
COLLEGE OF LIBERAL ARTS AND SCIENCES

Doctor of Psychology (Psy.D.)
in Clinical Psychology

Bulletin
2010-2011

www.liu.edu/cwpost/psyd

C.W. POST CAMPUS



CLINICAL PSYCHOLOGY DOCTORAL PROGRAM (Psy.D.)

The Doctor of Psychology (Psy.D.) degree in the Clinical Psychology Doctoral Program at the C.W. Post Campus of Long Island University has as its basic purpose the training of doctoral level clinical psychologists who will exhibit professional attitudes and apply current knowledge and practice skills for the prevention and alleviation of psychological problems. The program is also committed to training students who will provide services in public sector settings to traditionally underserved groups. While the mission is to broadly train clinical psychologists, the program also seeks to provide each student with special competencies in one of three areas: family violence, developmental disabilities, or serious and persistent mental illness. The program also provides its graduates with clinical and theoretical training in two major orientations – psychoanalytic and cognitive-behavioral. The Clinical Psychology Doctoral Program is fully accredited by the American Psychological Association (see the Office of Program Consultation and Accreditation, 750 First St., NE Washington, D.C. 20002-4242/ 202-336-5979), registered by the New York State Education Department and listed by the Association of State and Provincial Psychology Boards and the National Register of Health Service Providers in Psychology as a designated institution offering a doctoral program in psychology. The program is based on the practitioner-scholar model of clinical training.

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THE PRACTITIONER-SCHOLAR TRAINING MODEL

The term practitioner-scholar best describes the primary educational model at the CPDP. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scientific scholarly inquiry. All program requirements are consistent with a definition of a science-practice relationship that includes “the productive interaction of theory and practice in a primarily practice based approach to inquiry” (Hoshmand and Polinghorne, 1992). In addition, because our program focuses on two theoretical orientations, psychodynamic and cognitive-behavioral, our students are presented with different models of clinical knowledge. Students are encouraged to use the scientific method in clinical thinking and to critically assess their clinical practice. The program also employs a developmental training approach, where expectations of minimum competency gradually increase as students proceed through the sequence of coursework, supervised clinical practice and the completion of other requirements. The program is designed so that students assume increased responsibility and independence as they progress from the first year to completion.

Upon completion of the program, graduates are expected to be able to function as competent and ethical psychologists providing psychological services to various individuals, groups and organizations. Graduates are also expected to have specialized knowledge and experience with at least one of three populations: people with serious and persistent mental illnesses, people with developmental disabilities and families with violence. These advanced concentration areas represent one facet of our public interest mission.

The competencies promoted in the program are based on a blended version of the National Council of Schools and Programs of Professional Psychology Educational Model proposed by Peterson, Peterson, Abrams and Stricker (1997) and the Competencies in Professional Psychology model outlined by Kaslow (2004). This blended version reflects the generally accepted competencies in professional psychology training and the unique mission of the CPDP. The goals and objectives determine the policies, curriculum, training experiences and environment of the program and are designed to promote foundational competencies, core competencies and specialty competencies (Kaslow, 2004). The competencies are:

Foundational: Ethics; Individual and Cultural Diversity; Professional Development

Core: Research and Evaluation; Assessment; Intervention; Consultation and Supervision

Specialty (Concentration): Serious Persistent Mental Illness or Developmental Disabilities or Family Violence

FOUNDATIONAL COMPETENCIES

Ethical Competence includes the following components: knowledge of ethical codes, standards and legal regulations and case law relevant to professional practice. In particular, ethical behavior requires knowledge of an ethical decision making model and the ability to apply that model in the various roles enacted by a professional psychologist (Kaslow, 2004).

Individual and Cultural Diversity Competence “requires self awareness of one’s own attitudes, biases, and assumptions and knowledge about various dimensions of diversity and appropriate professional practice with persons from diverse groups” (Daniel, Roysircir, Abeles and Boyd, 2004). This can also be identified as multicultural competence. It requires an understanding of the need to consider and include individual and cultural differences in clinical work, possession of the knowledge necessary to conduct culturally competent practice and the attitudes and values consistent with such professional activities.

Professional Development Competence: Peterson, Peterson, Abrams and Stricker (1997) identified relationship competence as including “a) intellectual curiosity and flexibility, b) open-mindedness, c) belief in the capacity for change in human attitudes and behavior, d) appreciation of individual and cultural diversity, e) personal integrity and f) belief in the value self-awareness.” Kaslow (2004) refers to a similar competency as professional development. The emphasis on professional development has the advantages of being more inclusive and consistent with a developmental approach to training. She includes a) “interpersonal functioning” operationalized as “social and emotional intelligence, the capacity to relate effectively with others, developing one’s own professional approaches and persona, internalizing professional standards, seeing one’s self as a cultural being, and understanding the impact of one’s own culture on interactions with others”. b) “Critical thinking implies thinking like a psychologist, that is assuming a psychological and scientific approach to problem solving and c) “self-assessment,

or the capacity for self-reflection, possessing an accurate assessment and awareness of one's own level of knowledge and skill, and using this information to gauge one's readiness to provide psychological services in specific areas of practice" (Kaslow 2004, pp 776-777). Students and graduates should be aware of their own biases, limitations, and distress signals and be capable and desirous of creating and maintaining safe and effective environments when providing psychological services. The program focuses not only on the application of professional development competency with clinical populations, but also on how such change impacts on relationships with colleagues, supervisors and community professionals. In addition, an important aspect of professional development, or a central skill necessary for successful clinical practice is described in Hoshmand and Polinghorne (1992), called "reflection-in-action," or a "capacity to keep alive, in the midst of an action, a multiplicity of views of the situation."

CORE COMPETENCIES

Research and Evaluation Competency includes the capacity to grasp psychological inquiry and research methodology via qualitative, quantitative or theoretical study of psychological phenomena relevant to clinical issues. It includes a desire to investigate local and/or individual psychological phenomena using a systematic mode of inquiry. This competency area also involves problem identification and the acquisition and interpretation of information concerning the problem in a scientific manner.

Assessment Competence requires the ability to "describe, conceptualize, characterize, and predict relevant characteristics of a client" (Peterson, Peterson, Abrams and Stricker, 1997, p.380) This involves the development of assessment, diagnostic, and clinical interviewing skills in cognitive, personality and behavioral domains and the ethical use of these assessment instruments and methods.

Intervention Competence is expected in the following areas: intervention skills related to psychodynamic psychotherapy, cognitive-behavioral therapy and applied behavior analysis with children, adolescents and adults in group as well as individual formats. These skills include the formulation and conceptualization of clinical cases, the development and implementation of treatment plans, the assessment of treatment progress and outcome, the performance of treatment consistent with ethical principles and relevant legal guidelines and the ability to communicate effectively to clients the methods to be used.

Consultation and Supervision Competence involves "the planned collaborative interaction between the professional psychologist and one or more clients or colleagues, in relation to an identified problem area or program" (Peterson, Peterson, Abrams and Stricker, 1997, p. 380) and the capacity to exercise supervisory skills, which include knowledge of the ethical codes, laws, regulations and values that determine an ethical approach to psychological practice. The ability to teach others to develop competent clinical intervention skills is also part of the competency.

