The **P**sy.D. **O**ut**P**ut



Clinical Psychology Doctoral Program College of Liberal Arts & Sciences, LIU Post (516) 299-2090

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The LIU Post Clinical Psychology Doctoral Training Program has over 200 graduates working domestically and abroad in settings as diverse as community hospitals, university counseling centers, private practice, VA hospitals, academic training programs, school settings, and more. As a training program following a practitioner-scholar model, students' training includes both experiential learning and clinical research.

P.O.P. is the Research Newsletter of the Psy.D. Program. For more information about any of these research or clinical projects, please contact the program.

About Our Students

The Clinical Psychology
Doctoral Program (Psy.D.)
trains students who want to
practice as clinical
psychologists with a strong
interest in traditionally
underserved populations.

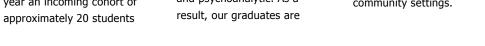
Applicants who are admitted to the program have overcome the first major hurdle of their professional career as psychologists, having made it through an application pool of approximately 300. Every year an incoming cohort of approximately 20 students

joins the program's students in residence.

In the first year of the program, students largely focus on the academic coursework that provides the foundation of their clinical work in the years to follow.

Our clinical faculty provides clinical and theoretical training in two major orientations in the field today: cognitive behavioral and psychoanalytic. As a result, our graduates are prepared to practice with one or both models, affording considerable flexibility in a professional world of constantly changing demands and opportunities.

Throughout the program, students are able to develop their skills as clinicians through experiential learning opportunities in their required fieldwork and through the completion of doctoral dissertations in applied clinical and community settings.



Experiential Learning in Doctoral Training

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The term practitionerscholar best describes the primary educational model of the program. The professional practice of psychology is the primary focus of the training program. However, this practice is informed by scholarly inquiry.

In addition, because our program focuses on two theoretical orientations, psychodynamic and

cognitive-behavioral, 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.



Student Research & Presentations

In addition to course work involving clinical research and preparation for dissertations, students have the opportunity to get involved in clinical research in a number of ways, including research assistantships or by involvement in research through programs like the Trauma Team and the Family Therapy Project. Work in weekly faculty research lab meetings often culminates in poster presentations, published articles or chapters, and dissertation workgroups.

Student and faculty presentations were accepted at the **American Psychological Association**'s annual conferences. These included:

- •Conti, M., Albert, S., and Fichter, C. (2011). Reactions of Haitian School Children in the United States to the Earthquake in Haiti
- Fichter, C., Stratis, A., Narimanidze, M., & Feindler, E. (2011). Understanding the evolution of the co-therapy relationship: The impact of therapist's family dynamics on the co-therapy partnership.
- Kahoud, D.., DiGuiseppe, R., Renz, J.. & Stratis, A. (2011) Callous-Unemotional (CU) Traits in adolescents with substance abuse disorders.
- •Blake, Br, Nadell, N. & Demaria, T. (2011). Impact of Personal Eating Disorder History on the Professional Development of Psychology Graduate Students.
- •Conti, M., Karounos, C., Albert, S., Fichter, C., & Demaria, T. (2011). Reactions of Haitian School Children in the United States to the Earthquake in Haiti.
- Fichter, C., Goldfeder, C., Conti, M., Rooney, E., & Demaria, T.
 (2011). Clinical Exposure with Traumatized Populations and the Assessment of Trauma During Clinical Practice.
- Fichter, C., Osei, A., Norris, C., Albert, S.a & Demaria, T. (2011). "It Gets Better": Content and Efficacy of Internet-Based Prevention in the Aftermath of Traumatic Violence in the LGBT Community.
- Pascal, S..Z., Demaria, T., Stallings, K., & Mercado, M. (2011).
 Psychological Trauma Training for Egyptian African Refugee
 Organization via SKYPE Internet Communication.
- Liebman, M. (2011). 'Please Don't Jump': Internet Culture and Response to Suicidal Intent
- Keefe, C. (2011). The Journey of Mothers of ADHD Adolescents: A Model Promoting Independence
- Vidair, H., Burkett, B., Yellin, E. (2011) Low-Income, Depressed
 Parents Want Help Despite Treatment History: What Kind of Help Do They Need?

