STUDENT MANUAL

PSY.D. CANDIDATES IN

SCHOOL-COMMUNITY PSYCHOLOGY

2004 - 2005

DEPARTMENT OF PSYCHOLOGY

HAUSER HALL

HOFSTRA UNIVERSITY

ROBERT W. MOTTA, PH.D., ABPP - Program Director

MANUAL FOR

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I.

HOFSTRA UNIVERSITY

Department of Psychology
College of Liberal Arts and Sciences

Psy.D. Program in School-Community Psychology

WELCOME

Please accept our sincere congratulations on your acceptance to our Psy.D. Program. **The Psy.D. Program in School-Community Psychology is Fully Accredited by the American Psychological Association.** This manual is intended to provide you with information about the Psy.D. Program along with material relevant to our Psychology Department, the University, and the field of psychology in general. In addition to our Psy.D. Program in School-Community Psychology, we offer a Ph.D. in Combined Clinical and School Psychology, a Ph.D. in Applied Organizational Psychology, a Master's Degree Program in Industrial-Organizational Psychology, and an Undergraduate Program in Psychology. Our Psy.D. doctoral program emphasizes an evidence based, problem solving approach to individual, family, and community concerns. The Psy.D. Program in School-Community Psychology views the psychologist as a practitioner who utilizes individual interventions and as a consultant who facilitates desired outcomes in classrooms, schools, hospitals, mental health centers, and other health service settings. Thus, we place emphasis on both a consultation model of service delivery as well as the traditional individual service model.

We believe that our training program, which emphasizes evidence based, individual intervention and consultation skills, will prepare students for psychological practice as it is today and as it is likely to be in the future. The Psy.D. is a psychology practitioner's doctorate and current projections are that there will be an increasing need for psychology practitioners within our society. Therefore, job prospects are good for the well trained practitioner who is able to work with individuals and with organizations.

Our programs operate within the Guidelines for Doctoral Programs at Hofstra University. Hofstra University is accredited by the Middle States Association of Colleges. You are encouraged to read the ***Hofstra University Bulletin*** *in* order to familiarize yourself with the general guidelines for the various doctoral training programs within the University, and to become acquainted with the specific requirements for the Psy.D. Program in School-Community Psychology.

In addition to material in the *Hofstra University Bulletin* important information regarding on-going events will often be placed in the doctoral student mailboxes and on email. *Each student has a mailbox and is expected to check it regularly to keep abreast of on-going activities. Students should also regularly check their e-mail. Student notices are placed in the DOCTORAL STUDENT WORKROOM in HAUSER HALL and at the Psychological Evaluation and Research Center in the Saltzman Community Services Center.*

Questions regarding the status of the program's registration, certification, or accreditation can be addressed to the Hofstra College of Liberal Arts and Sciences at (516) 463-5411 or to the School New York State Education Department, Department of Professional Licensing (518) 474-3866.

Commonly Asked Questions About Our Psy.D. Program

1. In What Way does a Psy.D. differ from a Ph.D. in Psychology?

The Psy.D. degree is increasingly recognized as the appropriate degree for psychology practitioners. Its acceptance within the psychological community is attested to by the fact the former President of the American Psychological Association (APA), Dorothy Cantor (1996) was a Psy.D. graduate from Rutgers University. Psy.D. graduates usually work in schools, hospitals, human service agencies, community mental health centers, and private practices. The Psy.D. emphasizes practitioner training and consultation skills and the Ph.D. places an emphasis on research training. Common descriptors for the Psy.D. and Ph.D. models are "scholar-practitioner" and "scientist-practitioner," respectively. Thus, Ph.D. graduates often seek employment in academic settings and other research institutions but also work in the public sector and in private practice. In many ways Psy.D. and Ph.D. training overlaps, but diverge in area of training emphasis. The primary focus for the Psy.D. is practitioner training and for the Ph.D., research training. Despite the differences in training emphasis, Psy.D. and Ph.D. graduates from School, Clinical, or Counseling psychology programs are eligible to sit for the psychology licensing examination in New York State. Successful completion of this examination is required for the independent practice of psychology in New York.

2. Can I Do Everything Needed to Obtain a Doctoral Degree?

Your chances of obtaining the doctorate are actually better than your chances of having obtained your bachelor's degree. One third to one half of those entering bachelor's degree programs do not finish. Approximately 90% of those who start psychology doctoral programs at Hofstra obtain the doctorate. This high success rate is primarily due to careful selection of students. Everyone we admit has the potential to finish the program and the vast majority do so. Usually when a beginning student reads this manual they are overcome by a sense of "I can't do all of that!" Our statistics show that you can and will. Just take one step at a time, one assignment at a time, and one day at a time.

None of this is to say that the program is easy. Actually, you will find that you will be putting in many hours of intense study and you will be learning a great deal of new information. Our experience reveals that if you work hard and seek the support of your classmates and faculty, you will do well.

3. What is a Doctoral Dissertation Project? How Can I Do It?

The doctoral dissertation project is an original study designed, conducted, and written by you with the guidance and support of a faculty member who serves as your mentor or dissertation sponsor. In addition to your sponsor two other faculty members join you and your sponsor to form your "core committee." Two additional faculty members come on board at the final "defense" of your dissertation. In the Psy.D. Program, dissertation projects usually involve some form of investigation of human service delivery systems or processes. While there is wide latitude in what a doctoral candidate might choose as a dissertation topic, it is essential that the candidate pick a sponsor who has expertise in the selected area of study.

The dissertation project is initiated in the Spring Semester of the Third Year when the candidate presents his or her idea for a dissertation to fellow students and receives helpful feedback. From this point on, the dissertation follows a step-by-step sequence that is well laid out and that has stood the test of time at Hofstra. Don't forget, our doctoral programs have been in existence for about 30 years so the dissertation process is well organized. There is no question that you can do it!!!