Specialty Competence (Concentration Competence) includes the development of advanced knowledge, skills and attitudes in at least one of three concentration areas: Serious and Persistent Mental Illness, Developmental Disabilities or Family Violence.

PROGRAM REQUIREMENTS

The program requires a full-time [year-round] commitment in each of the four years of residency. The fifth year is spent in completion of a full-time clinical internship. Students are regularly evaluated by the faculty and clinical supervisors. Evaluations reflect continued broadening of knowledge, personal and emotional development, and an ability to employ increasingly sophisticated clinical procedures. Steady development in each area is required for the student to progress in the program. In addition, students may choose to take elective courses in various topics. These are offered almost every semester.

Specific requirements for the degree are:

- * satisfactory completion of 88 credits in general, clinical, professional and elective concentration courses;
- * evaluations that reflect appropriate development of professional skills and judgment;
- * satisfactory completion of a clinical competency evaluation consisting of a case presentation, analysis and defense;
- * satisfactory completion of year-long externships in the second, third and fourth years, and the full-time internship in the fifth year of the program completion of an acceptable doctoral dissertation usually in the student's elective concentration area, including an oral presentation of findings and conclusions.

Once an applicant is accepted for admission, every effort is made to assist the candidate in the successful and timely completion of the program. Each student is provided with a faculty and peer advisor. Student support groups, instructors and supervisors are available to help integrate the stresses and challenges of doctoral training into professional growth. Continued and reasonable expansion of professional knowledge, skills and values is the basic guidepost of a student's successful evaluation.

CURRICULUM

The total number of credits required to graduate is 114. Of these credits, 88 should come from academic courses and 26 credits should come from practica/externships/supervision courses. There are five basic competency areas, each of which includes a sequence of comprehensive courses. Area one deepens the students' knowledge of basic psychological concepts and principles. There are six required courses in this first area. Area two is the clinical core, which consists of courses in assessment, psycho-pathology, psychotherapy and ethics. This area, the largest, includes twelve required courses designed to train students in the basic understanding of psychopathology, methods of assessment with different groups, and the approaches for intervening with people who have problems in living. The courses address different populations, modalities and theoretical models. Area three is the research core. Three courses in statistics and research methodology prepare students for understanding the role of research in clinical practice and two independent courses are designed to help the student complete a doctoral dissertation. Area four is a series of six seminars which focus on issues of professional development, including learning about clinical psychology in the public interest, professional socialization, clinical supervision and the "psychological life of mental health organizations." The fifth area is a series of two courses where the student receives beginning level training in the application of his or her clinical knowledge and skills to specific client populations and their problems. The three concentrations are Family Violence, Developmental Disabilities and Serious and Persistent Mental Illness. In addition, students may choose to take elective courses, such as marital therapy or family therapy.

CLINICAL ORIENTATIONS

Although the practice of clinical psychology is informed by a number of theoretical approaches, students in this program receive substantial didactic and practical training in two major orientations – cognitive-behavioral and psychoanalytic. One or both of these orientations influence most academic courses and both orientations are a critical part of each student's clinical experience. For example, all second year students placed in the program's Psychological Services Center, receive psychotherapy supervision from at least two supervisors, one psychoanalytic and the other cognitive-behavioral. As a result of this experience, our graduates have the background and tools to practice with one or both models. This provides them with considerable professional flexibility, necessary in the world of changing demands and possibilities.

CLINICAL TRAINING

The clinical externships in the second, third and fourth years are critical to the training of every candidate. Sixteen hours per week are required in the second, third and fourth years of training. Students receive a total of fourteen credits for externship work. The second year placement is fulfilled on campus at the Psychological Services Center. Externship sites are available in the three concentration areas, as well as in more general clinical areas. The program is currently affiliated with more than 50 externship sites in a variety of settings, including inpatient, outpatient, and community mental health facilities.

PSYCHOLOGICAL SERVICES CENTER

The Clinical Psychology Doctoral Program supervises the Psychological Services Center (PSC). The PSC offers low cost preventative and clinical mental health services for community members. The PSC also serves as a training and research center for Psychology Graduate Student Therapists and Doctoral Program Faculty members. During the course of their clinical development, doctoral students complete a one-year supervised externship placement at the PSC. Located in the community at One Expressway Plaza, Roslyn Heights, New York (about 15 minutes from the main C.W. Post Campus), the spacious PSC facility is designed for the delivery of specialized mental health services for children and adults including various modalities of psychotherapy and psychological assessment.

ADMISSIONS REQUIREMENTS

An applicant's eligibility for admission is based on evidence of intellectual aptitude, personal maturity and commitment to psychology in the public interest. The Clinical Psychology Doctoral Program is committed to maintaining its quality of education by limiting the number of students, accepting between 18-20 candidates into each cohort.

Approximately one third of the applicants meeting the criteria for consideration will be invited to an interview. The interview is an important part of the evaluation of the applicant. The interview consists of two individual meetings with faculty. A tour of the facilities and an opportunity to meet with current doctoral candidates are also arranged. Interviews will be conducted in February.

Completed applications include: 1) Clinical Psychology Doctoral Program application form 2) personal statements 3) a current C.V. 4) \$50 application fee 5) a minimum of a baccalaureate degree from an accredited college or university and a minimum of 18 credit hours of psychology, including courses in Statistics, Research Design or Methods, Personality and Abnormal Psychology 6) copies of all undergraduate and graduate transcripts 7) three strong letters of recommendations 8) official copies of their scores on the Graduate Record Examination (GRE), the writing GRE exam, and Subject Psychology test. Scores should be sent directly to the Graduate Admissions Office. C.W. Post's Educational Testing Service (ETS) Service Code is 2070. Applications without all test scores submitted will not be considered under any circumstances. If possible, please include items 1, 2, 3, 4, 6, and 7 in one large envelope.

Recommendation letters and transcripts should be in smaller sealed envelopes signed or stamped over the seal. Items 1, 2, and 3 should be sent in duplicate, as well as item 7 if possible. Please send all items double-sided when possible.

Part-time study is offered on a case-by-case basis, but it not available for incoming students.

A full application can be found online through the program's Web site (www.liu.edu/cwpost/psyd). The deadline for all application materials is January 15.

PERSONAL ENRICHMENT

Program graduates may take courses in the Program provided that they:

- * Complete and submit a “Personal Enrichment/Visiting Student” application to the Program, along with a \$40 application fee; and,
- * Meet with the program director and the instructor of the course for approval

Unfortunately, the program cannot accommodate visiting students enrolled in other graduate or doctoral programs into its required curriculum courses. Visiting students may apply to take the elective courses, given that there is room in the course and on the approval of the instructor.

TRANSFER CREDITS AND ADVANCED STANDING

Because of the unique nature of the program, transfer credits (a maximum of 12) will be granted judiciously. If a student wishes to be considered for transfer credit, those credits must have been graduate courses earned within the last five years with at least a grade of B. All applications for transfer credit must be submitted to the program by the spring of the first year. Other Advanced Standing status requests may be considered. Note that financial aid from the Program will not be available to students who receive Advanced Standing status. Contact the program directly for information on applying for Advanced Standing.