The program's Trauma Team had the following presentations accepted recently at the **ISTSS Conference** and **the Center for Anxiety Conference** in 2012:

• Bauer, N.A, Muschel, A., Bauer, S. M., Demaria, T. P. (2012).

- Reactions to anti-Semitic violence in the Orthodox community: Evaluating anonymous digital feedback. Poster presented at the Center for Anxiety: Research Conference on Judaism and Mental Health, New York, NY.
- Demaria, T., Gurwitch, R., Wong, M., & Fichter, C. (2012). Healing after trauma skills: Cultural adaptations of an intervention program for children after disaster/trauma. ISTSS, Los Angeles, CA.
- Blake, B., Liebman, M., & Demaria, T. (2012). Invisible Barriers: Examining Therapeutic Boundaries with Traumatized Populations in the Age of Social Media. ISTSS, Los Angeles, CA.
- Blocher, J. B., Scudellari, L., Fichter, C., & Demaria, T. (2012).
 Community professionals about trauma to increase sensitivity.
 ISTSS, Los Angeles, CA.
- Muschel, A., Japko, D., Bauer, N., Demaria, T. (2012). Expanding resiliency following traumatic loss: The role of religious coping. ISTSS, Los Angeles, CA.

This fall, students' work was accepted at the **Association for Behavioral and Cognitive Therapies** national conference. Posters that were presented included:

- Kunkle, K., Fichter, C., Boccia, Scuderllari, L., Blocher, J., & Vidair,
 H. (2012) Improving Child Anxiety Treatment in the Context of
 Parental Psychopathology: Effective Parent Treatment and
 Behavior Change as the Missing Link
- Ortiz, C. & Lazer, S. (2012) Do Callous and Unemotional Traits in Young Children Predict Change in Parent Training Outcomes?
- Pearl, E., Casey, C., Andersen, J., Meeter, J., & Vidair, H. (2012)
 The More Behavior Therapy Changes, the More It Stays the Same:
 A Case Example of Modifying CBT for Child Anxiety with a Child with a Comorbid Pervasive Development Disorder
- Pearl, E., Stratis, A., & Ortiz, C. (2012). "Stability of Callous-Unemotional Traits in Preschool Children Undergoing Parent-Training." ABCT, 2012
- Renz, J., Casey, C., Schlager, S., Sauro, D., Meeter, J., Vidair, H.,
 Ohr, P. (2012) Modifying Parent-Child Interaction Therapy While
 Maintaining Principles of Behavior Change for a Mother with
 Multiple Diagnoses: A Case Example
- Hutchins, C. Byrnes, J. & Feindler, E. (2012) A Naturalistic Study of the Impact of Dialectical Behavior Therapy for Adolescents on Perceived Family Functioning
- Sita, G. & Feindler, E. (2012) Program Evaluation of Teen Anger Management Education (TAME) in a School Setting

Practicum & Externship Experiences

In the <u>second year</u> of our five-year training program, students complete an on-site practicum in our Psychological Services Center. Graduates student therapists carry a 4-6 client caseload over the course of their practicum year.

In addition, they receive training through weekly in-services, clinic meetings, and multiple supervision hours with their faculty, community, testing, and group supervisors. Students will often use their clinical work from this training experience for their Clinical Competency Examination.

The Psychological Services Center is the on-campus community health center, which serves the local community. Many of the program's alums serve as community supervisors in the clinical.

In particular to students' niche training experiences, doctoral program faculty use the Psychological Services Center to run program such as the Family Check-In pilot program (Dr. Vidair), the Family Therapy Project (Dr. Feindler), and the Living with Loss Bereavement Group (Dr. Demaria).

This on-site clinic provides the program with a unique opportunity for intensive supervised training of our doctoral students.

