services and exposure to adjunctive approaches to assessment and psychotherapy are encouraged. Externships are at full service mental health centers (e.g., hospitals, clinics, schools). The purpose of the externship is to provide an intensive clinical experience that may prepare students for the more intensive internship in the fifth year. Performances on clinical externships are recorded on the Externship Evaluation form. As described in section 6.2 (Evaluation), the Program adheres to a clinical competency based evaluation method. The Externship Evaluation form records attainment of clinical competencies appropriate to the externship training experience.

**Case Conference**

As described in the section above: In the third year of clinical training, students participate in weekly case conferences with students from the second year, led by a senior clinician from the faculty.

4.5 Fourth Year Clinical Training

**Individual Psychotherapy**

Fourth year students may elect to continue training in psychotherapy in the Center for Psychological Services. They are assigned a supervisor for these cases.

**Clinical Concentration: Expanded Treatment Modalities**

In the fourth clinical year, students elect a clinical concentration area which extends the development of clinical skills into new treatment modalities and intervention strategies beyond the core of individual psychodynamic psychotherapy. Students have clinical experience and supervision in a concentration area, the core of which is a small group case conference. Concentrations may include Accelerated Short-Term Dynamic Psychotherapy, Child Psychotherapy, Interpersonal, Group Therapy, Intensive Psychodynamic Psychotherapy, and Psychotherapy Integration.

In their fourth year, students may elect to complete a third externship, often in an area where they have not previously training. Preparation for this takes place in the winter of the third year.
4.6 Fifth Year Clinical Training

The fifth clinical year is the full-time psychology internship. Assistance with selecting sites and completing applications to internships is provided by the Director of Field/Practicum Training. *The program expects students to attend APA accredited sites.*

For unaccredited internships, it is the responsibility of the doctoral program to provide evidence demonstrating quality and adequacy of the internship experience. This must include information on the following: 1) the nature and appropriateness of the training activities; 2) frequency and quality of supervision; 3) credentials of the supervisors; 4) how the internship evaluates student performance; 5) how interns demonstrate competency at the appropriate level; 6) documentation of the evaluation of its students in its student files.

Though it is the doctoral program’s policy for all students to attend accredited internships, in the unusual event a student attends an unaccredited internship, the Program will assure the quality and adequacy of the internship training experience. To do so, prior to beginning of the training year, the Director of Practicum Training will communicate with the site by phone, email, remote video and, whenever feasible, an in-person site visit. The purpose of this communication will be to establish a professional collegial relationship with a licensed clinical psychologist on site who agrees to serve as the primary supervisor or liaison/coordinator with the Doctoral Program for the purposes of internship training. In collaboration with the primary supervisor, the Director of Practicum Training will document that each of the areas listed is addressed through:

1) The nature and appropriateness of the training activities: The program provides didactic training pertinent to the population and clinical services at the site for a minimum of 10 hours/week of direct patient contact. In an initial discussion prior to the beginning of the training year, the internship will provide a schedule of didactic training and clinical training activities for review and approval by Derner’s Director of Practicum Training. In a collaborative approach, areas requiring additional didactics and modifications in clinical contact will be requested and supplied by the internship site. The intern will record patient contact hours in their individual Time2Track account, and this will be viewed by the Director of Practicum Training monthly to assure adequate opportunity for experience providing direct service.

2) Frequency and quality of supervision: Supervision will consist of a minimum of two hours of individual and two hours of group supervision weekly, to aid the intern in developing professional skills. To enable the doctoral program to verify that these hours of supervision are reached, the supervisor(s) will submit to the Director of Practicum Training, a proposed schedule of supervisory hours at the beginning of each month and, at the conclusion of each month, a log of completed hours. Any shortfalls will be noted and discussed for timely correction.

3) Credentials of the supervisors: Supervision must be conducted by a doctoral level psychologist licensed or credentialed in the jurisdiction where training and service delivery occur. The doctoral program will obtain information about the licensure status of supervisors prior to the beginning of the internship, and at later points if licensure renewal occurs during the internship training year.

4) How the internship evaluates student performance: Performance will be evaluated by means of the *Clinical Practicum Performance (CPP)* Form supplied by the Derner Program. It allows for documentation of intern competency in each PWC on a scale of 1-5, with 5 being the highest. See the following section for how the internship CPP Form is used.

5) How interns demonstrate competency at the appropriate level: The attainment of professional skills known as profession-wide competencies, detailed on the internship CPP Form, will be documented by the primary supervisor through regular review of the intern’s clinical work in the course of weekly supervision. Minimal levels of competency are ratings of four (4) by the end of the first half of the training year, and four (4) or five (5) by the close of the training year. Ratings of three (3) at mid-year will warrant close attention to training, and a “watch” will be placed on that competency. A “watch” will require weekly supervisory review of any competency rated three (3) at mid-year. The supervisor will have the option of providing increased service hours, increased individual and/or group supervision hours, and increased didactic training where knowledge gaps are observed, to assure that the intern progresses to a rating of four (4) by conclusion of the internship. We view this as a somewhat formalized approach to what ordinarily occurs in the course of attentive training through supervision.

6) Documentation of the evaluation of its students in its student files. The doctoral program keeps internship evaluations in the student files.
5 Research Training

5.1 Summary of Schedule for Research

Pre-dissertation Research Project Deadline

It is required that the pre-dissertation research project be completed by the end of the fall term of the third year.

Dissertation Proposal and Defense Deadlines

It is recommended that work begin on the dissertation proposal during the third year. The proposal must be written with a full draft of the proposal submitted to your chair by June 30 of that same year, and approved by the dissertation committee meeting by October 15 of the fourth year - prior to application for internship. It is important to note that the IRB form be submitted for approval immediately upon approval by your committee, prior to the beginning of internship. It is recommended that the dissertation be completed and oral examination successfully passed by the end of the fifth year (Note that students have 7 years to complete the sequence of study, including dissertation defense and internship).

5.2 Pre-dissertation Research Project

Student-Faculty Research Mentor Match Policies and Procedures

Overview:
Research is an important and integral part of doctoral training at Derner. As such, involvement in research begins with your acceptance into the program at which time you must begin the process of selecting a research mentor. You will work with your mentor throughout your first year (and most often beyond), initially, in developing and conducting the required pre-dissertation research project. Your choices are many and varied. Currently, there are more faculty conducting research on more diverse topics than any time in the history of the Derner School.

Researching a mentor:
Students are encouraged to explore as many options as possible to learn as much as they can about faculty as research mentors. You might begin by reviewing the Derner faculty profiles on the Adelphi website (http://derner.adelphi.edu/faculty/index.php).

As you start to focus your interests, you might want to schedule an individual meeting with a faculty member to ask specific questions. As well, most faculty conduct research workgroups on Wednesdays from 11-1. You might want to ask about attending one or more work group meetings. There you can not only get to see how the workgroup functions, you can also meet upper-level candidates who have been working with that professor. You are welcome to, and, indeed, encouraged to speak privately with current students of a given research mentor to learn more about their experiences as well as the process and completion of pre-dissertation/dissertation research.