4. Why not offer a terminal Master's Degree in the Psy.D. Program?

Another way of phrasing this question is: Why don't we encourage students to stop their training at the Master's degree? The primary reason why a terminal master's degree is not supported in our Psy.D. Program is that the APA has decreed that the doctorate is the recognized standard of training in psychology.   APA directors believe that psychology master's degree programs cannot provide adequate training in both theory and practice within the confines of the number of credits required for that degree. The APA is so strong in their view of the doctorate being the accepted training standard, that they do not permit those with the master's in psychology to vote in the APA. This lack of voting rights for Master's degree psychologists may present the clearest picture of the APA's stance on the training of psychologists.

Many programs throughout the nation continue to turn out master's level psychologists. Those with the Master's degree are able to find employment in school districts, in state psychiatric facilities, and in some mental health centers. We offer a master's degree in Industrial Organizational Psychology and our students have successfully competed in the job market in that area. However, a number of studies have documented that, when master's level psychologists were compared with doctoral level psychologists and those with a master's of social work (MSW) degree, functioning in the same clinical setting, the sub-doctoral psychologists received significantly lower salaries than the MSW or the doctoral level psychologists and were also considered by clinical directors to contribute significantly less to the agencies than the other two

professional groups.

We feel strongly that encouraging students to obtain a terminal master's degree in School-Community Psychology is not to their advantage. In fact, we have put this philosophy into action in that we have set things up so that half our entering class possess the Master's in Psychology. They have entered the Psy.D. Program to upgrade their professional standing to the doctoral level.

5. What is the Educational Rationale for Inclusion of Specific Courses in the Master's Degree Component of the Psy.D. Program?

Master's level School and Community psychologists are expected to have acquired a number of competencies. However, the NY State Education Department does not put out a specific listing of courses that must be taken by all master's level psychologists. Rather, individual training programs are expected to develop their own structure of training competencies. Below is a listing of these competencies and the courses that contribute to their development.

> ### *General Knowledge Base*
>
> Psychology 209 - Classical Concepts in Psychology
> Psychology 253 - Advanced Developmental Psychology
>
> ### *Psychological Testing*
>
> Psychology 231 - Intellectual Evaluation
> Psychology 232 - Intellectual and Vocational Evaluation
> Psychology 234A Theory and Application of Personality
>   Evaluation
>
> ### *School and Community Psychology - Organizational Structures*
>
> Psychology 258A-Social Psychology and the School System
> Psychology 224 - Research Design for Health Service Programs
> Psychology 280 - Community Intervention Programs
>
> ### *Counseling Skills*
>
> Psychology 220 - Consultation in Schools and Health Service
>   Settings
> Psychology 227 - Interviewing and Counseling
>
> ### *Statistical/Research Design Skills*
>
> Psychology 201 - Graduate Statistics
> Psychology 202 - Graduate Statistics II

6. Why Give a Qualifying Examination?

The Qualifying Examination is given at the end of the year to all first year students enrolled in our Psy.D. Program in School-Community Psychology. In fact we have given the Qualifying Examination for almost 30 years in our doctoral psychology programs. The majority of psychology doctoral granting programs in this country give some form of qualifying or comprehensive examination. Although the qualifying exam takes place during an early phase of training in our Psy.D. program, it is not considered to be a master's degree requirement, but is a requirement for the doctorate. The purpose of this exam is to assess competence in general psychological knowledge and in the application of specific content material covered in the first year courses. Successful completion of the exam requires more than a knowledge of factual material but also requires that students demonstrate a capability to apply that knowledge. These core knowledge areas form an essential part of the greater working knowledge of the field as a whole. The Qualifying Examination taps the following areas:

Research Design and Statistics. School and Community Psychologists are expected to be able to evaluate the validity of research studies and are therefore asked to show this capability on the Qualifying Examination. On the examination, students are presented with a study that reaches certain conclusions. Students are asked to critique the study, to determine if its conclusions are meaningful, or to design a study and interpret given results.   First year courses relevant to this part of the examination are Psychology 201 and 202, Graduate Statistics I and Graduate Statistics II.

Psychological Assessment. This is the most basic area where School and Community Psychologists are expected to demonstrate their competence. Courses relevant to this area of the examination include the following: Psychology 231, Intellectual Evaluation; Psychology 232 Intellectual and Vocational Evaluation. Relevant material is also drawn from Psychology 253, Advanced Developmental Psychology and Psychology 227, Interviewing and Counseling.

Consultation/Interviewing Schools are an important component of community systems that can provide many services including school-based health clinics, recreational and vocational programs, etc. Thus, students are expected to demonstrate a knowledge of consultation and interviewing skills relevant to school and community settings. Course knowledge relevant to this area is derived from Psychology 220, Consultation in Schools and Health Service Settings and Psychology 227 Interviewing and Counseling.

7. What is a Colloquium and What is its Importance to my Training?

Colloquia are seminars on various topics that are attended by doctoral candidates. The material presented at these seminars often represents the latest developments in the field of psychology. *All first level students are required to attend colloquia.* We often include questions relevant to the colloquia on our qualifying examination. Colloquia are usually held on Friday afternoons. The following topics and speakers were recently in our colloquium series:

<u>Topic</u>

<u>RICHARD PLEAK, M.D. (4/03)</u>   Adolescent Gender Identity Variations

<u>THOMAS DOWD, Ed.D. (4/00)</u>   Critical Types of Memory Formation

<u>ALBERT ELLIS, PH.D. (4/99)</u>   REBT and Personality Disorders - Albert Ellis Institute

<u>DAWN FLANAGAN, PH.D. (2/99)</u>   Wechsler Based Gf-Gc Cross Battery Intellectual Assessment
St. John's University

<u>USHA RAM, PH.D. (7/97)</u>   Anger and Aggression from the perspective of
University of Poona, Pune, India   The Bagadvathgita

<u>LEN WHITE, PH.D.</u> (4/97)   Advances in Schizophrenia Research
Clinical Neurosciences Center, Pilgram Hospital