In the <u>third and fourth year</u> of their training, students complete a part-time externship at an external training site. While on externship, students complete 16-20 hours per week of clinical work. This may include individual therapy, group therapy, work with children, adults, families, couples as well as clinical supervision.

In some cases, students will use their clinical experiences from externship for the Clinical Competency Examination (in the summer of their fourth year) or for their dissertation research.

In 2012-2013, students are currently placed at:

- Adolescent Pavilion North Shore Long Island Jewish Medical Center
- Albert Einstein College of Medicine Division of Psychiatry, Child-Adolescent Psychology
- Bellevue Hospital Center
- · Child Mind Institute
- City College of NY
- Cognitive Behavioral Associates
- Columbia Center for Eating Disorders

- Creedmoor Psychiatric Center
- Hackensack University
 Medical Center
- Hoboken University
 Medical Center
- Iris Hill at Queens Children's Psychiatric Center
- Jamaica Hospital
 Medical Center
- Jewish Board of Family and Child Services - Henry Ittleson Center
- Kings County Hospital Center
- Maimonides Medical Center
- New York Presbyterian/ Columbia Medical Center
- Northern Central Bronx Hospital
- North Shore Long Island
 Jewish Hospital at Zucker Hill
 - Gero Psychology Track
 - Adult Track
 - o Eating Disorders
 - o ADHD Track
- Nassau University Medical Center
- NYU Child Study Center
- Pathways to Housing
- Pilgrim Psychiatric Center
- Queens Children's Psychiatric Center
- Queens Hospital Center
- Riker's Island
- Sagamore Children's Psychiatric Center
- VA New York Harbor Healthcare System





Internships & Post-Doctoral Training

At the beginning of the fourth year of the program, students enter into a competitive national internship application match.

They compete nationally with students from across the nation in both Ph.D. and Psy.D. programs for full-time internship positions in various clinical settings. Students will interview with sites over the course of their 4th year, until final acceptances are sent in February..

This fifth year training experience is the capstone clinical field experience of students' training with the program. Students work approximately 40-hours a week in supervised clinical settings, most of which are APA-accredited or APPIC listed training sites.

In 2012-2013, the programs' 5th year, students are currently placed at internships at the following sites:

- New York Harbor VA Medical Center Brooklyn
- Kings County Hospital Center Adult Clinical Psychology Track Brooklyn
- Audrey Hepburn House Hackensack, NJ
- Albert Einstein College Of Medicine Early Childhood Center -Bronx
- Pilgrim Psychiatric Center West Brentwood, NY
- Fordham University Counseling Center Bronx
- Andrus Children's Center, Child Outpatient Yonkers, NY
- Center For Cognitive Behavior Therapy Manhattan
- Wilford Hall Med/Lackland Air Force Base, San Antonio, Tx
- Harvard Med/Cambridge Hospital Adult Outpatient/Inpatient Jewish Child Care Association
- Foster Home Division Pleasantville, NY
- VA Hudson Valley Health Care System Montrose, NY
- Jacobi Medical Center Bronx
- MercyFirst Syosset, NY
- Interfaith Medical Center Brooklyn
- Mount Sinai Neuropsychology Track Manhattan
- Faye Lindner Autism Center Brookville, NY

In 2012, the American Psychological Association dedicated \$3 million dollars to help potential internship sites develop with the help of an academic training program. The Clinical Psychology Doctoral Program has begun the process of helping the Fay Lindner Center in Brookville, NY with the process of applying for accreditation as an internship site through the APA.

After completed the Clinical Psychology Doctoral Program, graduates must embark on their **post-doctoral training**. Upon graduation, our Doctors of Psychology have two important hurdles ahead of them. These include the EPPP and a post-doctoral experience.