FINANCIAL AID

Students in the first three years of the program can be expected to receive between \$10,000 and \$25,000 in financial aid. In rare exceptions, students in the 4th year of the program can receive up to \$10,000 in financial aid. The department funds doctoral students in three main ways (work scholarships, teaching assistantships and fellowships). In addition, the department, the University, and individual students supplement these funds from a number of other sources. All students expecting aid from the program must complete the Free Application for Federal Student Aid (FAFSA), regardless of whether or not they will be requesting federal monies.

Psy.D. Scholarship: As a research assistant, you will assist a professor with his or her research for six hours a week during the academic year. These assistantships pay \$10,000 and up per academic year (September-May).

Teaching Assistantship: Students teach their own section of Introduction to Psychology to undergraduates at C.W. Post. These positions pay \$10,000 and up per academic year (i.e. for teaching two sections of an Introduction to Psychology course).

Fellowships to Reduce Mental Health Service Disparities: The purpose of this funding program is to encourage our students to work with certain groups (low SES, African Americans, Hispanics, immigrants, people with physical disabilities, and gay/lesbian/bisexual/transgendered people) after they graduate from our program by providing a financial incentive to gain experience and expertise with these groups while a doctoral student at C.W. Post. In order to be eligible for this fellowship, a student must plan to devote a significant percentage of his/her career to working with members of at least one of these groups. To apply, a student does not have to belong to one of these groups. He or she must simply want to work with clients from at least one of these groups upon graduation. These Fellowships pay \$20,000 per academic year and are renewable for the first three years, as long as the student remains in good standing.

Safe Zone Coordinator Fellowship: Each year, the coordinator of the Safe Zone Project will receive a fellowship equivalent to the size of the fellowships intended to reduce mental health disparities.

Research Grant Funding: Faculty and students in the doctoral program regularly apply for funding to conduct research. Such funding may include payment for graduate research assistants.

Other Sources of Funding: Program and Practice Assistantships are often available through external organizations which are associated with the program and/or with which program faculty collaborate. These are typically offered through a separate application process with the organization.

Supplementary Departmental Financial Aid Based on Need, Merit, & Underrepresented Ethnic Minority Status: The department will provide between \$3,000 and \$6,000 per year to students who demonstrate a high degree of need, to students who are particularly high performing, and to students who are from underrepresented ethnic-minority groups.

STUDENT HEALTH INSURANCE

Commuter Student Health Insurance is available to all first-year students. In the second, third, fourth, and fifth years (while the student is in clinical placement settings), all students must have health insurance. Compulsory health insurance will be applied to each student's bill every fall, but can be waived by the end of October of each academic year.

PROGRAM GOVERNANCE

The Doctoral Training Committee (DTC) is the main governing body of the Clinical Psychology Doctoral Program. Its members include: the Program Director, all core faculty, the Psychological Service Center Director, the Psychology Department Chairman, one Psychology faculty representative, one student representative from every student group, and one student representative for every class year.

STUDENT PROGRESS EVALUATION

Further elaboration of the program's policies on academic standing and policies are available in the Student Handbook, accessible on our Web site and handed out to all incoming first year students.

Academic Performance: The time limit for completing the Clinical Psychology Doctoral Program is seven years from the date of enrollment. Students may, in the spring of their seventh year, request an extension via a formal letter to the DTC. Students cannot take more than eight years to complete the program.

Academic Evaluation: The grading scheme for all doctoral courses can be found on individual instructors' syllabi. The grading scheme is standard across all courses. Students are also rated using the Academic Competency Evaluation form, which rates all foundational competencies as well as the relevant core competencies (which varies by course). Evaluation of students' dissertation progress is monitored by the committee chair and the program director. Dissertation Defenses are evaluated on the basis of competencies.

Clinical Work Evaluation: Student externs and interns are evaluated biannually by the extern/internship supervisors. All evaluations are reviewed by the Director of Clinical Training and the students' advisor. The Clinical Competency Evaluation is one of the required milestones for all students completing their third year externship. The CCE must be passed before students are allowed to apply for an internship.

Academic Conduct: Academic irregularities or dishonesty, such as plagiarism and cheating, may result in an automatic failure in a course and dismissal from the program.

Unsatisfactory Academic Performance: A student whose academic performance is below competency level (i.e., a B in course grades and a 2 on all relevant competency ratings) will be placed on probation and be required to formulate a remediation plan with their advisor and one faculty member. Remediation can be the result of poor grades, lower than expected competencies, ethical issues, or failures to meet required deadlines. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Unsatisfactory Clinical Work Performance: A student whose clinical work is rated as below the expected competency level will be required to meet with the Director of Clinical Training and their faculty advisor. Other relevant policies are discussed in the Student Handbook, given to all students in their first year.

Leave of Absence

A student requesting a leave of absence must write a formal letter to the Program Director stating reasons for the request, an estimated return to study date, and a plan for completion of the program. Leaves are granted on a case-by-case basis. If granted, the time away will not count towards the seven year limit.

STUDENT GROUPS

The **Doctoral Student Association (DSA)** is the student organization for the program that meets on a monthly basis to discuss the needs, concerns and various areas of interest of the doctoral students. This organization seeks to enhance the students' professional development and training. Membership is open to all full-time doctoral students in the program.

Peer-Advisement System: All first year students are assigned upper-class students who serve as peer advisors.

Students for Multiculturalism Awareness in Research & Training (S.M.A.R.T.) is an organization maintained and run by the program's doctoral students. Its primary aim is to promote and advocate for continued education and training in issues pertaining to diversity and under-served populations within the doctoral program in clinical psychology at C.W. Post. Our interests include, but are not limited to poverty, ethnic/cultural diversity, race, sexual orientation, identity, and disability, to name a few. SMART committee members organize activities and outings to provide an atmosphere for learning and discussion. Previous activities have included obtaining a grant enabling us to invite renowned psychologists to provide colloquium lectures to the department, movie nights and international pot luck dinners.

Safe Zone: The Safe Zone Project is a diversity training program that was adapted by the C.W. Post Clinical Psychology Doctoral Program to increase the doctoral students' sensitivity, awareness and knowledge of important issues that concern lesbian, gay, bisexual and transgender (LGBT) individuals. In an effort to provide clinical doctoral students with training that will help foster LGBT-affirmative attitudes and engender LGBT-sensitive psychologists, the program provides a Safe Zone training that is mandatory for all entering students enrolled in the program. By bearing some of the responsibility of training individuals to competently and ethically work with LGBT individuals and related issues, the Safe Zone Project is an integral part of the program's effort to respond to the American Psychological Association's call to clinical training programs for the promotion of knowledge and training in human diversity. Although the Safe Zone Project does not provide comprehensive clinical training for treating those with LGBT-specific problems, or sexual and gender identity/orientation issues, the training does prepare a new generation of students to be more informed, sensitive, and ultimately better clinicians to the LGBT community. The Safe Zone Project offers the opportunity for a dialogue about diversity and endorses the program's provision of an atmosphere that respects all individuals, regardless of sexual orientation, ethnic background, age, ability, and gender.