1 The IRB Committee does not meet each month over the summer. They require submissions
two weeks before their meetings and often require revisions that are reviewed the next month.

In an effort to promote methodological pluralism, the Derner faculty adopted Chapter 14 in John McCleod’s *Qualitative Research in Counselling & Psychotherapy* (2010) as a guideline for conducting qualitative research.

In exploring the choices of research mentor, you should explore somewhat widely. Due to the fact that this is a faculty–student matching procedure, as well as the fact that faculty are constrained in the number of students they can have at any one time, students do not always get their first choice. Indeed, you will be asked to submit four choices and are only guaranteed that you will be matched with one of the four.

**The matching process:**

1) You will have until mid-May to investigate your choices. After that, you will be asked to rank the top four research mentors with whom you would like to work in descending order with rank #1 being the highest and rank #4 being the lowest. These ranked choices must be submitted to the Chair of the Research Standards Committee by a date to be determined at the end of the spring semester.

2) The Chair of the Research Standards Committee will compile the list of student rankings and provide this summary information to the Research Standards Committee, as well as allow for review of original rankings.

3) The Chair of the Research Standards Committee will then contact individual faculty via email regarding the individual students who have selected them as their first choice (rank #1) research mentor and ask faculty to approve those students they wish to accept.

4) All faculty will be available for consultation at the end of year Clinical Faculty meeting; as second, third, and fourth student choice matches may need to be reviewed and discussed. The Research Standards Committee will convene to address any matching problems or issues that remain on that day.

5) The final match results will be emailed by mid-summer and students should then contact their research mentor.

**A few caveats on the process:**

- During both the investigatory and ranking phases, it is inappropriate for a student to ask a faculty member if they plan to select them as a research advisee. Likewise, it is inappropriate for a faculty member to ask a student about their rankings or inclinations of their rankings. It is also inappropriate for faculty to suggest you only attend their research group meetings.

- Incoming first year students will spend one semester (incoming Fall) with the faculty member with whom they were originally matched. After that time, there is no limitation on switching work groups. This one semester requirement can be waived by individual faculty after a meeting with the student should s/he desire. The Clinical Ph.D. Program Director (DCT) must be notified of all student-research mentor switches.

- Individual faculty may only accept a total of four students into their research group over a two-year period. If a student subsequently drops out of the program prior to
beginning the Fall semester, anytime during the Fall semester or prior to beginning the Spring semester, then this student does not count toward this limit. If a student switches advisors anytime during the Fall semester or prior to beginning the Spring semester during the first year, then that student does not count toward this limit of the original advisor, but does count toward this limit for the second advisor.

- Although students may conduct research activities for their graduate assistant responsibilities, students and faculty must be aware that this level of participation cannot be substituted for the required pre-dissertation project. Research activities conducted for graduate assistantship duties should follow the APA guidelines of authorship. Authorship should be determined at the beginning of the research project.

We wish you the best in this process. If you have any questions or concerns, please contact the Clinical Ph.D. Program Director (Dr. Laura Brumariu: lbrumariu@adelphi.edu) or the Chair of the Research Standards Committee (Dr. Michael Moore: mmoore@adelphi.edu).

**Research Training Goals of Pre-dissertation Research Project**

The pre-dissertation research project is an empirical study, developed and carried out in conjunction with the advisor and the workgroup. The project is the primary training vehicle for gaining hands-on experience in designing an empirical study, collecting and analyzing data and reporting the findings. The aim of the project is to acquaint students with the workings of research in a manner that is integrated with their clinical training and that will increase their understanding of the potential contribution of research to their clinical work throughout their careers.

For most students who will do empirical dissertation projects, the pre-dissertation research project is designed to provide directed training as a basis for carrying out the independent research of the dissertation. For students electing to carry out a theoretical dissertation, the pre-dissertation research project requirement is designed to ensure that all students have direct hands-on experience designing, collecting and analyzing data of an empirical study as a component of their doctoral training.

**Criteria for Completion of Pre-dissertation Research Project**

The requirement for the project conducted in conjunction with Derner School faculty may be met in either of two ways:

1) Publication in a peer review journal or presentation at a peer review conference. If paper is presented, as paper or poster, a written report of the presentation should be submitted to the advisor, as a paper in APA format, printout of poster, copy of PowerPoint presentation or other appropriate format.

2) Under special circumstances, the student and advisor may petition the Research Standards Committee for an alternative method of approval of the completion of the empirical predissertation research project. Alternatively, the requirement may be met by review and approval of a completed report of the project by the advisor and another faculty member who is a member of the Research Standards Committee.
The first choice is advised where possible for training purposes and as a valuable research experience. Students must have their pre-dissertation research project fully completed by the end of the Fall semester of the third year.

**Requirement for beginning dissertation**

Completion of the pre-dissertation research project (as specified above) is required prior to the student being approved to submit a proposal for the dissertation. Special cases of large sample and longitudinal studies may require an exception to this procedure (as discussed below).

**Dissertation Proposal Requirement for internship application**

Students must have their dissertation proposal fully completed by October 15 in the Fall of the semester in which the student intends to apply for internship (typically the fourth year; see Appendix J-1: Research Training Requirements for Internship) and before the internship application is approved. By June 30th of the internship application year, students must submit a complete draft of their dissertation proposal to their dissertation committee chair for review. If the student is unable to meet this deadline, they will now have to submit a request for an extension to their advisor before June 30th. Once approved by the advisor, this request is then forwarded to the Chair of the Research Standards Committee who will distribute the request to the Research Standards Committee for a vote. The request for an extension needs to include a timeline of milestones detailing how the student will complete and defend the dissertation proposal by the October 15th deadline for internship.

**Criteria and Procedures for Pre-dissertation Research Project Exceptions**

Any exceptions to the requirements for any reason must be submitted in writing to the Research Standards Committee by the student and the Research Advisor. The request must provide a detailed explanation of the reasons for the exception and a plan/time-table regarding the completion of this project.

**5.3 Doctoral Dissertation**

The dissertation process is separated into two phases: the proposal (composed of writing of the first “half” of the dissertation) and the oral defense (composed of writing of the second “half” of the dissertation). The conclusion of both phases involve separate meetings with the dissertation committee and the student must successfully pass the proposal meeting (as determined by the dissertation committee) to move on to the oral defense.

**The Proposal**

**Approval to Organize Dissertation Committee and Schedule Proposal Meeting**

Prior to establishing a dissertation committee and scheduling a proposal meeting, the student
must submit evidence of completion of the pre-dissertation research project to the Research Standards Committee, using the Research Training Requirements Form (see Appendix J-1). This may either be a notice of the acceptance of the publication or presentation, or a form signed by the Chair and reader of the report, as outlined above. The approval by the Research Standards Committee will be submitted and included in the student’s file along with the proposal evaluation by the dissertation committee.