The EPPP is the licensing examine in Professional Psychology. The 2011 Report from the Association of State & Provincial Psychology Boards (ASPPB), reported that from 2006-2010, 77.3% of doctoral students who took the EPPP national licensing exam passed. The percentage of LIU Post students who passed the exam during that period was 87.9%. This compares favorably with most other doctoral programs on Long Island (CUNY-City College, 78.9%, Hofstra, 81.6%; Adelphi, 83.6%; Stony Brook, 91.4%).

Post-doctoral training is a required piece of the professional pathway to becoming a licensed clinical psychology in the United States. In some cases, students on internship will begin applying to post-doctoral training sites during their final year in our program for acceptance at the site in the year immediately following graduation. In other cases, graduates might peruse alternative post-doctoral experiences that are not formal training sites, but rather a collection of clinical experiences accepted by the state in which they are seeking licensure.

Recent post-doctoral training sites of Clinical Psychology Doctoral Program graduates include:

- Kapiolani Child Protection Center in Honolulu, HI
- AHRC NYC
- NYU Counseling Center & NYU Counseling Center in Florence, Italy
- Children's Hospital Orange County (CHOC) in Southern
- The Center for the Psychology of Women, Los Angeles, CA
- Office of Mental Health at Buffalo Psychiatric Center



Dissertations in Progress

In the spring of students' 3rd year in the program, they must choose a dissertation topic as well as a Chair for their committee. Students present their topics in our "Pre-Proposal Presentations" program-wide meeting every spring and then formally propose their dissertations to a doctoral committee by mid-October. Topics of 3rd years who successfully proposed include*:

- Andersen, J. "The effectiveness of DIR®/Floortime for School-Aged Children with Pervasive Developmental Disorders"
- Bassett, S. "The Views of Black Clergy Concerning the Efficacy of the Psychotherapeutic Treatment of Trauma Survivors"
- Casey, C. "Do Maternal Cognitions & Mood Match? A Study Examining Reportedly Stressful Parent-Child Interactions"
- •Fichter, C. "Intervening with Secondary Victims of Natural Disasters: Posttraumatic Stress, growth, and Peer Support in Haitian-American Youth"
- Hersh, D. "Acceptance and Mindfulness in Patients with Fibromyalgia"
- Kahoud, D. "Messages in a Bottle: Omnipotence & Relational Problems in Substance Abuse Narratives"
- Kunkle, K. "Parental Treatment Acceptability and Preference of Room Time-out and Deferred time-out Escape Contingencies"

- Melkumov, M. "Examining the Experience of 9/11 First Responder Spouses Through a Gender Lens"
- Narmanidze, M. "Tuning into the Psychotic Wavelength: Deciphering the Meaning of Hallucinations"
- Novich, J. "The Experiences of LGBT Jews in Disclosing Their Sexual Orientation to Others: A Qualitative Study"
- •Osei, A. "Navigating Personal and Professional Relationships: Experience of Black Doctoral Psychology Students"
- Renz, J. "Depression, Anxiety, and Dietary Restraint in Eating Disorders: Associations with Excessive Exercise in an Adolescent Sample"
- Schlager, S. "Financial Support and Emerging Adult Perceptions of Relationships with Parents and Development toward Adult Status"
- •Stratis, A. "The Experience of the Artist as a Parent: A Qualitative Study"
- Styka, J. "Location-Based Social Networking and its Impact on the Development of Interpersonal Relationships Between Gay Men: A Qualitative Study"
- Wright, C. "Gender & the Application of the R.A.V.E. Model in the Sexual Assault Education of Undergraduates"
- *5th & 6th year dissertation projects are also in-progress at this time.

Summer & Fall Dissertation Defenses 2012

There are two major capstone experiences in the Psy.D program. One is internship and the other is the doctoral dissertation. Beginning in their 3rd year, students spend a considerable amount of time developing their own research projects, which culminate in a dissertation that is defended in front of a committee of three psychologists. Recent defenses include:

Leah Berger, Psy.D. (2012) "Psychotherapy Supervision: What Personality Factors Drive Student Preferences?"