Alumni Council: Formed in 2007, the Alumni Council is comprised of alumni from the first graduating class to the latest graduating class. The group meets biannually and as needed.

PROGRAM PUBLICATIONS

The program publishes *The Participant Observer* on a biannual basis. This publication includes doctoral student, faculty, and alumni submissions. *Get a Grip*: the weekly e-newsletter of the Clinical Psychology Doctoral Program at the C.W. Post Campus of Long Island University which keeps the program community informed of program events, outside conferences and job opportunities.

CLINICAL PSYCHOLOGY DOCTORAL PROGRAM CURRICULUM

FIRST YEAR

Fall Semester

- 803/803L Cognitive and Neuropsychological Assessment
- 826 Clinical Interviewing
- 810 Clinical Psychology in the Public Interest
- 824 Developmental Psychology: Lifespan
- 861 Child & Adolescent Psychopathology

Spring Semester

- 804/804L Personality Assessment
- 806 Advanced Adult Psychopathology
- 820 Behavior Analysis
- 863 Family Therapy (Elective)
- 851/851L Assessment of Children

Summer Semester

- 807/807L Behavioral Assessment

SECOND YEAR

Fall Semester

- 811 Ethical Practice in Clinical Psychology I
- 821 Cognition, Perception and Cognitive Therapy
- 830 Professional Development Seminar: Case Supervision I
- 837 Introduction to Clinical Research
- 865 Treatment of Children and Adolescents
- 878 Group Supervision Intervention I
- 891 Psychological Services Center Clinical Practicum I

Spring Semester

- 801 Psychological Statistics I
- 812 Ethical Practice in Clinical Psychology II
- 822 Individual Intervention: Psychodynamic
- 840 Professional Development Seminar: Case Supervision II
- 892 Psychological Services Center Clinical Practicum II
- 879 Group Supervision Intervention II

Summer Semester

- 802 Psychological Statistics II
- 805/805L Integrating Test Findings and Report Writing
- 893 Psychological Services Center Clinical Practicum III

THIRD YEAR

Fall Semester

- 844 Biological Basis of Behavior
- 846, 847, or 848 Concentration: Theory and Research
- 850 Professional Development Seminar: Benefiting from Supervision
- 852 Social and Community Psychology
- 853 Group Psychotherapy
- 894 Clinical Externship I

Spring Semester

- 838 Doctoral Dissertation I
- 860 Professional Development Seminar: Preparation for the CCE
- 856, 857, or 858 Concentration: Clinical Applications
- 862 History and Systems of Psychology
- 864 Cultural Issues in Psychology and Psychotherapy
- 895 Clinical Externship II

Summer Semester

- 896 Clinical Externship III

FOURTH YEAR

Fall Semester

- 839 Doctoral Dissertation II
- 897 Clinical Externship I

Spring Semester

- 880 Supervision and Management of Mental Health Professionals
- 898 Clinical Externship II

FIFTH YEAR AND BEYOND

- 841 Full-Time, Year-Long Internship
- 842 Dissertation Supervision Continuation

All courses listed above are required unless otherwise noted as electives. Students must take two sequential concentration courses (i.e., 846/856, 847/857, or 848/858), but may double-concentrate at the approval of their advisor and the Program Director. Class scheduling is subject to change based on program needs and instructor staffing.

OTHER PROGRAM MILESTONE REQUIREMENTS

Workshops

Child Abuse Identification & Reporting:

Students must complete before beginning PSC Practicum Placement. Available through C.W. Post School of Continuing Education

Project S.A.V.E.

Available through C.W. Post School of Continuing Education

H.I.V. Workshop for Psychologists:

Offered every 2-3 years by the program
Available through C.W. Post School of Continuing Education

Clinical Competency Evaluation

Must be scheduled by the student by June 15 of his/her third year. Students must pass their CCE before applying for internship that fall for the following academic year.

Dissertation Proposal

Completed, generally, in the fall of student's fourth year.

Dissertation Defense (associated courses: PSY 838, 839, & 842)

Students must defend their dissertations and hand in a bound copy, with the signatures of their dissertation committee members, to the program in order to have this requirement considered complete.

COURSE DESCRIPTIONS

(Note that some courses are offered in other semesters than listed below to accommodate program needs and faculty availability. Program course schedules are arranged by the DTC).

PSY 801: Psychological Statistics I

This is the first course in a two-course sequence on research and statistical methods. The curriculum includes basic information about research design, and about descriptive and inferential statistics. *Spring, Year 2, 3 credits*

PSY 802 Psychological Statistics II

This course is the continuation of the study of research and statistics that was begun in PSY 801. We cover multiple regression, logistic regression, factor analysis, meta analysis, and ANCOVA. *Summer, Year 2, 2 credits*

PSY 803/803L Cognitive and Neuropsychological Assessment

This course consists of three principal areas: 1) professional standards and test theory in psychological assessment; 2) preparation for administration, scoring and interpretation of objective test instruments (emphasizing intellectual assessment); and 3) a general introduction to clinical neuropsychology. Lectures, demonstrations, and supervised practice in administration/interpretation of select testing instruments are included.

Laboratory session: 2 ½ hours weekly. Fall, Year 1, 3 credits

PSY 804/804L Personality Assessment

This course emphasizes the administration and clinical interpretation of both projective tests and self-report inventories of personality and psychopathology. Supervised practice in administration and analysis of test findings supplements lecture and in-depth examination of select case studies. Another major focus is the integration of findings from several tests and communication of results in preparing coherent reports. *Laboratory session: 2 ½ hours weekly. Spring, Year 1, 3 credits*

PSY 805/805L Integrating Test Findings and Report Writing

This course focuses on advances clinical interpretations of psychological tests of intelligence, cognitive functioning and personality. Attention is directed toward integrating findings from test batteries, formulating clinical inferences about adaptive functioning, and describing personality functioning in depth.

Laboratory session: 2 ½ hours weekly. Fall or Spring, Year 2, 3 credits

PSY 806 Advanced Adult Psychopathology

This course introduces the student to concepts of normality and abnormality. It covers basic theoretical models in conceptualizing how and why symptoms are formed and maintained, as well as the different etiological pictures entailed in various diagnostic categories (neuroses, character disorders, mood disorders, psychoses, trauma, psychosomatic disorders and perversions). Psychopathology is considered from an historical perspective (what has changed over time) as well as a cultural perspective (ways in which different cultures define mental health and foster specific defensive structures, and how cultural factors enter into diagnosis and misdiagnosis of pathology).