<u>STEVEN HAYES PH.D.</u> (2/97)   Acceptance and Commitment in a Managed Care
University of Nevada   Environment

<u>LAWRENCE M. SCHIER, PH.D.</u> (2/97)   Developmental Aspects of Vulnerability to Adolescent
Cornell University, Department of Public Health   Drug Abuse: Lessons for Prevention

<u>WOLF LAUTERBACH, PH.D.</u> (10/96)   Measurement of Intrapersonal Conflict by
University of Munich, Germany   Computer

<u>MODEST KABANOV, M.D., PH.D.</u> (5/96)   Abuse of Psychiatry in the Soviet Union
Bekhterev Psychoneurological Institute, Russia

<u>DONALD LEVIS, PH.D.</u>   (4/96)   Flooding: Classical and novel approaches
SUNY at Binghamton

<u>LISA SUZUKI, PH.D.</u> (3/96)   Cross-Cultural Issues in the Practice of
New York University   Psychotherapy

<u>STEVEN BELLER, PH.D.</u> (4/96)   Computer aided models for diagnosis
Independent Practice

<u>JERRY DEFFENBACHER, PH.D.</u> (4/95)   Research and Treatment of Anger Disorders
Colorado State University

In addition to colloquia, students are also encouraged to attend faculty brown bag lunches when they are offered. Brown bag lunches involve faculty presentations of research topics.

8. **Who Will Advise Me Once I Am Enrolled in the Psy.D. Program?** You will be assigned a faculty advisor who should be able to answer any questions you might have. In addition all entering students are teamed up with a "big sister" or "big brother" who is a second level Psy.D. student. The second level student is probably the best source of information on what to expect during the first year. You will meet your big sister or brother during the first week of your

enrollment.

Working While in the Psy.D. Program

A question often arises as to working as a psychologist while in the Psy.D. Program, prior to receiving the degree and prior to being licensed as a psychologist. The regulations regarding practice vary from state to state. Since a number of our students do not come from New York, they may not be familiar with the New York State Education Law. In addition, most entering students are not familiar with the Code of Ethics of the APA, which is included at the end of this manual. Therefore, it is ***important for you to know that a doctoral candidate in professional psychology may NOT work as a psychologist in the private sector while enrolled in the program. Such work is considered to be unethical, and possibly illegal, and may lead to dismissal from the Program.***

New York State Educational Law, Article 153-Section 7601-Subdivision 2 states:

> *"A person represents himself to be a 'Psychologist' when he holds himself out to the public by any title or description of services incorporating the words 'psychological,' 'psychologist,' or 'psychology,' and under such titles or description offers to render or renders services to individuals, corporations, or the public for remuneration."*

The law protects the title "Psychologist," and while it also defines *practice* it does not prohibit others from doing the same thing. Thus, we may not interfere with the work of social workers, nurses, psychiatrists, marriage counselors, etc, who may engage in similar professional behaviors. In addition, while it would be possible, in New York at least, for anyone to "hang out a shingle" under the general and non-protected title of "psychotherapist," it is *clearly unethical* for a psychology doctoral student to evade the intent of the law by doing so.

Once enrolled in our Psy.D. Program you are expected to abide by the Code of Ethics of the APA (which are presented in the manual), the laws of the State of New York, and the rules and regulations of Hofstra University. Under no circumstances may doctoral candidates work in the private sector, even if they are supervised. The laws make no provision to allow you to work just because you are being supervised-no matter how good the supervision is.

TITLES DESIGNATING TRAINING STATUS, SUCH AS "PSYCHOLOGICAL INTERN," "RESIDENT," OR "PSYCHOLOGIST-IN-TRAINING," MAY BE USED BY STUDENTS PURSUING A DOCTORAL DEGREE IN AN APPROVED PROGRAM AS LONG AS THE ACTIVITIES AND SERVICES THEY ARE PERFORMING ARE DONE AS PART OF THEIR SUPERVISED COURSE OF STUDY.

On the other hand, students may work part-time in *exempt* settings such as universities, state hospitals, or institutions for the developmentally delayed, etc. or in public schools after receiving the Provisional School Psychologist Certificate. This certificate follows the third year of doctoral training and completion of the school psychology internship. In such setting the terms "School Psychologist" or "Psychologist" are permissible.

FULL-TIME STUDENTS MAY NOT TAKE ANY FULL OR PART-TIME JOB THAT WOULD INTERFERE WITH CLASSES, PRACTICA, INTERNSHIPS, ETC.

Nothing in the law stands in the way of the training mission of the University and we place students in a large number of settings to gain experience as professional psychologists. Under no circumstances do we place students with individual private practitioners for part of their University based training. We use only "organized professional settings" for training in which there is a minimum of two licensed psychologists per site. We strive to ensure that training in School-Community Psychology is kept at a high level. All work done while in the Hofstra Training Program is done under supervision and in close cooperation with the Hofstra faculty to ensure that you are well prepared to enter the marketplace upon graduation. It is imperative, however, that our graduates check the laws of the state or states in which they intend to practice. The laws vary from state to state and it is *your responsibility to see that you are in compliance with the laws where you practice.*

Maintaining Enrollment

1. If you have entered the full-time program you are expected to be available for classes and practicum experiences during the day and evening hours.

2. There are *no leaves of absence. You are required to maintain matriculation at Hofstra University each and every semester until graduation.*

3. If you leave for any reason, you are required to re-apply with all other applicants and if re-admitted, would likely have to start the program from the beginning or retake many courses. This policy is required since assessment instruments, methods of psychological intervention, and basic knowledge about human behavior changes rapidly and materials in the courses change frequently.