Cynthia Keefe, MS. (2012) "Stress Reduction Pilot Program for Mothers of Adolescents with ADHD: Implications for Practice and Research"

Abbie Kwitel, Psy.D. (2012) "A Qualitative Examination of Adolescents' and Their Families' Experiences of DBT"

Andrew Magidoff, Psy.D. (2012) "Analytic Love: A Qualitative Examination of Psychoanalysts' Experience of Love in Psychoanalytic Psychotherapy"

Olivia Maldonado, Psy.D. (2012) "The Development of Racial Identity in Biracial and Multiracial Individuals: A Qualitative Study"

Clifford Moore, Psy.D. (2012) "Personality Variables in Relation to Religious Problem Solving"

Gina Sita, Psy.D. (2012) "Program Evaluation of Teen Anger Management Education (TAME) in a School Setting"

Erik Pollak, Psy.D. (2012) "Family Environment, Social Support & Gender as Predictors of Self-Esteem in Jewish Orthodox Adolescents"

Alana Tappin, Psy.D. (2012) "The Experience of Growing Up With a Parent or Caregiver with Borderline Personality Disorder: A Qualitative Study"

December Defenses Scheduled:

Jacqueline Talesnick, MS (2012 December) "Body Modification in the Lesbian, Gay, Bisexual, Transgender, and Oueer Population"

Adi Avivi, MS (2012 December) "Internet Communication Among Childfree Women"

Recent Awards & Student Publications

Awards

- 2012 National Council of Schools of Professional Psychology Student Delegate Award: 3rd Year Student: Matt Liebman, MS
- 2012 International Society for Traumatic Stress Studies Student Research Award: 3rd Year Student: Cassie Fichter, MS
- National Council of Schools and Programs of Professional Psychology Award for Innovation in Professional Psychology
 Education: PsyD Program Trauma TeamAthey-Lloyd, L. Jeffrey E. Barnett Psychotherapy Research Student Paper
 Award, Division of Psychotherapy (29), American Psychological Association, August 5, 2011.
- Sita, G. Outstanding Research Poster Award, from ABCT"s Child and School Related Special Interest Group, November, 2012,, Washington D.C.

Student Publications

- Goodman, G. and **Athey-Lloyd, L**. (2011) Interaction structures between a child and two therapists in the psychodynamic treatment of a child with Asperger's disorder. Journal of Child Psychotherapy, 37(3), 311-326.
- Feindler, E.L. & **Kahoud**, D. (in press). Two sides of a Theoretical coin: Multiple perspectives on Training in a dual orientation program. Chapter in J. Bresler & K. Starr (Eds) Relational psychoanalysis and psychotherapy: An evolving synergy.
- Feindler, E.L., **Gerber, M. & Engel, E.** (2012). ART Research and Program Evaluation. Chapter 13 in M. Amendola and R. Oliver (Eds.) The PrePare curriculum: An implementation guide, Research Press: Champaign, Ill.
- **Kunkle, K.L.** (in press). Teacher-Child Interaction Therapy: A review of literature and basic concepts. *ABCT's Child and School Related Special Interest Group newsletter.*
- Vidair, H.B., Fichter, C., Kunkle, K.L., & Boccia, A.S. (2012). Targeting parental psychopathology in child anxiety. *Child and adolescent clinics of North America*, 21, 669-689.
- Vidair, H.B., Sauro, D., Blocher, J., Scudellari, L., & Hoagwood, K. (in press). Recent advances in empirically supported school-based mental health programs targeting academic and mental health functioning. In H.M. Walker & F.M. Gresham (Eds.),
 Handbook of evidence-based practices for students having emotional and behavioral disorders. New York, NY: Guilford.
- **Zimmermann, C. L., & Yellin, E. S.** (in press). Family dinners and the co-therapy experience. Voices: The art and science of psychotherapy, 48(3).