Spring, Year 1, 3 credits

PSY 807/807L Behavioral Assessment

This course provides both theoretical and practical knowledge of behavioral assessment. Distinctions between traditional and behavioral assessment, psychometric principles, diagnostic considerations and treatment evaluation issues are included. Major behavioral assessment methods are reviewed and practiced. *Laboratory session: 2 ½ hours weekly. Summer, Year 1, 3 credits*

PSY 810 Clinical Psychology in the Public Interest

Students are familiarized through readings and discussions with the program's mission. Questions are raised and discussed about: how to define the public interest; the role of psychotherapy in clinical psychology; whether managed care is in the public interest; and how clinical psychology fits into history and the cultural context. Also, it is in the first semester that candidates begin to examine how their own values and biases enter into their relationships with clients, supervisors and staff. Special attention is paid to subjective factors like gender, age, ethnicity and social/economic status which often enter into each candidate's treatment of others. *Fall, Year 1, 3 credits*

PSY 811 Ethical Practice in Clinical Psychology I

This course is devoted to the development of ethical and responsible clinical practice. Students learn to be sensitive to ethical decision-making models in the normal course of professional practice, and are exposed to various ethical decision-making models. General ethical principles, such as nonmaleficence, beneficence, justice, fidelity and autonomy, through processing of ethical dilemmas, are a central part of the course. Comparisons are made between ethical, regulatory, civil and criminal issues and violations. Learning how to integrate ethical guidelines with good clinical practice is the basic objective of the course *Fall, Year 2, 2 credits*

PSY 812 Ethical Practice in Clinical Psychology II

This course promotes ethical sensitivity, ethical decision making and ethical consultation skills with the use of a case presentation seminar method. Each student presents an ethical issue or dilemma they have encountered and the other students serve as peer consultants to the presenter. This provides second year students with the opportunity to consult with others on ethical issues and the chance to apply the knowledge gained in the first ethics course to actual professional activities. Attention is given to cultural factors. *Spring, Year 2, 1 credit*

PSY 820 Behavior Analysis

The purpose of this course is to introduce students to the theory, principles and research strategies in the study of animal and human learning as well as the application of behavioral analysis in clinical practice. *Spring, Year 1, 3 credits*

PSY 821 Cognition, Perception and Cognitive Therapy

The course will review basic findings, theories and methodologies in the study of perception, cognition, and emotions in normal and abnormal behavior. Students will also be introduced to cognitive therapy conceptualization and the practice of empirically supported cognitive therapies. *Fall, Year 2, 3 credits*

PSY 822 Individual Intervention: Psychodynamic

This course is designed to educate students in the theory and practice of psychoanalytic psychotherapy. Basic concepts, such as transference, resistance, countertransference, working alliance, termination and interpretation, are examined through readings, presentations and examinations. Students are introduced to object relational, interpersonal and self-psychology approaches to Freudian treatment. Modification due to patient psychopathology and time limitations are also considered. *Spring, Year 2, 3 units*

PSY 824 Developmental Psychology: Lifespan

Provides students with both theoretical and practical knowledge about the human lifespan including an in-depth understanding of the bio-psycho-social contributions in the development of the self. The course will familiarize students with the many challenges and opportunities that individuals confront at various ages in the lifespan and provide sensitivity training about the contributions that an individual's multicultural identity has on their unique personal development. Students will be prepared to conduct interviews utilizing developmental theories and research, which are appropriate to the developmental level and stage of life of the individual, through supervised case presentations. *Fall, Year 1, 3 credits*

PSY 826 Clinical Interviewing

This course introduces the beginning doctoral student to the basic elements of the psychological interview. The course begins with topics such as the first meetings, listening, note-taking and establishing rapport. Later topics include history taking, mental status exams, special patients, recommendations and communicating findings. *Fall, Year 1, 3 credits*

PSY 830 Professional Development Seminar: Case Supervision I

This seminar will aim to facilitate candidate confidence and skill as clinicians. It uses lecturing, reading materials, case materials from formal student presentations and informal student participation to accomplish its goals. The seminar demonstrates the use of a psychoanalytic lens in the conceptualization of patient issues, the formulation of treatment process, and the recognition of therapy as an intrapsychic/interactive process between patient and therapist. *Fall, Year 2, 3 credits*

PSY 837 Introduction to Clinical Research

In this course students apply the critical thinking and rigorous methodologies of science to the practice of clinical psychology. The course will focus on research design as well as research strategies relevant to practitioners, and will provide a foundation of research and evaluation competencies that will help prepare students to complete the doctoral dissertation, as well as to consume and conduct research as psychologists. The course will cover both quantitative and qualitative methods. *Spring, Year 3, 3 credits*

PSY 838 Doctoral Dissertation I

Student must have dissertation committee chair chosen. *Spring, Year 3, 3 credits*

PSY 839 Doctoral Dissertation II

Student must have dissertation topic and dissertation committee members (two) chosen. *Fall, Year 4, 3 credits*

PSY 840 Professional Development Seminar: Case Supervision II

Continuation of PSY 830 *Spring, year 2, 3 credits*

PSY 841 Full-Time, Year-Long Internship

The fifth year of the program is spent at a full-year, full-time clinical internship. Various sites are available and most often students choose a site in their concentration area. Students must apply to internship sites, which vary in deadline and acceptance rate. Students must be accepted to and complete an internship program accredited by the American Psychological Association or listed as a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). PSY 841 is a requirement for completion of the program and receipt of the degree. Internships generally begin in June of the fourth year or September of the fifth year. *Special Fee, \$120, 0 credits*

PSY 842 Dissertation Supervision Continuation

Beginning in the fifth year or when all required program courses excluding internship have been completed, students are required to register for dissertation Supervision Continuation each fall and spring semester until they successfully defend their dissertation. If a student successfully defends their dissertation before the fall semester of their fifth year, this course will be waived. A bound copy of the dissertation must be handed into the program.

PSY 844 Biological Basis of Behavior

The purpose of this course is to study the brain through the examination of the nerve cell. Structure and function of the nervous system will be covered, along with neurotransmission and clinically relevant brain anatomy. Methods and techniques are used in the investigation of neural correlates. Contemporary disorders and issues are discussed with particular emphasis on pharmacological aspects of mental health practice. *Fall, Year 3, 3 credits*

PSY 846 Concentration: Theory and Research in Family Violence

The purpose of this course is to highlight a segment of the larger topic of violence by focusing on violence in the home. This research and theory course provides epidemiological, descriptive and theoretical information on the significant areas of child abuse, spouse abuse and sexual abuse. In addition to the scope of the problem, characteristics of the offender, the victim and the witnesses will be described, and the dynamics of their relationships will be analyzed. Following theoretical explanations from psychodynamic, cognitive-behavioral and family systems perspectives, students will review the current state of clinical research in the area of family violence as well as the methodological limitations and conceptual inadequacies. Students will critique current clinical research and propose innovative and rigorous research ideas. *Fall, Year 3, 3 credits*

PSY 847 Concentration: Theory and Research in Serious and Persistent Mental Illness

The seriously mentally ill represent a unique category of patients suffering from exceptionally long episodes of suffering and adjustment difficulties. These difficulties stem from the intensity of the illness, both psychological and biological, and are manifested in social, interpersonal, family and community problems. Many such patients are treatment refractory and await the continued integration of science and clinical care for hopes of improvement. This course examines the psychology of serious mental illness, exploring etiological, treatment, outcome, and mental health policy issues. *Fall, Year 3, 3 credits*

PSY 848 Concentration: Theory and Research in Developmental Disabilities

The purpose of this concentration seminar is to provide solid background in theory, research and practice with people who have developmental disabilities. Topics in this first course include definitions, classifications, and epidemiology of developmental disabilities, models of intelligence, diagnostic procedures, strategies for research and research outcome in developmental disabilities. *Fall, Year 3, 3 credits*