Professional Liability Insurance

You are expected to behave in an ethical and lawful manner at all times. Nevertheless, in an increasingly litigious society, it is important to be covered by appropriate liability insurance. In order to protect psychologists and doctoral students, the American Psychological Association has developed a <u>Psychologist Professional Liability Insurance Policy</u>. This policy is designed to protect you against a number of liability problems which could drastically affect your career. The policy is low cost for students and is available for personnel enrolled in registered doctoral training programs. This policy is strongly recommended for all students in our doctoral programs. **Hofstra University does not provide liability insurance for you and you may find yourself uncovered and the subject of a lawsuit if you do not purchase this policy.** The policy is available from the American Psychological Association in Washington D.C. **It is your obligation to obtain this coverage**.

Professional Organizations

Most of your professional development, especially in the beginning of your career, will come from experiences achieved in the Psy.D. Program. However, in order to gain exposure to the broadest spectrum of ideas in psychology and in order for you to become integrated into the field, it is important to join relevant professional organizations. These organizations typically have low student membership fees and provide members with the opportunity to attend conventions and workshops and to subscribe to relevant journals in our field. There are many professional societies which you may join. The following professional organizations are recommended:

1. The American Psychological Association; Division 16 - School Psychology and Division 27 - Society for Research on Community Action
2. The National Association of School Psychologists
3. The Association for Advancement of Behavior Therapy
4. The New York Association of School Psychologists
5. The New York State Psychological Association

Student Psy.D. Association at Hofstra

Students of the Hofstra University Psy.D. Program in School-Community Psychology are invited to join the School Psy.D. Association at Hofstra (**SPAH**). **SPAH** is an organization, developed by Psy.D. students to aid in their educational and professional attainment. All Psy.D. students admitted into the program are eligible for membership and are encouraged to join. Second level students (i.e., second year Psy.D students) are responsible for organizing and running SPAH.

SPAH provides educational and professional opportunities, in addition to recreational events, in order to help members of the organization become well-rounded and successful professionals. One way this is accomplished is through the various workshops and presentations the association organizes. Two examples of the activities that the club has sponsored are Internet Usage and Resume Writing workshops, both intended to provide needed skills to individuals who have not had exposure in these areas or to increase the knowledge base of those who have the basic skills.

SPAH has sponsored presentations by psychologists and other professionals in the field. Recent presentations have included a discussion of Reality Therapy, and Meta-Analytical evaluations of children's externalizing behaviors, a workshop on various assessment skills most prominently used in the field at present and a discussion of the professional opportunities (or "A Day in the Life") of community psychologists were also held. Many more such workshops and symposia are slated to be presented in the future on such topics as developmental disabilities, pharmacology, behavioral techniques and interventions, and many more. These presentations are designed to expose students to a wide variety of activities and the latest research outside of the wide array of information gained through classes and assignments.

SPAH members are allowed, and encouraged, to have Psy.D. student representatives attend program faculty meetings. This gives **SPAH** members the opportunity to have a voice in the functioning of the program and provides students with the chance to share feedback with the professors and staff on various issues that may arise during the course of a year.

SPAH has also organized a number of charitable events designed to aid those in need. Recent events have included a personal care item drive (soap, socks, toothpaste, etc.) for homeless persons. **SPAH** members have volunteered at a soup kitchen for the homeless. Both events benefited a local Hempstead charity, the Interfaith National Network.   Similar events have been organized for the benefit of battered women and for underprivileged children.

SPAH sponsors an annual welcome event for new students of the Psy.D. Program. The party gives students the opportunity to enjoy themselves as well as meet their fellow students and professors in a relaxed and open setting. There are also numerous other social activities such as the Mid-Year get together, during the midwinter break, and a party for students who have attained their MS degree along the way to the doctorate.

SPAH continues to act as a representative of Psy.D. students and its members to ensure the professional success of all of the School-Community Psy.D. students.

Significant Findings; the Psy.D. Student Newsletter

Each semester the Psy.D. program publishes a newsletter, *Significant Findings*. It is a student publication containing interviews with Psy.D. students and faculty members, program news, humor, and notification of upcoming events both within the program and within the field of psychology. Each issue features columns by program director Robert W. Motta, Ph. D., ABPP, focusing on school and community psychology issues, as well as program secretary Carol Zarzycki, providing information about course registration and upcoming program events such as social events, and student interview day.

Significant Findings also highlights student and faculty accomplishments such as book and article publication, receipt of scholarships, and charitable pursuits. In addition, each issue draws attention to one student and one faculty member, who describe their work, their professional focus, and their experience at Hofstra University. In keeping with the close-knit spirit of the program, the newsletter also celebrates personal events such as birthdays, engagements and birth announcements. In the interest of professional development, students are invited to submit articles about topics of interest within psychology which they may have come across in their studies or work.

II.

PROGRAM HISTORY

Change from Ph.D. to Psy.D. Model

PROGRAM HISTORY

The Doctoral Program in School-Community Psychology began as a Ph.D. Program and admitted its first class in 1978. The program was initially designed as a part-time program for fully employed Master's Degree Level Psychologists who were able to maintain their employment during the day while attending classes on weekends and evenings. Over the years, our School-Community Ph.D. Program produced 150 doctoral level psychologistist. All are now working as psychologists in schools, clinics, mental health centers, agencies for the aged, psychiatric hospitals, etc. Admissions to that Ph.D. Program ceased in 1991, as plans were being developed for our Psy.D. Program. The switch from a Ph.D. Program to a Psy.D. Program was brought about because it became evident that all of our graduates were entering the *health service provider* field and were not taking research or academic positions. The health service field is practitioner oriented and it is becoming increasingly recognized that health service providers should possess the Psy.D., the psychology practitioner's credential.

The university has committed itself to developing a Psy.D. Program of the highest quality and will continue to add new faculty members and resources as needs arise. The Psy.D. Program received Full Accreditation by the American Psychological Association on March 18, 2003. APA accreditation is a nationally recognized standard that shows a program has reached the highest standard of quality. Future plans and commitments include funding for professional development such as scholarly meetings and conferences, student fellowships, the possibility of opening a consultation center in which Psy.D. students will be able to work as paid consultants under the supervision of program faculty, and accreditation by the American Psychological Association.