Student Groups' Presentations

Over the course of the academic year, the programs' student groups participate in putting together a lecture series. This series provides students additional training experiences that aim to broadens the scope of their preparation as clinicians. So far, in the fall of 2012, the lecture series has included some of the following:

Students for Multicultural Awareness in Research and Training (SMART):

Pam Guthrie, Psy.D. "Identifying Resiliency Factors in Commercially Sexually Exploited and Trafficked Adolescents: A
Qualitative Study"

Psychologists for Social Responsibility:

- Steven Reisner, Ph.D., "Transforming American Psychologists' Ethical Standards: From Torture to Social Justice"
- Sarah Kamens, M.A., "Psychiatric Diagnosis and Social Activism: Recent Efforts to Reform DSM-V"

Concentration Meetings:

- Cara Klein, Ph.D. "Till Death Do Us Part: The Role of a Forensic Psychologist when Love Sours"
- Gail Hornstein, Ph.D. "Challenge the textbooks: Psychosis is not what you think it is"

Colloquia:

- W.H. Gottdiener, Ph.D."Defense Mechanisms in Substance Abusers: Theoretical and Clinical Implications"
- Mitch Schare, Ph.D. "Treating Aviophobia Utilizing Imaginal, In-Vivo and Virtual Reality Exposure Therapy"

Student Work on Faculty Community Outreach Projects 7 Students receive additional training during their work on the doctoral programs' various community outreach programs, some of which are

directly linked to the Psychological Services Center and some of which are faculty-sponsored projects. Some of these are:

Family Check-In

Dr, Vidair is directing the Family Check-In (FCI), a low-cost, 3-session program for parents of 2-7 year-olds who have concerns or questions about their family's' overall well-being. The aim of Family Check-In is to identify child and family difficulties early and help parents make informed decisions about mental health treatment and related services. The program includes parent and child assessment, individualized feedback and goal setting, and connection to low-cost services (e.g., in our Psychological Services Center). There are several benefits to implementing this program in the Psychological Services Center (PSC). The project aims to facilitate four goals integral to our Clinical Psychology Doctoral Program: 1) serve the underserved community, 2) increase referrals to the PSC, 3) enhance the clinical training of students, and 4) increase opportunities for future research endeavors.

Specifically, FCI includes three sessions conducted by student pairs in Dr. Vidair's Parent-Child Lab:

- 1 Intake Interview and Assessment
- 2 Parent-Child Observation, Initial Feedback, and Goal Setting
- 3 Comprehensive Feedback, Discussion, Future Goals, and Referrals

By the end of Session 3, student clinicians have helped the family develop an individualized action plan based on their goals and needs. This may include referring the child, parent, or family for further services in the PSC (e.g., for testing, individual child or parent therapy, parenting training, couples or family therapy) or elsewhere (e.g., for speech and language, vocational training). They may also offer a monthly phone call or invitation to participate in follow-up family check-ins.

Fall 2012: Dr. Vidair's students have begun to recruit for FCI and have conducted initial sessions with families from the community. Participating students include Service Disparities Fellows Jacquelyn Blocher and Danielle Sauro (2nd years) as well as Esther Pearl, Erika Rooney (3rd years), Laura Scudellari (2nd year), Marina Ross and Jenny Pethkongkathon (1st years).

Uganda Project

Ongoing research continues with a unique international perspective on the implementation of a storytelling/story-acting (STSA) activity in preschool children who attend a community library in rural Uganda. Drs. Goodman and Dent's team presented Time 1 findings from a longitudinal research study that explored potential caregiver predictors (health, quality of life, depression, and cumulative social-contextual risk) of their preschool children's symbolic play, theory of mind, emotion recognition, inhibitory control, and emergent literacy. Examination of these factors will assist us in identifying potential moderators of the impact of STSA on preschool children's readiness to learn in school settings and thus support the efforts of other Ugandan villages to implement STSA in their community libraries. A short documentary created by 3rd year student Eric Yellin also debuted, which gave voice to contemporary strategies for promoting a reading culture and economic prosperity across sub-Saharan Africa.