The Dissertation Committee

Permanent Members
The committee shall consist of a Chair and two Members. The Chair and at least one committee member must be on the full-time Derner School faculty. The other member must be on the full time Derner School faculty or the half-time clinic faculty. Any exceptions, such as outside permanent members, must be approved by the Research Committee, following procedures described below.

Criteria and procedures for approval of outside Permanent Committee Members for Dissertation Defense

An outside committee member is required to have specific and unique research expertise in the area of the dissertation. The Committee convened to examine the student for the oral defense of the dissertation will include an Outside Reader 1) teach at Adelphi University and have a doctoral degree in a discipline outside of psychology or have a doctoral degree in psychology and teach in a discipline outside of psychology; OR 2) have a doctoral degree in psychology or in a related discipline and be a full-time faculty member at another college or university (including a faculty appointment at a teaching hospital or medical school). The Outside Reader may be chosen by the student whose proposal is being evaluated, subject to the approval of the Dissertation Committee Chair. Outside members meeting the criteria indicated above do not require the approval of the Research Standards Committee. Requests for special members not meeting these criteria must be submitted to the Research Committee at least a month prior to the orals date, outlining the specific research expertise of the proposed outside member, in relation to the dissertation topic, as indicated by relevant publications, and including his or her CV. The request should also include a rationale of why the proposed outside member was chosen by the student. The request will be considered by the Research Committee and a response will be provided in writing.

Once the permanent committee has been formed, the Clinical Ph.D. Program Director (DCT) should be informed for approval by June 30 of the student’s 3rd year (see Appendix J-2: Dissertation Committee Form). Please email form J-2 to the Graduate Studies Coordinator, Ms. Felicia Colavito.

Special Members: Proposal

In addition to the three Derner School faculty members, two Derner doctoral students will serve as special members for the proposal committee, only. They may be chosen by the student whose proposal is being evaluated, subject to the approval of the Dissertation
Committee Chair. The student members do not have voting privileges.

**Special Members: Orals.** In addition to the three permanent Derner faculty members, the Oral Examination Committee will have an Outside Reader, as described below. The Committee convened to examine the student for the oral defense of the dissertation will include an Outside Reader who must: 1) teach at Adelphi University and have a doctoral degree in a discipline outside of psychology or have a doctoral degree in psychology and teach in a discipline outside of psychology; OR 2) have a doctoral degree in psychology or in a related discipline and be a faculty member at another college or university (including a faculty appointment at a teaching hospital or medical school). The Outside Reader may be chosen by the student whose proposal is being evaluated, subject to the approval of the Dissertation Committee Chair. Requests for special members not meeting these criteria must be submitted to the Research Committee at least a month prior to the orals date, outlining the qualifications of the proposed special member and explaining the rationale for the exception.

**Changes in Committee Composition**
The Chair of the Research Standards Committee and Clinical Ph.D. Program Director (DCT) must be notified as to any changes in the dissertation committee. Changes involving inclusion of outside members must be submitted for review by the Chair of the Research Standards Committee and the Clinical Ph.D. Program Director (DCT) and may be subject to evaluation by the Research Standards Committee. The Dissertation Committee Chair is responsible for implementing this requirement.

**Responsibilities of Committee Members**
All members of the committee are expected to follow the evaluation procedures outlined below, and to be present for the proposal meeting and for the oral defense. Proposals should be scheduled for one hour. Proposal meetings are generally scheduled from September through June. Exceptions may be requested for meetings in July and August at the discretion of the Committee. Dissertation Committee Members may be either physically present or utilize distance technology (e.g., Zoom, Skype) to participate in the defense. Permanent Committee members should be physically present, if possible. Use of distance technology by committee members is at the discretion of the Dissertation Chair.

Doctoral students will be required to successfully complete their dissertation proposal defense (i.e., they must hold their proposal meeting and file the signed proposal approval form) by October 15 of Fall semester of the year in which the student applies for internship (typically fourth year). A complete draft of the proposal must be given to the dissertation chair by June 30 of the year the student wishes to apply for internship. The proposal should consist of the first two chapters: literature review and method section, along with references, and any other material required by the student’s Dissertation Committee Chair. In the case of the two-manuscript dissertation format, the proposal should consist of a background overview and rationale for the two papers, along with a description of each paper, its format, and a literature review and method section (when appropriate) relevant to each separate manuscript. See details for formatting of the traditional and two manuscript model of dissertations below.
**Procedures for Evaluation of Dissertation**

**Proposal Evaluation**
After the Chair has approved the proposal for distribution, copies will be given to the other faculty members (The degree of involvement of the committee prior to this point is at the discretion of the members). The members can either approve the proposal as ready to be discussed at the proposal meeting or require revisions prior to scheduling a meeting. When all committee members view the proposal as acceptable for discussion, the proposal meeting may be scheduled. All committee members must receive a copy of the proposal with revisions at least two weeks prior to the scheduled meeting date.

An announcement of the proposal meeting, including a list of permanent and special committee members, will be posted publicly and copies sent to the Program Director and the Dean/Associate Dean of the Derner School of Psychology Following the proposal meeting, the Proposal Defense Evaluation Form (see Appendix J-3) must be signed by each committee member and sent to the Clinical Ph.D. Program Director (DCT) and the Dean/Associate Dean for approval.

Once the proposal has been approved by the Committee, the candidate is then responsible for carrying out the project, addressing the research questions outlined in the study and following the specified method. Minor changes in the research questions or methods may be approved by the Dissertation Committee Chair. Changes deemed major by the Dissertation Committee Chair must be submitted and approved in writing by the dissertation committee. Assuming approved procedures are followed, approval of the dissertation does not depend on the success of the project in achieving significant results.

**Dissertation Evaluation Prior to the Oral Defense**
After the Chair has approved the complete dissertation for distribution, copies will be given to the other dissertation committee members. When at least one committee member, in addition to the Dissertation Committee Chair, has approved the dissertation, it is strongly suggested that the outside reader also be given a copy. The committee members and outside reader may then either approve the proposal as ready to be discussed at the oral defense or require revisions prior to scheduling the defense. When all committee members (except special/student members, who are not permitted to vote), including the outside reader, approve the dissertation as in an acceptable form for defense, the oral examination may be scheduled. All committee members must receive a copy of the proposal with revisions at least two weeks prior to the scheduled date for the oral examination.

An announcement of the oral defense, including a list of committee members, will be posted publicly and copies sent to the Program Director and the Dean/Associate Dean of the Derner School of Psychology (see Appendix J-5: Oral Defense Announcement Form). After the oral defense, the approval form signed by the dissertation chair and committee members should be submitted along with a final copy of the dissertation to the Clinical Ph.D. Program Director (DCT) (Dr. Brumariu) and Dean or Associate Dean for review. If the committee approves the dissertation, but recommends revisions of the dissertation document, submit only the approval form, then a final copy with any revisions must be prepared. After the Dissertation Committee Chair approves revisions, they must sign the final approval form and submit the completed document to the Clinical Ph.D. Program Director (DCT) (Dr. Brumariu) and Dean or Associate Dean for review. Once the Clinical Ph.D. Program Director (DCT) and Dean/Associate Dean have signed off the dissertation, it can then be
submitted to ProQuest for publication.