III.

DEPARTMENT FACULTY

Core Program Faculty

Professional Faculty Associates

Contributing Faculty

DEPARTMENT FACULTY

The Psychology Department at Hofstra University is budgeted for 34 psychologists. This includes 30 full-time faculty members and 4 psychologists with professional responsibilities. There are 24 men and 9 women in the Department, and about 75% are tenured. A relatively high tenure rate such as ours means that students can expect the faculty to be relatively stable during their years at Hofstra.

In addition to the full-time faculty members, the other psychologists who are members of the department are likely to play a part in your education. They include the Director of our campus clinic (the PERCC), the Director and the full-time psychologist in the Student Counseling Services, and full-time psychologists in other parts of the university such as the School of Education and the Center for Organizational Excellence. We are fortunate that Hofstra is located in a geographic region with many psychologists. We use them to provide you with a variety of types of skill development. Thus, our 34 psychologists are supplemented by more than 75 community associates in psychology (adjuncts, school and community supervisors, etc.) who are available to participate in your training.

The faculty for the Psy.D. Program in School-Community Psychology is divided into three categories.

Core Program Faculty are those who have clear authority and primary responsibility for administering the School-Community Psy.D. Program. This means that the Core Program Faculty teach, supervise, provide yearly evaluations of enrolled students, and are involved in the planning and execution of the Program. They are clearly identified as Core Program Faculty of the Psy.D. Program in School-Community Psychology. A total of four Core Program Faculty are assigned to this program.

Professional Faculty Associates are drawn from the community, and fill the role of supervisors, teachers, mentors, and evaluators of students. These faculty are experienced, seasoned practitioners working within school or community settings who are appointed as Professional Faculty Associates upon the recommendation of the Director of the Psy.D. Program, the Department Chairperson, the Dean, the Provost, and the President. Professional Faculty Associates teach, provide supervision for students, score the Qualifying Exam, and attend program meetings during the academic year.

Contributing Faculty are those who maintain a primary identification and time commitment to programs other than the Psy.D. and are listed as core faculty of these other programs. For example, they may work in our Undergraduate Studies Program or in the Clinical & School Psychology Ph.D. Program or the Master's Program in Industrial-Organizational Psychology. Contributing faculty teach one or two courses per year and/or supervise students in the Psy.D. Program, but are not involved in program planning or execution. Contributing faculty are drawn primarily from the full-time faculty of the Psychology Department or from other departments or schools.

Below is a list of faculty members. There is a Program Director who reports to the Department Chairperson who, in turn, reports to the Dean of Hofstra's College of Liberal Arts and Sciences.

The Core Psy.D. Faculty are specialists in the areas of School and Community Psychology. The Core and Contributing Faculty includes individuals who hold a Diplomate in Professional Psychology and Behavior Therapy, have served as President of the School Division of the New York State Psychological Association, and who are nationally recognized in Community Psychology.

CORE PSY.D. PROGRAM FACULTY

Robert Motta, Ph.D., ABPP, ABBP is the Program Director. Dr. Motta is a Diplomate American Board of Professional Psychology, Diplomate American Board of Behavioral Psychology and Past President of the School Psychology Division of the New York State Psychological Association. Dr. Motta is an examiner for the American Board of Professional Psychology, a site reviewer of the American Psychological Association, and is certified to provide child abuse identification and prevention instruction. His primary areas of research interest include childhood and adult posttraumatic stress disorder, childhood learning and behavior problems, and the psychological and behavioral effects of exercise.

Paul Meller, Ph.D. Dr. Meller, Assistant Director, is trained as a school psychologist and is nationally certified in that role. He is a specialist in the interface between school and community psychology and has done important work in the development of prevention programs for children. He is director of one such program at Hofstra - *Special Friends,* which provides services to high risk children. Dr. Meller also works with the New York State court system in providing programs for children whose parents are in the process of divorce. He has been a driving force in forging a training liaison between Hofstra's Psychology Department and the Hofstra Law School.

Sergei Tsytsarev, Ph.D. Dr. Tsytsarev was trained in Russia and has numerous publications in the area of criminal justice and in motivational aspects of substance abuse. He has taught at both the graduate and undergraduate level in this country and internationally. Dr. Tsytsarev has been instrumental in arranging international conferences and in doing so has given our faculty and students a world wide presence in psychology.

Jolie Alric, Ph.D.   Dr. Alric has done important work in evaluating group versus individual contingencies and in health related disorders. She obtained her Ph.D. in School Psychology from the University of Connecticut and was mentored by the well known school psychology researcher, Melissa Bray and others at that institution. Dr. Alric is an active school psychology researcher and is a member of the American Psychological Association and of Division 16 School Psychology.

Kim Gilbert, Ph.D. Dr. Gilbert obtained her doctorate in 2003 with a specialization in Clinical and School Psychology. Her expertise is in the areas of developmental disabilities, autism, and the spectrum of pervasive developmental disorders. She is a certified school psychologist.

PROFESSIONAL PSY.D. FACULTY ASSOCIATES

Listed below are those who are *eligible* to serve as Professional Faculty Associates. Professional Faculty Associates are psychological practitioners who are well known within the community and have established themselves as exemplars of professional practice.

Marc Summers, Ph.D. is a Professional School Psychologist and has been Director of Gifted and Cultural Arts Programs, Freeport, N.Y. Public Schools. Dr. Summers has worked as the psychologist assigned to the Committee on Special Education (CSE). He has designed and implemented gifted programs and cultural enrichment programs within the Freeport School District. Both programs have received repeated awards for excellence. He has also worked with gifted children at Long Island University's Center for Gifted Youth. He currently consults in many area school districts.

Lola Nouryan, Ph.D. A former Chief Psychologist, Rockville Centre, N.Y. Public Schools, Dr. Nouryan has taught on an adjunct basis and supervised our doctoral psychology students for many years. She has an extensive background as a Chief School Psychologist and is familiar with administrative aspects of School Psychology and especially the operation of the Committee on Special Education within the schools.