PSY 849 Consultation in Multicultural School Settings

In this course, students will study theories of mental health consultation and organizational change as they apply to instructional settings. They will learn to analyze a school's culture and organization in order to act as a positive change agent. They will also study ways of developing consultative relationships with colleagues, parents and community agents personnel in order to develop intervention plans for children in schools. Skills crucial to effective consultation and ethical guidelines for practice will be identified and used. Students will learn about issues pertaining to consultation in multicultural settings. *On Occasion, 3 credits*

PSY 850 Professional Development Seminar: Benefiting from Supervision

This course is designed to provide a link between the doctoral program and the first semester for external field placement experiences (externships). Structured exercises and assignments are designed to produce productive discussions about the externship experience including adjusting to new work environments, new administrative structures and requirements, new patient populations, and new supervisory styles. Students are also guided through the process of selecting potential clients to be the focus of their Clinical Competency Evaluation (CCE). *Fall, Year 3, 3 credits*

PSY 851/851L Assessment of Children

This course will cover theory and application in child assessment. In a combination of classroom and laboratory (applied) settings, students learn the principles of assessment with children, and become familiar with the content and administration of techniques of a range of standard child assessment tools. Students will administer, score and write a report for one child testing case. *Spring, Year 1, 3 credits*

PSY 852 Social and Community Psychology

An examination of small group processes and social problems in contexts that include issues of gender, disability, racism, homelessness, health psychology, adoption, terror management, environmental psychology, and media influences on aggression, race, and the psychotherapeutic profession. Theory and its application are emphasized. *Fall, Year 3 or 4, 3 credits*

PSY 853 Group Psychotherapy

This course presents a psycho-historical orientation to group psychotherapy. The student will learn about large and small group dynamics – both within the clinic and in society at large. Concepts of group-as-a whole, containment, holding, cohesiveness, leadership (and co-leadership), prejudice and scapegoating, identification and individuation, etc. are covered. *Fall, Year 3, 3 credits*

PSY 856 Concentration: Clinical Applications in Family Violence

Builds on theoretical foundations acquired in PSY 846 and emphasizes psychotherapeutic interventions for offenders, victims and witnesses of family violence. Students learn various methods of clinical assessment used in family violence treatment and learn methods of intervention from cognitive-behavioral, psychodynamic and family therapies. Through the use of hypothetical and actual case presentations, students implement and evaluate available therapies. *Spring, Year 3, 3 credits*

PSY 857 Concentration: Clinical Applications in Serious and Persistent Mental Illness

The aim of this course is to familiarize students with psychotherapeutic understanding and techniques for the treatment of serious and persistent mental illness. The first part of the course addresses key concepts – e.g., projective identification, attacks on linking, psychic retreats and autism, and regression – in the treatment of primitive or regressed states of mind, regardless of diagnostic category. Section one of the course also carefully examines the importance of appreciation and use of countertransference in these treatments. Part two of the course addresses psychotherapy techniques that are designed to treat specific diagnostic categories – including: narcissistic, schizoid, and borderline personality disorders, psychosis, trauma and addiction, severe depression, and perversions. *Spring, Year 3, 3 credits*

PSY 858 Concentration: Clinical Applications in Developmental Disabilities

An introduction to intervention strategies with people who have developmental disabilities and their families. The relationship between applied behavioral research and treatment is emphasized. The course focuses on the role of the clinical psychologist in providing services to individuals and small groups of clients as well as the families of people with developmental disabilities. *Spring, Year 3, 3 credits*

PSY 860 Professional Development Seminar: Preparation for the Clinical Competency Exam (CCE)

This semester is a continuation of PSY 850 culminating in a written and oral case presentation to a panel of three professional psychologists (including on full-time faculty member). Students are evaluated on such factors as treatment plans and progress, ethical issues, difficulties with the case and sensitivity to human diversity. *Spring, Year 3, 3 credits*

PSY 861 Child & Adolescent Psychopathology

Provides a historical perspective and conceptual models of child and adolescent psychopathology and emphasizes an integration of major developmental issues. The course focuses on specific diagnostic classifications pertinent to children and adolescents and covers clinical symptomatology, epidemiology, etiologic considerations, course and prognosis, familial patterns and influences and differential diagnosis. *Fall, Year 1, 3 credits*

PSY 862 History and Systems of Psychology

This course covers the philosophical and historical roots of contemporary psychology. Topics include: 1) the question of psychology as science, 2) examples of myths that have permeated our discipline, 3) the prominent schools and systems of psychology, 4) the history of clinical psychology, 5) the role of gender, ethnicity and social issues in the history of psychology and 6) major ethical issues that are part of the history of psychology. Primary readings and letters exchanged by prominent philosophers and psychologists are discussed. *Spring, Year 2 or 3, 3 credits*

PSY 863 Family Therapy (Elective)

This course provides a survey of a wide range of issues related to families. Basic theories regarding family functioning are discussed and a review of major family therapy modalities is presented. Throughout the course, attention is paid on the impact of social class, race, gender, ethnicity, physical disability and sexual orientation on the structure and function of families. Students have the opportunity to conceptualize the use of family therapy in their own concentration, to focus on a topic of particular interest, and to being to evaluate the impact of their own family experiences on their development and their work. *Spring, Years 1 and 2, 3 credits*

PSY 864 Cultural Issues in Psychology and Psychotherapy

This course is designed to help students work more effectively with clients from different racial, ethnic or cultural backgrounds. The lectures and readings provide an introduction to aspects of non-European cultures especially African American, Asian American and Latino in order to help students to better understand their clients' experiences, values and world view. Throughout the course, students will be introduced to clinical concepts that are central to the challenges of cross-cultural client work. *Spring, Year 3 or Fall, Year 4, 3 credits*

PSY 865 Treatment of Children and Adolescents

Examines the psychodynamic and cognitive-behavioral approaches to dealing with various childhood disorders. Developmental psychopathology, childhood assessment and diagnosis, and consultation with school and families are included. *Fall, Year 2, 3 credits*

PSY 871/872 Clinical Issues in Psychology I & II (various topics)

This course covers advanced treatment of current issues in psychology chosen by the instructor. Registration by permission of the instructor and program director only. *Hours arranged, 1, 2, or 3 credits*
Past topics have included: Self Psychology; Personality Disorders; and Neuropsychology

Internship Preparation Workshop is designed to support students through the internship application process. The workshop addresses site selection, essay development, calculating hours, categorizing clinical data, writing a C.V., selecting supplementary materials, interviews, ranking sites, the matching algorithm, match day, and the Clearing House. The format of the class is an open discussion, in which students will have the opportunity to ask questions about all aspects of applying to internship. *Offered Summer/Fall, Year 4*

PSY 876/877 Special Topic Electives

Consideration of a topic in clinical psychology not covered in other courses such as neuropsychological testing, psychopharmacology, relational approaches to personality development, autism, language and thought disorders, feminist psychology, psychotherapy with difficult patients, psychology and law, psychology of addictions, DBT, etc. Topics selected each year, examples and descriptions are listed below.