**Dissertation Preparation**

Follow the current APA manual for formatting and writing style. Tables, charts and figures should appear on separate pages in the body of the text. References and appendices are placed at the end. Margins should be 1 inch on all sides. Number pages in Arabic numbers in upper-right corner. Use small Roman numerals for preliminary material. The title page is not numbered but is understood to be small Roman numeral one. Numbering begins consecutively with the first page of text and includes Tables, Figures, References and Appendices.

**Abstract**

Abstracts are limited to a maximum of 350 words to facilitate indexing by ProQuest I UMI. These print indexes require limits of 350 words for doctoral dissertations. Additionally, our print indexes allow only text to be included in the abstract. Please conform to the current American Psychological Association (APA) style in writing your abstract. For example, your abstract should contain at least your research topic, research questions, participants (including number of participants), methods, results, data analysis, and conclusions. You may also include possible implications of your research and future work you see connected with your findings. Your abstract should be a single paragraph, double spaced. If you are following the "two manuscript model", please complete an overall abstract (covering the dissertation, as a whole) in addition to two separate individual abstracts for the two papers (three abstracts, in total).

See Appendix J-6 for Dissertation Title Page Format and Appendix J-7 for Dissertation Committee Page Format

**Traditional Dissertation Model Format**

**Usual Order and Content of Traditional Dissertations**

1. Title page
2. Committee page, listing names of advisory chairperson, and committee member only
3. Preface, including acknowledgements
4. Table of contents, with page references
5. List of tables, with titles and page references
6. List of figures or illustrations, with titles and page references
7. Abstract page

**Chapter Headings Generally are Given as Follow:**

1. Introduction
2. Review of the Literature
3. Statement of problem, Hypotheses or Research Questions
4. Methods
Two-Manuscript Model Dissertation Format

The Ph.D. dissertation can consist of two separate, but conceptually related documents in manuscript form, both of which are judged by your committee to be at the level of publishable work. Examples of the two paper formats include (but are not limited to):

• A Literature Review: This paper can consist of a standalone literature review article, submitted in a form that is potentially acceptable to a peer review journal. This manuscript should be a minimum of 10,000 words or 25-30 (double-spaced) pages in length (including references), and will review theoretical and empirical research relevant to the topic that the dissertation research focuses on. The article must be written in APA format, and should be similar in nature and structure to a Psychological Bulletin article. It should be critical and synthetic in nature and written at a level of sophistication needed for submission to a good, peer review journal. This review article could be a scoping review, a systematic review, a practice review, or a meta-analysis (no fewer than 10 studies).

• An Empirical Manuscript: This paper can consist of a standalone empirical article that is written in a form that will be potentially acceptable to a peer review journal. This article should be a minimum of 10,000 words or 25-30 pages (double spaced) in length (including references), and must conform to APA format. Students should familiarize themselves with the types of articles that appear in top-quality journals relevant to their area of research, and use these as models when writing their dissertations.

In lieu of submitting one literature review and one empirical manuscript, the student may choose to write two empirical manuscripts.

The Dissertation Proposal for the Two-Manuscript Model:

● The student should prepare an abstract, introduction and method section in APA manuscript format for each paper (minimum 10-15 pages each). You must include an opening sentence that organizes the two studies with an overall rationale & objective. Then include the overall abstract as intro into the dissertation document.

● In addition, an introduction and background literature section that provides the theoretical and conceptual overview for the two manuscripts detailing why they are relevant and how they are related to one another in a programmatic manner (another 5-10 pages) must also be included.

● The standard proposal meeting format will be used to defend the proposal. Acceptability of the two-manuscript model for dissertation will be determined by your chair and two faculty committee members.

Frequently Asked Questions about the two-manuscript model:
Can my “second year project” be turned into a manuscript and used as one of the two manuscripts in the new dissertation model?

- No, it cannot. The Pre-dissertation (“second year”) project—whether or not a manuscript arises from that work—and the Two- Manuscript Dissertation model are two separate entities, as is noted in the handbook.

If I have a dissertation proposal approved by the traditional model, can I change to the new model?

- As is stated in the handbook, the Two Manuscript dissertation model proposal (two APA formatted manuscript drafts 15-25 pages each, along with a 5-10 page overview) must be presented to and approved by all members of the students’ committee in a proposal meeting. Therefore, anyone who has already had a proposal meeting that has been approved under the old version needs to move forward according to the proposal that was approved, OR they need to defend a new complete proposal meeting where the new model is presented, reviewed and approved by the committee. For example, if someone has already had a proposal meeting and approval of a project, and now wants to change what they are doing, they will need to have a new proposal meeting with their committee, providing committee members with the new proposal format and defending this proposal. This is the case even when part of the original proposal has been submitted and accepted for publication.

Can I defend my dissertation, with my proposal approved prior to 10/5/2016, using the new model without submitting a new dissertation proposal?

- No. No one can schedule a dissertation defense of a dissertation using the two-manuscript dissertation model whose proposal was approved prior to October 5, 2016 using the new model, unless they have redone their dissertation proposal according to the two-manuscript dissertation model proposal (two APA formatted manuscript drafts 15-25 pages each with a 5-10 page overview) prior to their dissertation defense.

Can I use a literature review as one of the two manuscripts for my dissertation?

- Yes, but it must be at the quality and level of a publishable work as determined by your committee members as well as meeting the criteria laid out under the Literature Review criteria of the Two Manuscript dissertation model, and must be conceptually linked to the second empirical paper.

Timeline

End of the Fall Semester, 3rd Year - Completion of Pre-Dissertation Project

June 30th of the 3rd year (or academic year before applying to internship) - First draft of dissertation proposal submitted to advisor AND dissertation proposal committee selected. Note: if unable to submit to the advisor by June 30, you should submit a request for an extension with a timeline first to the advisor, then to the Chair of the Research Standards Committee.

October 15th of year in which student is applying to internship (typically 4th year) - Dissertation proposal successfully defended
5.4 Resources on Research Ethics & Conduct

**APA Code of Ethics re Research Conduct:**


**NAP On Being a Scientist:**

https://www.nap.edu/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in
6 Policies and Procedures

6.1 Academic Policies

Class attendance
Attendance at all regularly scheduled meetings of a course is expected. Students should contact the course instructor in advance if they know that they will be absent from a particular class. Students are permitted to make-up required course work and examinations missed as a result of instructor-approved absences. The policy of the Derner School is that if a student has more than three absences in a course, he or she can lose credit for the course: This policy is implemented at the course instructor’s discretion.