CONTRIBUTING PSY.D. FACULTY and FACULTY ADJUNCTS

Brian Cox, Ph.D. - History of Psychology; Developmental Psychology

John Guthman - Ethics & Director, Student Counseling Services

Charles Levinthal, Ph.D. - Neural Bases of Behavior

Norman Miller, Ph.D. - Psychological assessment

The remaining faculty members listed below may serve as contributing faculty within the Psy.D. Program.

Michael Barnes, Ph.D.- Cross Cultural Issues in Psychology; Statistics

Bruce Blaine, Ph.D. - Social Psychology & Statistics

Cheryl Camenzulli, Ph.D. - Developmental Psychology

MarthaLeah Chaiken - Bio-Psychology; Avian Song Learning

Charles Dill, Ph.D. - Statistics & Research Design

Vincent Guarnaccia, Ph.D. - Assistant Director for School Psychology, Combined Program; Marital Issues

Howard Kassinove, Ph.D., ABPP - Anger Disorders

Amy Masnick, Ph.D. - Childhood Problems Solving Styles

M. Marie Meier, Ph.D. (Emeritus) - Diagnostic Testing

Richard O'Brien, Ph.D. - Director, Respecialization Program; Behavior Modification

Phyllis Ohr, Ph.D. - Childhood Assessment & Childhood Exceptionality

Christine Rini, Ph.D. – Social Psychology

William Sanderson, Ph.D. Cognitive Behavioral Approaches

Joseph Scardapane, Ph.D. - Director, Psychological Evaluation and Research & Counseling Clinic

Mitchell Schare, Ph.D. - Director, Ph.D. Program , Clinical and School Psychology

Liora Schmelkin, Ph.D. - Statistics and Evaluation of Higher Education

Mark Serper, Ph.D. - Adult Psychopathology

CONTRIBUTING UNDERGRADUATE STUDIES FACULTY

Vincent Brown, Ph.D. - Cognition and Cognitive Processes

Craig Johnson, Ph.D. - Social Psychology

S. Stavros Valenti, Ph.D. - Developmental; Ecological Psychology

CONTRIBUTING INDUSTRIAL-ORGANIZATIONAL (I/O) FACULTY

William Metlay, Ph.D. - Program Co-Director

Comila Shahani, Ph.D. - Program Co-Director

Ira Kaplan, Ph.D. - Personnel Selection: Director I/O Ph.D. Program

Teri Shapiro, Ph.D. - Customer Satisfaction

Kelly Rutkowski, Ph.D. – Applied I/O Psychology

Jinyan Fan, Ph.D. – I/O Methodology

PART-TIME TEACHING FACULTY

Bernard Gorman, Ph.D. - Statistics

Fugen Neziroglu, Ph.D., ABPP - Psychotropic Medication, OCD

Frank Vaccaro, Ph.D. - Gerontology

OTHER PSYCHOLOGISTS EMPLOYED FULL-TIME IN THE UNIVERSITY

Andrew Berger, Ph.D. - Ethics, Clinical Psychology

J.R. Block, Ph.D. - Vice President for Planning and Liaison

Thomas Capone, Ph.D. - Addictions

Lisa Caselli, Ph.D. - School Psychology Assessment

Alfred Cohn, Ph.D. - New College Faculty

Roy Udolf, J.D., Ph.D., ABPP - New College Faculty

III.

FACULTY RESEARCH INTERESTS

FACULTY RESEARCH

<div style="border:1px solid blue; background:#cccccc; text-align:center;">

Core Program Faculty
Psy.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

</div>

Motta, Robert (Ph.D. 1975, Hofstra University)

1. **Post Traumatic Stress Disorder**
2. **School Intervention Programs**
3. **Learning Disabilities**
4. **Effects of Exercise on Emotions**

Meller, Paul (Ph.D. 1988, Syracuse University)

1. **Prevention of Psychopathology in Children**
2. **Social Competence**
3. **School Psychology**

Tsytsarev, Sergei (Ph.D., 1983, V.M. Bekhterev Psychoneurological Institute, Russia)

1. **Addictive Behaviors**
2. **Criminal and Forensic Psychology**
3. **Cross Cultural Studies in Psychology**

Jolie Alric (Ph.D., 2004 University of Connecticut)

1. **Group Oriented Contingencies**
2. **Health Related Disorders**
3. **Behavioral Assessment and Intervention**

Kim Gilbert (Ph.D., 2003 Hofstra University)

1. **Autism**
2. **Pervasive Developmental Disorders**
3. **Behavioral Interventions**

Summers, Marc (Ph.D. 1973, Hofstra University)

    1. School Psychology; Assessment
    2. Education of Gifted Children

Nouryan, Lola (Ph.D. 1975, Hofstra University)

    1. School Psychology, Special Education
    2. Legal Issues in Psychology

RESEARCH INTERESTS

Kassinove, Howard (Ph.D. 1970, Adelphi University)

    1. Anger: Triggers, Experiences, and Patterns of Expresion
    2. Rational-Emotive / Behavior Therapy
    3. International Psychology

Dill, Charles (Ph.D., 1981, University of Houston)

    1. Logical Learning Theory
    2. Personality Theory
    3. Monte Carlo Simulations

Guarnaccia, Vincent (Ph.D. 1970 Columbia University)

    1. Parent Training & Child Rearing
    2. Marital Issues
    3. Psychodiagnostic Assessment

O'Brien, Richard (Ph.D. 1972, West Virginia)

    1. Behavior Modification in Industry
    2. Behavior Modification in Sports
    3. Hypnosis

Ohr, Phyllis (Ph.D., 1991, St. John's University)

1. **Early Indications of ADHD**
2. **Parenting of Young Children**
3. **Infant Learning & Behavioral Style**

Sanderson, William (PhD., 1988, SUNY Albany)