Dialectical Behavior Therapy (Elective)

This course will introduce Dialectical Behavior Therapy (DBT), one of the original acceptance-based treatments that spawned a movement that contributed to the revolutionary "third wave" of behavior therapy. Through didactics, experiential components, and video, this course will familiarize the student with theory, research, and treatment strategies of DBT. The first part of the course will cover theory, research, treatment structure and modes, treatment targets, dialectics, communication strategies, commitment strategies, validation, and behavior therapy. The second part of the course will cover secondary treatment targets and DBT skills modules: Mindfulness, Emotion Regulation, Distress Tolerance, and Interpersonal Effectiveness. *On Occasion, Pass/Fail 3 credits*

Object Relations Theories (Elective)

This course will provide a historical perspective and conceptual models of object relations theories and focus on the role of object relations in the etiology, development, and expression of psychopathology from childhood to adulthood. The course will survey the object relations theories of everyone from Melanie Klein to Peter Fonagy and the relational theorists, paying particular attention to the conceptual differences and similarities among these various theories. Empirical justification of object relations theories and the assessment of object relations as well as controversies and critiques of these theories will be considered. Case formulation using object relations models will also be covered. Finally, the course will introduce students to new directions in object relations theories offered by contemporary object relations theorists. *On Occasion, Pass/Fail, 3 credits*

Unconscious Fantasies, Dreams, Free Association, and Creativity (Elective)

This course addresses the multiple roles and manifestations of one of the giant pillars of psychoanalysis: the unconscious. Unconscious fantasies, dreams, free associations, and the creative process are studied from a theoretical, clinical, and applied perspective. Abundant case material will be presented to enhance techniques with which to recognize and work with material from the unconscious. *On Occasion, Pass/Fail, 1, 2, or 3 credits*

Couples Therapy (Elective)

Relationship discord and dissolution are widely prevalent and take an enormous psychological toll on partners, their children and their extended families. This course will cover the assessment and treatment of couple discord, detailing cognitive behavioral and more recent acceptance-based, integrative approaches. Course components will include experiential elements, exercises, and role-plays as well as discussion and didactics. Other treatments covered may include emotion-focused couples therapy and insight-oriented couples therapy. *On Occasion, Graded, 1, 2, or 3 credits*

Psychopharmacology (Elective)

This course will cover basic concepts associated with the major categories of psychoactive medications (antidepressants, anti-anxiety drugs, antipsychotic meds, stimulants and depressants). Knowledge of drug-dosing, therapeutic index, cross-tolerance, substance-dependence and withdrawal will be covered, as well as drug-seeking behavior and the potential for misuse and abuse of medications. Emphasis will be placed on general principles of pharmacokinetics, including routes of administration, contraindications and mechanism of action. *On Occasion, Pass/Fail, 1 credit*

PSY 878/PSY 879 Group Intervention Supervision I & II

All clinical psychology doctoral students are required to develop and lead two time-limited psychoeducational or psychotherapeutic groups during their second year in the doctoral program. This course provides for supervision of the first group leadership experience by faculty who are licensed psychologists. Students will meet weekly with co-leader(s) and faculty supervisor for the duration of the groups. *Fall & Spring, Year 2, 3 credits each*

PSY 880 Supervision and Management of Mental Health Professionals

Focuses upon supporting advanced students in developing their skills as clinical supervisors and managers of psychologists as well as of professional and administrative staff in mental health and other disciplines. The structure includes a combination of didactic and experiential learning with readings encompassing issues of specific technique, interpersonal relatedness, authority and responsibility, ethics and organizational development. *Spring, Year 4, 3 credits*

PSY 891, 892, 893 Psychological Clinic Practicum I, II, III

Offers the opportunity for Graduate Student Therapists (GST) at the C.W. Post Psychological Services Center (PSC) to receive supervised experience in the delivery of a variety of psychological services including individual and group psychotherapies, marital and family therapy, psychoeducation, prevention and wellness counseling and psychological assessment. In addition to weekly individual supervision by both faculty and community licensed psychologists, the GST participate in weekly group therapy supervision, clinic administrative meetings and educational seminars. *Year 2, 1 unit each*

PSY 894, 895, 896 Clinical Externship

Supervised training in clinical psychology at program-approved externship sites for two days per week. Students meet bi-weekly with department faculty from group supervision of cases and issues from the training site. *Year 3, 1 credit each*

PSY 897, 898 Clinical Externship

Supervised training in clinical psychology at program-approved externship sites for two days per week. Students meet bi-weekly with department faculty from group supervision of cases and issues from the training site. *Fall & Spring, Year 4, 1 credit each*

PSY 899 Clinical Externship Continuation

For students continuing externship beyond requirement and before internship: Supervised training in clinical psychology at program-approved externship sites for two days per week. Students meet bi-weekly with department faculty from group supervision of cases and issues from the training site. *As needed, Year 5, 1 credit*

C.W. Post Campus • Long Island University

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| 1 Administration/
Winnick House/Great
Hall | 23 Interfaith Center,
Chapel | 45 Radio Station WCWP
(Abrams Communication
Center) |
| 2 Admissions | 24 Intramural Fields | 46 Riggs Park |
| 3 Baseball Field | 25 Kahn Discovery Center | 47 Riggs Residence Hall |
| 4 Basketball Courts
(Outdoors) | 26 Kings Residence Hall | 48 Roth Hall |
| 5 Bookstore | 27 Klar Intercultural
Center | 49 Sculpture Studios |
| 6 Brookville Residence
Hall | 28 Kumble Hall
(Student Services
Building) | 50 Sewage Treatment Plant |
| 7 Central Heating Plant | 29 Labyrinth | 51 Soccer Field (Men's) |
| 8 Chipmunk Trail | 30 Ladge Speech &
Hearing Center | 52 Soccer Field (Women's) |
| 9 Crafts Center | 31 Library (B. Davis
Schwartz Memorial) | 53 Softball Field |
| 10 Dollhouse | 32 Life Science/Pell Hall | 54 South Residence Halls
(Red, Green) |
| 11 Facilities Services | 33 Little Theatre | 55 South Residence Halls
(Yellow, Blue) |
| 12 Field House | 34 Lodge A Residence Hall | 56 Stables/Equestrian
Center |
| 13 Fine Arts Center | 35 Lodge B Residence Hall | 57 Stecklow Gardens |
| 14 Gold Coast Room | 36 Lorber Hall/
School of Accountancy | 58 Suffolk Residence Hall |
| 15 Graduate Admissions | 37 McGrath House | 59 Tennis Courts |
| 16 Greenhouse (Miracle-
Gro) | 38 Music Rehearsal Building | 60 Theatre, Film and
Dance Building |
| 17 Greenhouse Terrace | 39 Nassau Residence Hall | 61 Tilles Center |
| 18 Hickox Field/Football,
Track, Lacrosse, Field
Hockey | 40 Post Residence Hall | 62 Winnick Student Center |
| 19 Hillwood Commons | 41 Pratt Recreation Center | |
| 20 Hoxie Hall | 42 Printmaking Studio | B Long Island Bus |
| 21 Humanities Hall | 43 Public Safety | P Parking Areas |
| 22 Information Guard
Booths | 44 Queens Residence Hall | |



DIRECTIONS AND MAP

C.W. Post Campus
Long Island University
720 Northern Blvd.
Brookville, New York 11548-1300
www.liu.edu/cwpost/directions

By Car:

From New York City — Take Queens-Midtown Tunnel to Long Island Expressway (I-495). Take Exit 39 and make a left at the light (Glen Cove Road north). Go north for 2 miles; turn right (east) on Northern Boulevard (Route 25A). C.W. Post is 2 miles on the right.