Course waivers
A student may request a course waiver for only foundational courses (non-clinical and non research:) by presenting a syllabus and transcript to the course instructor. These courses include graduate-level courses in Human Development, Social Bases, Biological Bases, Cognition & Affect, History & Systems. They must have been completed within five years of matriculation to Derner. The course instructor must be satisfied that the student possesses sufficient knowledge, skill, and experience relative to the particular course’s content. The basis for course transfer is thus: 1) course coverage (elements outlined by APA for the Discipline-Specific Knowledge must be evident in the syllabus provided for review); 2) course grade must be ≥ B (grading criteria must be clearly defined with regard to activities and elements). If the instructor approves the waiver, she or he must sign the course waiver form (see Appendix G), which is then submitted to the Clinical Ph.D .Program Director (DCT) for further review and approval. Please note: Course waivers do not shorten the length of the program.

Curricular adjustments or accommodations
Although the PhD program is full-time and follows a curriculum with a defined sequence, curricular adjustments/accommodations can be made for documented medical conditions/needs. Students should discuss their situation 1) first with their advisor and 2) then with the Clinical Ph.D .Program Director (DCT). Academic accommodations follow a protocol as defined by the university Student Access Office. Medical leaves follow a protocol as defined by the university Office of Academic Services.

Colloquium Series
The academic program at the Derner School of Psychology is augmented by a regular colloquium series to promote professional exchange. Students and faculty are to attend these regular meetings, which provide an opportunity to learn about recent developments in psychology, professional issues, research and clinical issues. Leading scholars are invited to make presentations on their work. This gives students a chance to learn of the most recent advances in theory, research, and clinical practice. Colloquia are usually held on Wednesdays from 1:00 pm - 2:15 pm, although they may be scheduled at other times as well.

University Meeting Time
Every Monday and Wednesday from 1pm – 2pm is designated University meeting time. Students and faculty may not schedule classes, workgroup, supervision or other ongoing weekly academic meetings during this time. Examples of meetings which may take place during this time include faculty meetings, graduate student organization meetings, Derner School of Psychology committee meetings, and student body meetings.
6.2 Procedures for Student Evaluation & Action

All Derner students are representatives of the Derner School of Psychology and the larger professional community and are expected to follow the American Psychological Association (APA) Ethics Code. In addition, students are responsible for adhering to University policies and expectations including those of research and clinical settings in which they are placed (e.g., commitment to duties, recordkeeping, hours, dress code). These expectations include academic performance as well as professional skills in clinical practice and research.

Doctoral Program
In addition to protocol outlined below, the Derner doctoral program in clinical psychology follows the policies of Adelphi University regarding student code of conduct and procedures for disciplinary action as outlined in the university Code of Conduct handbook. (http://academics.adelphi.edu/policies/pdfs/code.pdf).

Student Evaluation
In order for the doctoral program to carefully monitor student progress and achievement of core competencies, as well as to develop remediation plans when problems emerge, there must be evaluation of students at specific points in the program, in addition to course grades.

The program has a procedure for review of student progress that includes academic concerns, professional behavior, and student misconduct. It also includes non-academic concerns that have implications for a student’s potential performance as a professional in the field: Graduate training programs have an ethical responsibility not to graduate students who are likely to be impaired or to function unprofessionally.

All student behavior and performance is also governed by the APA Ethics Code of conduct and by the New York State (NYS) definition of unprofessional conduct for psychologists under Article 131, Section 6530.

Actionable Behavior
Students found to violate the university’s Code of Conduct, to demonstrate poor academic performance or to exercise unprofessional behavior may be subject to a remedial or disciplinary action. These concerns include but are not limited to:

- Poor grades or academic performance
- Poor clinical performance including supervision, externship and internship
- Unprofessional and/or unethical behavior
- Failure to achieve one or more of the competencies required by the program
- Failure to fulfill graduate assistant responsibilities
- Academic dishonesty including plagiarism
- Substance abuse
- Violence or other destructive behavior
- Carrying weapons
- Behavior that interferes with ability to satisfactorily complete program requirements
- Behavior that interferes with another student’s training and education
Concerns resulting in remedial or disciplinary action may be initiated by:

- Recommendation resulting from a Student Evaluation Meeting (SEM)
- Complaint filed by a student, faculty, or interested party (outside of a SEM)

Poor academic performance is defined as follows: Grades in the range of B- to B+ can be considered cause for concern and result in an academic action; two or more Bs in a semester will result in academic warning or probation; two or more Bs in courses corresponding to a training goal may also result in an academic action. With grades in the C range or lower in a required course, a student must retake the course, or complete a remediation plan which has been agreed to by the course instructor and approved by the Program Director (DCT). Two or more courses with a grade of C or lower will result in faculty review for possible dismissal from the program. Incompletes may also be considered an indication of poor academic performance and grounds for academic action. Students who have two or more outstanding incompletes may not take more than 16 credits until the Incomplete is satisfactorily completed. Students have two semesters, from the date of the Incomplete, to satisfactorily complete all course work. If the course work is not completed by the deadline, regardless of whether the student is enrolled, the Incomplete automatically becomes an F and the student must re-take the course.

Academic honesty
Adelphi University’s code of academic honesty prohibits behavior which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty include, but are not limited to, the following:

- Fabricating data or citations
- Collaborating in areas prohibited by the professor
- Unauthorized multiple submission of work
- Sabotage of others’ work, including library vandalism or manipulation
- Plagiarism: presenting any work as one’s own that is not one’s own
- The creation of unfair advantage
- The facilitation of dishonesty
- Tampering with or falsifying records
  - Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Violations of the code of academic honesty will be handled according to University policies and procedures, as well as the policies and procedures of the Derner School of Psychology as outlined below.

The complete Adelphi University academic honesty policies and procedures can be found at:

Unprofessional behavior is defined broadly as any inappropriate conduct with regard to clinical practice and research. To define such misconduct, the program adopts the APA Ethics Code (http://www.apa.org/ethics/code/index.aspx), as well as the NYS definition of unprofessional conduct for psychologists under Article 131, Section 6530.
Student Evaluation

Each semester students and advisors will be advised by individual faculty or supervisors through an Early Warning System (Appendix H-1) of any behavior that may result in an action (by Nov 1 in the fall & Mar 15 in the spring). There are two end-of-semester Student Evaluation Meetings, typically in January and June, which are attended by all faculty teaching in the doctoral program. Students are deemed to be meeting expectations for progress, being below or above. The intent of the meeting is to evaluate students in the program in order to inform students of their progress. Course Evaluations (see Appendix H-1) and Developmental Achievement Level ratings for clinical and research practica (see Appendix H-2/H-3) are collected at this meeting and then incorporated in the Advisor’s feedback to each student. These also become part of the student’s Portfolio Review (see 6.3), which is used to establish each student’s competencies and readiness to apply to internship after the 3rd year of training. Each advisor will meet with his/her students shortly after these meetings to present them with their evaluations and review their progress.