1. **Cognitive Behavior Therapy of Anxiety and Depression**
2. **Identification and Dissemination of Evidenced Based Psychology Treatments**
3. **Cognitive Appraisal of Emotional and Anxiety Disorders**

Schare, Mitchell (Ph.D. 1985, SUNY at Binghamton)

1. **Behavioral Effects of Caffeine Consumption**
2. **Cessation of Cigarette Smoking: Cue Exposure, Stages of Change, Motivation**
3. **Drug Outcome Expectancy Effects**

Schmelkin, Liora (Ph.D., 1979, New York University)

1. **Statistics and Methodology**
2. **Higher Education**
3. **Course and Outcome in Major Psychiatric Disorders**

Serper, Mark (Ph.D. 1991, SUNY at Binghamton)

1. **Positive & Negative Symptoms of Schizophrenia**
2. **Substance Abuse in Schizophrenia**
3. **Course & Outcome in Major Psychiatric Disorders**

Scardapane, Joseph (Ph.D., 1983, Hofstra University)

1. **Psychological Assessment and School Psychology**
2. **Cognitive-Behavior Therapy**

Guthman, John (Ph.D.,1990, Hofstra University)

1. **Factors relating to College Retention**
2. **Behavior Therapy in College Counseling**

Shahani, Comila (Ph.D. 1988, Rice University)

1. **Industrial and Organizational Behavior: Customer Satisfaction.**
2. **Personnel Selection and Evaluation**
3. **Effectiveness of Time Management Behaviors.**

Metlay, William (Ph.D. 1967, Lehigh University)

1. **Organizational Determinants of Customer Satisfaction**
2. **Organizational Development**
3. **Productivity and Human Resource Management.**

Kaplan, Ira (Ph.D., 1959, Columbia University)

1. **Group Processes**
2. **Performance Management**
3. **Scientific Method**
4. **Customer Satisfaction**

Shapiro, Terri (Ph.D., 1994, Hofstra University)

1. **Industrial and Organizational Behavior: Customer Satisfaction**
2. **Work Teams**
3. **Quantitative Methods and Survey Methodology**

Rutkowski, Kelly (Ph.D., 2003, Florida Tech)

1. **Performance Development**
2. **Feedback**

Fan, Jinyan (Ph.D., Ohio State University, 2004)

1. **Newcomer orientation and socialization**
2. **Motivation**
3. **Methodology**

Barnes, Michael (Ph.D. 1980, Hofstra University)

1. **Attitudes Towards Minority Persons.**

2. **Racial Preference and Awareness.**
3. **Self Esteem and Academic Achievement of Black Children**
4. **Campus Racism**

Blaine, Bruce (Ph.D. 1993, SUNY at Buffalo)

1. **The Social Psychology of Obesity**
2. **Stigma and the Self Concept**
3. **Psychology and Religion**

Brown, Vincent (Ph.D. 1991, University of California, Irvine)

1. **Cognition**
2. **Learning and Cognitive Processes**

Chaiken, MarthaLeah (Ph.D., 1985, Rutgers University)

1. **Biological Bases of Behavior**
2. **Experimental and Observational Study of Social and Communicative Behavior**
3. **Culture and Cognition**

Cox, Brian (Ph.D.,1989, University of North Carolina)

1. **Children's Memory**
2. **Social Genesis of Children's Cognitive & Meta-Cognitive Abilities**
3. **Culture & Cognition**

Johnson, Craig (Ph.D., 1993, Syracuse University)

1. **Social Psychology:**
2. **Stereotype Formation**
3. **Role of Identity on Memory**
4. **Situational Influences on Aggression**

Levinthal, Charles F. (Ph.D. 1971, University of Michigan)

1. **Cognitive Aspect of Reading**
2. **Neurochemical Bases for Psychiatric Disorders**
3. **Drug Abuse**

Masnick, Amy (Ph.D., 1999, Cornell University)

1. **Cognitive Development**
2. **Thinking and Reasoning**

   3. **Science Education**

Paul, Hadassah (Ph.D. 1966, Wayne State University)

   1. **Memory**
   2. **Memory & Depression**
   3. **Learning**

Rini, Christine (Ph.D., 2001, University of California, Los Angeles)

   1. **Bio-Behavioral Medicine**
   2. **Reactions of Mothers to Children Undergoing Bone Marrow Transplantation**
   3. **Stress and Behavior**

Valenti, S. Stavros (Ph.D., 1983 University of Connecticut)

   1. **Developmental Psychology**
   2. **Ecological Psychology**
   3. **Social Perception and Interaction**
   4. **Perception of Action in Art**

Berger, Andrew (Ph.D., 1983, Hofstra University) Clinical Psychology

Block, J.R. (Ph.D. 1962, New York University) General Psychology

Capone, Thomas (Ph.D. 1969,) Addictions

Lisa Caselli (Ph.D. 1991, Hofstra University) School and Clinical Psychology
                        Assessment

Gorman, Bernard (Ph.D. 1971, C.U.N.Y.)   Multivariate Statistics Single
                        Subject Design

McNamara, Sue (Ph.D. 1987, Hofstra University) School and Clinical Psychology
                        Assessment

Meier, M. Marie (Ph.D. 1943, University of Maryland) School and Clinical Psychology
                        Assessment

Miller, Norman (Ph.D.,1977 Hofstra University) School and Clinical Psychology Assessment

Neziroglu, Fugen (Ph.D. 1977 Hofstra University) Obsessive-Compulsive Disorder, Psychotropic Medication

Vaccaro, Frank (Ph.D. 1981, Hofstra University) Clinical Gerontology

V.