From Bronx, Westchester and Points North —

Take Throgs Neck Bridge to Clearview Expressway (I-295) south. Exit to eastbound Long Island Expressway (I-495); proceed to Exit 39 and continue as indicated above.

From New England — Take the New York State Thruway (I-87) south to Exit 13S (Palisades Parkway) toward New Jersey. Merge onto Palisades Interstate Parkway South. Take Hudson Terrace Exit toward George Washington Bridge. Merge onto I-95N via the exit on the left toward George Washington Bridge. Merge onto I-295S via Exit 12 toward Throgs Neck Bridge. Cross Throgs Neck Bridge and follow directions given from Bronx, Westchester and Points North.

From Southern New Jersey and Points South — Take the New Jersey Turnpike to Exit 13. Cross the Goethals Bridge to I-278 east (Staten Island Expressway). Cross the Verrazano Narrows Bridge to the Belt Parkway east. Follow the Belt Parkway to the Cross Island Parkway north (toward the Whitestone Bridge). Follow the Cross Island Parkway to Exit 30 - Long Island Expressway (I-495) east. Take the Long Island Expressway to Exit 39 and make a left at the light (Glen Cove Road north). Go north for 2 miles; turn right (east) on Northern Boulevard (Route 25A). C.W. Post is 2 miles on the right.

From Northern New Jersey — Take the George Washington Bridge east to the Cross Bronx Expressway. Cross the Throgs Neck Bridge then follow directions given from Bronx, Westchester and Points North.

From Eastern Long Island — Take Long Island Expressway (I-495) to Exit 41N (Route 107). Turn right (north) onto 107 north. Proceed to Northern Boulevard (Route 25A). Turn left (west) at Northern Boulevard. C.W. Post is on the left.

From South Shore of Long Island — In Nassau County, take Wantagh State Parkway or Meadowbrook Parkway north to Northern State Parkway west to Exit 31 (Glen

Cove Road North). At light, turn left (north) on Glen Cove Road. Proceed for 3 miles to Northern Boulevard (Route 25A), turn right (east). C.W. Post is 2 miles on the right. In Suffolk County, take most convenient north-south road to the Long Island Expressway (I-495) and follow directions given from Eastern Long Island.

By Train:

From Pennsylvania Station — Take either the Long Island Rail Road's Port Jefferson train line to the Hicksville station, or the Port Washington-Manhasset line to the Great Neck or Manhasset station, or Oyster Bay line to the Greenvale station. All of these stations, except Greenvale, have bus service to the C.W. Post Campus. See bus information. Call the LIRR at (516) 822-5477 or on the Web at www.mta.nyc.ny.us for more information regarding train and bus schedules. Taxi service is available from all three train stations by calling All Island Taxi at (516) 486-6666.

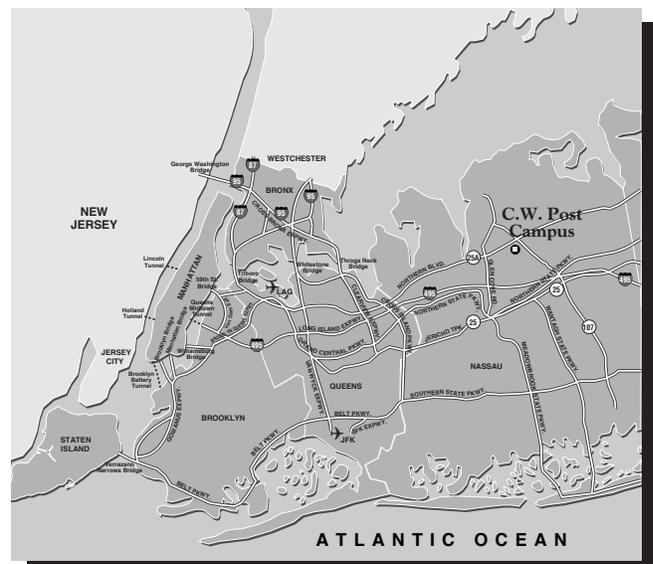
Amtrak — The C.W. Post Campus is accessible through Amtrak, which goes directly into Pennsylvania Station in New York City. From Pennsylvania Station see directions above. Contact Amtrak at 800-USA-RAIL or on the Web at www.amtrak.com.

By Bus:

C.W. Post is serviced by the Metropolitan Transit Authority, Long Island Bus N20. Contact the MTA at (516) 228-4000 or on the Web at www.mta.nyc.ny.us.

By Plane:

Nearest airports to C.W. Post are John F. Kennedy International, (40 minutes from C.W. Post); LaGuardia (35 minutes) and Islip/MacArthur (50 minutes).



LONG ISLAND UNIVERSITY

In its ninth decade of providing access to the American dream through excellence in higher education, Long Island University is a multicampus, diverse, doctoral institution of higher learning. One of the largest and most comprehensive private universities in the country, Long Island University offers 590 undergraduate, graduate and doctoral degree programs and certificates, and educates over 24,000* students in degree-credit and continuing education programs in Brooklyn, Brookville (C.W. Post), Brentwood, Riverhead, Rockland and Westchester. The Arnold & Marie Schwartz College of Pharmacy and Health Sciences prepares students for successful careers in the fields of pharmacy and health care. The University's Global College offers a wide range of study abroad options at overseas centers in Australia, China, Costa Rica and India.

Long Island University's nearly 650 full-time faculty members provide outstanding instruction, which is supplemented by internships and cooperative education opportunities. The accomplishments of more than 170,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, Tilles Center for the Performing Arts and Long Island University Public Radio Network (WLIU-FM and WCWP-FM) provide enrichment for students and the community.

*This number includes high school students enrolled in one or more degree-credit courses.

The C.W. Post Campus is distinguished by...

programs of excellence with small classes in business, education, computer science, public service, health professions and nursing, information studies, visual and performing arts, and liberal arts and sciences. The wooded suburban campus, only 20 miles from New York City, is home to the renowned Tilles Center for the Performing Arts, Hillwood Art Museum and WCWP-FM, a Long Island University Public Radio Network station. C.W. Post offers the Ph.D. in Information Studies, the Psy.D. in Clinical Psychology and the Ed.D. in Interdisciplinary Educational Studies. The Campus also provides an array of health and fitness resources, including the ultra-modern Pratt Recreation Center.

CLINICAL PSYCHOLOGY DOCTORAL PROGRAM

C.W. Post Campus • Long Island University

720 Northern Boulevard • Brookville, NY 11548

E-mail: eva.fiendler@liu.edu • Phone: 516-299-2090 • Web: www.liu.edu/cwpost/psyd

C.W. POST CAMPUS