When progress is below expectations and there are concerns, the faculty may decide by majority vote to recommend the student for an action, such as Concern, Warning, Probation or Dismissal (see below for definitions). When a recommendation is made to place a student on Warning or a more serious action, then an Evaluation Conference is initiated to make a final decision. (When an action of Concern is recommended, this requires more attention by the student’s advisor towards remediation.)

Evaluation Conference
Students recommended by faculty for actions are subject to an Evaluation Conference, which is convened by the Program Director (DCT) and designed to gather and consider relevant information regarding alleged difficulties or violations and to determine an action, if applicable.

The Evaluation Conference includes individuals as deemed relevant for all students demonstrating behavior subject to remedial or disciplinary action, including the student’s advisor. Students will be required to personally appear regarding recommended actions. Delivery of such requests to appear will be made to the current address as provided by the student to the University. A reasonable attempt to deliver to said address will constitute acceptable notice to the student. (Evaluation Conference proceedings are not tape-or video-recorded.)

In the event a student admits responsibility for the behavior in question, or when poor academic performance is established, the action will be determined through an Evaluation Conference, and the full range of actions may be imposed, including suspension and expulsion.

A student subject to an Evaluation Conference shall receive written notification of the outcome of the conference, including findings of responsibility and actions (if found responsible). This notification shall be sent within two weeks following the completion of the conference.

Process for Actions
- Students recommended for an action from the Student Evaluation Meeting will be referred to an Evaluation Conference.
- The student will be informed by his/her advisor within 48 hours that he/she has been recommended for such action and that an Evaluation Conference will be scheduled. The Program Director (DCT) will notify the student that he/she has been recommended for an action and will schedule an Evaluation Conference to include the student and a committee to...
discuss the details of the specific action that was recommended.

- The committee convened by the Program Director (DCT) will include but not be limited to the Program Director (DCT), Director of Psychological Services, student’s adviser, and relevant faculty.
- The student may invite another student or faculty of his/her choosing as an advocate, but they will not take part in the committee deliberations.
- At the Evaluation Conference, the concerns and recommendations will be discussed with the rationale for the action and the remedies that the student will take to address the issues. The purpose of the meeting is an opportunity for the student to respond to the concerns, to provide additional evidence, and to discuss the action that has been recommended. The committee will render a final decision regarding the concerns.
- Following the Evaluation Conference, the Program Director (DCT) will prepare a formal written statement to the student summarizing both the specific action taken and the rationale behind it. The student will write a letter within two weeks to the Program Director (DCT) summarizing his/her understanding of the action, and a specific plan for how the student will address the issues. Copies are given to members of the committee and placed in the student’s file.
- Should the student disagree with the decision, he/she has a right to appeal, and would defer writing the letter. This would then proceed to the Appeals Process as described later in this document.
- Should the committee decide that additional evidence is needed to render a decision, or should the student not admit responsibility for the behavior, the matter can be referred to the Dean/Associate Dean and follow the Appeals Process.
- Each student placed on action is re-evaluated at the next Student Evaluation meeting, and can be recommended for continued action or removal from action. Students recommended for continued action will again be referred to an Evaluation Conference.

**Actions**

1. **Concern:** The mildest of all the formal actions, it is typically chosen when a student is making only marginal progress in some particular area or some minor problem in performance, and the faculty is drawing the student’s attention to this area by recommending that the advisor work more intensively with the student to address the concerns. This action does not require a disciplinary conference.

2. **Warning:** The student is lacking in appropriate progress/performance in several areas, or has failed to address concerns raised earlier. The student must make improvement across the board to avoid more severe action.

3. **Probation:** This action is taken when the student’s overall progress/performance is sufficiently unsatisfactory that unless improvement in specified areas takes place during the coming semester, the student’s candidacy will be reviewed for termination. Probation may be recommended for misconduct, unprofessional behavior, or poor academic or clinical performance that is deemed to be of significant concern. Students on probation may not apply to internships.

3a. **Leave of absence:** This action may be recommended or mandated for a student who is placed on probation. This action may be taken when the faculty believes that the concern or misconduct is severe enough that the student needs to spend time away from the program to address the concern before returning to complete the program. The faculty may also recommend a leave of absence when a student faces concrete, objective obstacles
to training, such as illness or family issues. Voluntary leaves of absences are not considered sanctions of disciplinary action.

4. Dismissal: A student can be dismissed after having been placed on probation, and subsequently failing to resolve the issues that led to probation. The decision reflects the faculty judgment that not only has the student failed to address important professional issues, but also is unable to do so. Dismissal can take place without a student’s having previously been placed on probation if an extraordinary breach of conduct has taken place. These include but are not limited to behaviors such as academic dishonesty or highly inappropriate professional interactions with clinical patients or research subjects.

Consequences of being placed on an action may result in (but is not limited to) one or more of the following:
1. Revision of the student’s graduate assistantship duties
2. Revision of the student’s graduate assistant stipend
3. Denial of permission to teach in Derner programs
4. Denial of permission to apply for internship
5. Requirement to report on internship and licensure applications.

**Appeals Process**

All students have the right to appeal actions of probation or dismissal. All appeals by graduate students are referred to the Dean/Associate Dean. The purpose of an appeal is not to rehear the case, but to address the decision that was made.

Grounds for appeal include:
- Fairness of the process
- Introduction of new evidence
- Harshness of the action

Procedures for Appeals:
1. The student must submit a written request to the Dean/Associate Dean, providing the rationale for the requested appeal.
2. The Dean assembles an Appeal Committee that will include the Dean/Associate Dean, the Program Director (DCT) and a faculty member who was not part of the Evaluation Conference to hear the appeal.
3. The student may submit a written report to the Appeal Committee prior to the hearing.
4. The student makes an oral presentation in person to the Appeal Committee.
5. A question and answer period by the committee with the student follows.
6. The Dean/Associate Dean is the presiding officer for the Appeal Committee.
7. The Appeal Committee deliberates following the hearing and makes its decision.
8. There is no provision for attorneys to be present during the proceedings of an appeals hearing (except if there are criminal charges pending regarding the concern).

**6.3 STUDENT RIGHTS & RECOUSE**
The Ph.D. program is guided by the university's nondiscrimination policies (https://operations.adelphi.edu/catalog/affirmative-action-equal-employment-opportunity-statement) and APA Multicultural Guidelines and Code of Conduct (https://www.apa.org/about/policy/multicultural-guidelines);
recognizing the rights of students and faculty to be treated with courtesy and respect, that all interactions among students, faculty, and staff should be collegial and conducted in a manner that reflects the highest standards of the scholarly community and of the profession. The Student Action Committee (SAC), a form of student government, was established with the aim to advocate for student rights, to enhance the student learning environment, and to facilitate relations between faculty and students.