In Dr. Goodman's Research Lab, both doctoral students and future program applicants participate in weekly meetings to discuss research in four key areas: 1) attachment organizations and disorganization, 2) self and object representations and mentalization, 3) adult and child psychotherapy process, and 4) children's literacy acquisition. Currently, the team is focusing on coding the quality of symbolic play in Ugandan preschool children's responses to story stems, which we the team believes predicts the development of school readiness skills.

Faculty Projects/Interests

EVA L. FEINDLER, PH.D., Program Director, Professor

- Issues in Clinical Supervision
- Evaluation of T.A.M.E.
- The Development of Co-Therapy Dvads

THOMAS DEMARIA, PH.D., Director, Psychological Services Center

- Bereavement & Loss in Children
- Rituals, Art and Memorial Following Traumatic Exposure

MARC DIENER PH.D., Assistant Professor

- Psychotherapy Integration in Graduate Student Training
- Neuroimaging as a benchmark for psychotherapy outcome: A meta-analytic review
- A meta-analysis of psychodynamic psychotherapy outcomes: Evaluating the effects of research-specific procedures
- Construct Validity of the Rorschach Mutuality of Autonomy Scale (MOA): A Meta-Analytic Review

GEOFF GOODMAN, PH.D., Associate Professor

- Mentalization on the Children's Apperception Test in Psychiatrically Hospitalized Prepubertal Children"
- Mentalization and Psychotherapy Process in Sessions with Inpatients Diagnosed with Borderline Personality Disorder
- Predictors of School Readiness in Rural Ugandan Preschool Children

ROBERT KEISNER, PH.D., Professor

Psychologists for Social Responsibility Research & Advocacy

DANIELLE KNAFO, PH.D., Professor

- Psychological changes in bariatric weight loss surgery patients
- Psychodynamic approaches with Serious Mental Illness
- Psychodynamics of creativity

CAMILO ORTIZ, PH.D., Co-Director of Clinical Training, Associate Professor

- Parent training for disruptive behavior disorders
- Treatment of bedtime resistance
- Pediatric enuresis and encopresis

JILL RATHUS, PH.D., Professor

- Psychometric Evaluation of the Revised Life Problems Inventory
- Assessment of Emotion Dysregulation A Review
- Assessment of Outcome Measures for Dialectical Behavior Therapy - A Review
- The Experience of Working as Nanny A Qualitative Study
- The Experience of Having Nanny as Reported by Children - A Qualitative Study

HILARY VIDAIR, PH.D., Co-Director of Clinical Training, Assistant Professor

- Family Check-In (FCI)
- Parental Video-Mediated Cognitions During Parent-Child Interactions in Preschoolers
- Engaging Symptomatic Parents in the Context of Their Children's Treatment

8 P.O.P.

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Next Steps

In 2012-2013, the Clinical Psychology Doctoral Program faculty will continue to support students' clinical research efforts. In addition to faculty members' research labs, students have the opportunity to work on poster submissions for the American Psychological Associations 2013 Annual Conference in Hawaii in

August and the Association for Behavior and Cognitive Therapies 2013 annual conference in Nashville in November and Division 39 in Boston, April 2013.

We will have a student representative at the January 2013 NCSPP (National Council of Schools of Professional Psychology), being held in the Bahamas. Dr. Eva Feindler, the program director, will be accompanying 3rd year student Matt Liebman. Mr. Liebman also serves as an adjunct faculty member in the Psychology Department at LIU-Post.

About Our Organization

The Clinical Psychology
Doctoral Program is fully
accredited by the American
Psychological Association. In
2009, the APA awarded the
Program with accreditation
until 2016, the longest

possible period of accreditation. Approximately 20 students from across the United States are admitted each year; most have an undergraduate degree in psychology and some clinical

experience. The program requires a full-time, year-round commitment in each of the four years of residency, with a 5th year culminating internship experience.

Clinical Psychology Doctoral Program College of Liberal Arts & Sciences LIU Post 720 Northern Blvd, Lodge B Brookville, NY 11548

For more information: www.liu.edu