**GRIEVANCE PROCEDURE**

It is possible that a conflict may arise between a student and a fellow student, between student and faculty member or staff member. When a conflict arises, it is most desirable that an attempt be made to resolve the conflict through an informal interaction with that person. If this is not successful or it is perceived that there is some obstacle to a successful resolution of this conflict, the procedure becomes more formal and follows the protocol detailed below. The first part of the procedure continues with an informal approach.

1. A meeting is scheduled with the Program Director (DCT)/Chair to discuss the conflict. It may be decided at that meeting to have another meeting with the other party or parties involved. If this is successful in resolving the conflict, the situation ends.

2. If the preceding step is not successful, a formal process begins. The student submits a written grievance to the Dean/Associate Dean. This written grievance should include all of the relevant details including a proposed resolution. The Dean/Associate Dean may call a second meeting with all parties involved or whoever s/he believes is appropriate. In all cases a copy of the written grievance and all written materials will be given to the persons involved. If this is successful, a written resolution is prepared by the Dean/Associate Dean and given to all persons.

3. If the procedure in the last step fails to resolve the conflict, the Dean/Associate Dean informs the students about her or his rights to appeal to the higher University administration and gives the student a written report of the results of the procedures used to resolve the conflict. The Dean/Associate Dean will advise the student about the University grievance procedure and is available to the student for help and direction in following this procedure (http://academics.adelphi.edu/policies/complaints.php).

**GRADE DISPUTES**

Students who believe their grades are incorrect or unfair should:

- Discuss their course work with the instructor
- Review with the course instructor the grading policies for the course
- If still dissatisfied, disputes concerning grades should be brought to the Program Director (DCT)
- The Program Director (DCT) may choose to discuss the matter with the instructor to try to resolve the issues
- If still dissatisfied, students should bring their concerns to the Dean/Associate Dean
- The Dean/Associate Dean may choose to discuss the matter with the Program Director (DCT) and/or the instructor to try to resolve the issues
- If the issues remain unresolved, the student may request that the Office of Academic Services discuss the matter with the instructor
- The Associate Provost may choose to discuss the matter with the Dean/Associate Dean.

If the Program Director (DCT), Dean/Associate Dean, or Provost concludes that a grade was
a result of arbitrary or capricious conduct on the part of the instructor, the student may be allowed to withdraw from the course. In the case of arbitrary or capricious conduct, the department or school may allow the substitution of another course to replace the course in question.

*All disputes concerning the accuracy of a grade must be raised within one calendar year.* Grade changes must first be signed by the instructor and then by the Program Director (DCT) and the Dean/Associate Dean before being submitted to the Registrar.

**Title IX Complaints**
The university has a protocol for any discrimination or harassment on the basis of sex with an advisement and documentation policy to which the program is not privy by law; records are maintained by the Office of Human Resources (see [https://hr.adelphi.edu/title-ix-university-policy/section-iv](https://hr.adelphi.edu/title-ix-university-policy/section-iv)).

### 6.4 Faculty Rights
Faculty are also afforded specific rights, including nondiscrimination, academic freedom, grievance procedures, etc., which are covered by the Collective Bargaining Agreement established between the University Board of Trustees and the Adelphi University Chapter, American Association of University Professors ([http://www.adelphi.edu/ncate/pdfs/eer/5/53d Collective-Bargaining-Agreement.pdf](http://www.adelphi.edu/ncate/pdfs/eer/5/53d Collective-Bargaining-Agreement.pdf)).

### 6.5 Portfolio Review
The aim of the portfolio review is to establish a doctoral candidate’s core competencies and readiness for internship training.

**Student Qualifications**
The student’s advisor will determine student readiness for the portfolio review based on the following criteria: The student has completed all required coursework; the student has completed all portfolio requirements.

**Portfolio Review Committee**
The student’s advisor, the director of field training, and Clinical PhD. Program Director (DCT) will constitute the portfolio review committee for each student.

**Portfolio Review Process**
Normally, the student will submit the portfolio to his or her advisor. The advisor will then request that the committee review the portfolio. This review process will normally be completed in 14 days. **The student must complete and pass the review by Nov 1 of his/her fourth year and before applying to internship.** It is strongly recommended that students determine a timeline for their portfolio review process with their advisors and aim to complete this process by June 1st in advance of their 4th year.

This evaluation of the portfolio will be conducted as follows:
The portfolio will be evaluated by the committee and reported as satisfactory, satisfactory with reservations, or unsatisfactory within 14 days of receipt. Two “unsatisfactory” votes will make the committee report unsatisfactory.

In the event of a report with two or more votes of “satisfactory with reservations,” the exact stipulations of the committee will be provided to the student writing. If the stipulations involve additional work on the portfolio, the statement will be specific in defining the tasks and time involved in satisfying the reservations.

In the event of a report of unsatisfactory, the committee may grant the candidate permission to present him or herself for another defense not sooner than four months after the first. The defense may be repeated only once, at the option of the department.

**Portfolio Criteria**
The program defines four broad goals with specific objectives. Core competencies corresponding to these goals and objectives are multi-determined by a number of portfolio criteria (including performance in academic and practica training), which are listed below. The minimally acceptable standard for grades is \( \geq B \) and for ratings is \( \geq 3 \).

**Maintenance of Records**
The program will retain the student’s complete portfolio. The student should also retain a copy of the portfolio.

**Training Aims & Objectives/Portfolio Criteria for Competencies**

Training Aim 1: Research Skills  
*Objectives:*  Students will attain competency in *Research and Evaluation* skills.  
*Portfolio:*  
- Course grades in research sequence  
- Student course evaluations  
- Research DALs from workgroups  
- Pre-dissertation study requirement (evidence of paper conference presentation/journal submission required)  
- Dissertation proposal requirement

Training Aim 2: Clinical Skills  
*Objectives:*  Students will attain competency in *Relationship* skills, *Assessment* skill, *Intervention* skills, *Consultation and Supervision* skills.  
*Portfolio:*  
- Course grades in practice sequence  
- Student course evaluations  
- Clinical DALs from practica  
- Log of clinical hours  
- One full-battery test report  
- One written case presentation
Training Aim 3: Critical Inquiry

Objectives:
Students will become scholar-practitioners through attainment of competency in foundational, research and practice dimensions of clinical psychology.

Portfolio:
Course grades in foundational (as well as research & practice) sequences Student course evaluations
Two papers (at least one from a foundational course) that document broad knowledge in psychology

Training Aim 4: Professional Conduct

Objectives:
Students will attain competency in Diversity and in Professional Standards and Ethics.

Portfolio:
Course grades in practice sequence, including those re Diversity & Prof Ethics Student course evaluations
Practica evaluations
Two written case presentations that consider diversity and ethical concerns

6.6 Part-time Study

While part-time study is ordinarily not permitted, under certain circumstances it may be necessary for a student to reduce her or his course load. Requests for part-time study must be submitted in writing to the Program Director (DCT).

6.7 Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty will not generally permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring and should be submitted to the Program Director (DCT). The petition must present a compelling reason for such an extension, and should also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student’s previous performance in the program, and the professional use which will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

6.8 Time Limitation

Time-to-Completion
Students must complete all requirements of the program within seven years of their first registration at the Derner School of Psychology. If a student does not complete the program within the stipulated limits, they will be terminated unless they are granted a written extension with a specific date for completing the program. An approved (medical) leave of absence during the program of study does not count towards the 7 year limit.
The Dean or Associate Dean and the Clinical Ph.D. Program Director (DCT) may grant an extension of time for completion of the degree under the following conditions:

- The student shall have completed all requirements except the dissertation.
- The student must request an extension in writing, including written evidence of progress on the dissertation, setting forth a realistic timetable for its completion.
- The student may have to appear at an Evaluation Conference (EC), whose members are designated by the Clinical Ph.D. Program Director (DCT), appointed to consider whether to grant approval of the extension.
- The EC may choose to place additional requirements on the student as a condition for granting the extension.

Given these four conditions, an extension shall be granted only under extraordinary conditions and at the recommendation of the student’s advisor/dissertation chair. In order to show evidence of meeting the timetable, the student must submit dissertation material in writing every three months. Failure to do so may result in immediate termination. Faculty advisors will develop well-defined timetables for students beyond their fifth year of training who have not completed their dissertation. These timetables will include regular contacts and consultations. The advisors will also provide updates on these students to the Clinical Ph.D. Program Director (DCT) and faculty at the end-of-semester Student Evaluation Meeting.

6.9 Travel Approval / Travel Expense Procedure

Travel approval forms are required in order to be reimbursed for any trip.

- Fill out the form completely at least 30 days **BEFORE** any travel arrangements are made/conference date.
- Attach **DRAFT** itineraries of your hotel and flight.
- Attach a complete registration form.
- **Attach documents showing information for the conference such as:** a brochure *(online printout from the conference website)* and what the conference is about, date and location, and if you’re invited, attach the letter/email.
- Return the form to Theresa Blaho located at Blodgett Rm 212 for processing.

Travel approval forms must be signed by the Clinical PhD. Program Director (DCT) and Dean/Associate Dean in order to be reimbursed for any trip. Students will be reimbursed up to the total of **$500** for the year.

Once you return from your trip, you will need to complete a **Travel Expense Form**. - Fill out the form completely.

- Attach all **ORIGINAL RECEIPTS** to the form for reimbursement (without original receipts you will not get reimbursed for that item).
- Expenses **MUST** be submitted with **60 days** after expense was paid or incurred.

**BOTH FORMS ARE LOCATED IN THE DEANS ADMINISTRATIVE OFFICE RM 302 AND BLODGETT RM 212.** If you have any questions, contact Theresa 516-877-4804 or email tblaho@adelphi.edu.
7 Child and Family Concentration (CAF)

7.1 Child and Family Concentration (CAF)

Child and family concentration (CAF):

Aim: to prepare doctoral students in clinical psychology in child/adolescent/family psychology at the internship level of training.

Objective: to provide doctoral-level training in clinical child and family psychology. The training focuses primarily on children, adolescents, parenting, and families. The training in CAF prepares graduates to be competent to deliver psychological services under supervision, to children and their families in a variety of settings such as medical centers, hospitals, and community clinics, where they may pursue internship training in their fifth year. Upon completion of the CAF concentration, students will also have basic knowledge and skills in working with adults in individual treatments.

Students will declare their intention to enroll in the CAF concentration between the end of the 1st year and the end of the second year. However, it is recommended that this decision be made early in training to facilitate planning of the objectives.

Specific Objectives/ Required Training Activities:

a) one externship at a CAF treatment/evaluation facility
b) half of the integrated psychodiagnostic assessments will be with a child or adolescent, and at least one will be in the Derner’s Center for Psychological Services

c) one research project (either pre-dissertation or dissertation) on a topic centrally related to CAF psychology

d) half of the supervised clinical experience (including externship, see point a) above and any other clinical experience) will be with CAF; a minimum of two of the supervised clinical cases will be with CAF in the Psychological Services Clinic.

e) Family Therapy course (core course) taken in the second year of studies.

f) at least two elective courses in CAF. It is required that at least one elective should focus on intervention with CAF.


g) At least one Intake interview in any year with CAF in the Psychological Clinic

Guidelines for research proposals:

a) Research participants should be children and adolescents (max age 18)

b) Studies on longitudinal samples collected across childhood/adolescence and predicting adult outcomes are within the scope, IF the focus is on childhood/adolescence data and the project demonstrates mastery of developmental/child clinical concepts;

c) Retrospective studies of childhood events (before age 18) are accepted only if the project demonstrates mastery of developmental and clinical child concepts.

d) Studies beyond the age of 18 years but which include participants under 18 years are acceptable IF the focus is on childhood/adolescence data and the project demonstrates mastery of developmental/child clinical concepts.

Research proposal are approved by the research mentor. If the student and the research mentor have difficulty deciding, they will consult with the CAF committee.
7.2 Enrollment Form for the Child and Family Concentration

Student Name: __________________________________________
Advisor: _______________________________________________
Year in the program: ______________________________________

I _________________________ would like to enroll and complete the requirements for the
Child and Family concentration.

Signature of student: ________________________________ Date:
__/__/____

Signature of advisor: ________________________________ Date:
__/__/____

Please submit this form to the Doctoral studies administrative assistant, Psychology main office,
HWC by the end of the first year of study.
7.3 Training Requirements for Completing the Child and Family Concentration

Student Name: ______________________________________
Advisor: ______________________________________
Status: ______________________________________

1) **One externship** at a CAF treatment/evaluation facility.
   a. Circle: Yes No
   
   i. If Yes, Name of the externship and dates of attendance:

   ______________________________________________________

2) **Half** of the integrated psychodiagnostic assessments are with a child or adolescent; **At least 1** is in Derner’s Center for Psychological Services.
   a. Circle: Yes No

3) **Half** of the supervised clinical experience (including externship, and any other clinical experience) is with CAF; a **minimum of 2** of the supervised clinical cases will be with CAF in the Psychological Services Clinic.
   a. Circle: Yes No

4) At least **one Intake Interview** in any year with CAF in the Psychological Clinic.
   a. Circle: Yes No

5) Family therapy course taken in the second year of study.
   a. Circle: Yes No

6) At least **2 Elective Courses** are in CAF.
   It is recommended that at least **1 elective** should focus on intervention with CAF.
   a. Circle: Yes No
   
   i. **Elective 1 in CAF**: __________________________________________
   
   ii. **Elective 2 in CAF**: __________________________________________

7) One research project (either pre-dissertation OR dissertation) on a topic centrally related to CAF psychology
   
   a. Pre-dissertation topic:
   ______________________________________________________

   b. Dissertation topic:
   ______________________________________________________
Signature of student: ___________________________________________ Date: 
__/__/____

Signature of advisor: __________________________________________ Date: 
__/__/____