LIBRARY AND UNIVERSITY FACILITIES

PERCC
(Psychological Evaluation Research & Counseling Clinic)

University Resources

LIBRARY AND UNIVERSITY FACILITIES

There are a large number of facilities and specialized services that are available to our Psy.D. candidates.   These include the following:

Library: The libraries of the University (Axinn and Law) consist of approximately 1,500,000 volumes including microform volume equivalents. The Axinn Library grows at a rate of about 20,000 volumes a year to accommodate the academic demands of the programs of study. Over the years the Axinn Library has been receptive to changing their journals and texts in order to provide support to existing programs in Psychology. We are confident that the library will continue this practice of support with our Psy.D. Program, which at present requires no new acquisitions. There will doubtlessly be certain needed journals and texts relevant to School-Community Psychology that will be added as needs arise.

Students have free access to the circulating and reference book collections, which are open stacks. The Library participates in a network of about 6,000 libraries on-line to the OCLC, Inc. computer database, which contains bibliographic and cataloguing information about the holdings of member libraries, and provides excellent research and interlibrary loan data. The Library building's ten-floor tower and two-story pavilion include a spacious Periodicals Reading Room, student study areas, conference rooms, faculty studies, a 1000 - volume Leisure Reading Collection, a 135 seat lecture hall and three exhibition areas. The Library can accommodate 900 readers. Under the auspices of the Library's Media Services, there exist media software collection of films, videocassettes, slides, filmstrip sets and spoken word audio-cassettes and phono-discs. The Library also provides media reference services, film and video renting and scheduling, film projectionists, and equipment deliveries to classrooms. A media preview room is located in the Library. Audio/video duplication and slide transparency production is also provided.

The Library is staffed by 29 full-time professional librarians and 62 support staff members. The full-time staff is complemented by a part time professional staff and by student aides and assistants. Students have access to the Library seven days per week. The hours of operation during the academic year are 8 AM to 11 PM on weekdays, 10 AM to 5 PM on Saturday, and 12 noon to 11 PM on Sunday. Hours vary during vacations and final exam weeks.

PERCC

Hofstra's PERCC (Psychological Evaluation Research and Counseling Clinic) was opened in 1965 by the Professional Faculty in Clinical & School Psychology. It provides the faculty with an opportunity to determine, through actual work, the extent to which the students are able to put the materials taught in courses into practice. PERCC is run by the faculty and students in the doctoral programs and thus, provides a model of independent psychological practice.

Since 1965 PERCC has grown rapidly. There has been an increase both in the number of people seeking help and in the types of services offered. A wide variety of diagnostic and behavioral psychotherapy programs are available, including services for the assessment of gifted children

In 1991 the University opened the Saltzman Community Services Center. PERCC is now located in that building, which also houses a Speech and Hearing Institute, a Reading-Writing-Learning Institute, and a Child Care Institute.

PERCC has a *Community Services Division* and a *Student Services Division.* Individual, marital, and family therapy for adults and children is available throughout the year. It is self-supporting and charges moderate fees. There is no sliding scale. However, special provisions are made for Hofstra students through the Student Services Division.

In the *Community Services Division,* approximately 350 children, adolescents, and adults are seen each year for diagnostic evaluations. In addition, 150 to 200 patients/clients are seen for over a thousand sessions of psychological therapy including individual behavior therapy, rational-emotive therapy, psycho-educational counseling, and family therapy. Approximately $3,000 per year is paid to students who provide clinical services in PERCC.

The *Student Services Division* serves as a clinical internship placement, and provides more than $50,000 to students who work there.

The Clinic offers a wide variety of experiences to Psy.D. students in the School-Community Psychology Program. While applicants of all ages apply for treatment, the majority of community referrals relate to problems of children and their families, many of which develop in relation to problems in school. Through work in PERCC, students learn to diagnose and treat a variety of problems.

All doctoral candidates in the Psy.D. Program assess cases during the second year of the program. Individual supervision is given by four or more licensed psychologists. Before testing begins, the student reviews the case with the supervisor to discuss which tests are to be given. Following testing and scoring of the protocols, the student and supervisor review the findings. This is followed by the feedback conference, which is held approximately one week after the

testing, where recommendations for treatment services are made. Students write a full psychological report on each case. The actual psychological treatment is carried out by students in the third and fourth year internship classes, who work under the supervision of Core Program Faculty.

Testing, Psychotherapy, and Service Facilities

PERCC, our community clinic, is located in the Saltzman Community Services Center. There are a large number of standard psychotherapy/testing rooms, group therapy rooms, and one-way vision rooms. All rooms are shared by the four clinics located in the Saltzman Center and the rooms are scheduled in advance by each student. The University also supports a *Child Care Facility* in the Saltzman Center that provides opportunities for research training, as well as being a service facility affording care to small children.

Testing Supplies and Equipment

Copies of all of the commonly used educational and psychological tests are kept on file in PERCC. This includes multiple kits of the WISC IV, WAIS III, STANFORD BINET IV, and other commonly used materials. The Library has an excellent Curriculum Materials Center which stocks a wide variety of educational materials. PERCC has duplicates of the more popular items for student use. These supplies are quite adequate and we have a large budget to order additional supplies.

Audio and Video Equipment

There are three videotape units in PERCC which may be used by students by psychology doctoral students. In addition, there are six videotape units in the Department of Psychology which are available for research or clinical purposes. The University *Media Services Department* can also provide other equipment which may be needed. Finally, we note that Hofstra has one of the most sophisticated non-commercial cable TV and recording studios on the east coast.

Computers

The University IBM 9121 mainframe and DEX VAX 4600, 6410 and 8550 systems are connected to more than 200 terminals throughout the campus, including 35 in the psychology building.
The Psychology department owns 50 IBM desktop clones, seven Macintosh's, and two high speed HP laser printers, seven normal speed HP laser printers, ten color printers, three scanners and LCD projector.

Five additional IBM clones are in PERCC, and the Department owns three notebook computers for portable work. Five computers, located in the *Student Work Room in Hauser,* are attached to our LAN and are reserved for use by doctoral candidates.

Software available in the department LAN in Monroe Hall includes SPSS for Windows, Wordperfect for Windows, Word for Windows, and many programs for data base and spreadsheet work. In addition, there are three large university computer laboratories for students use. All Psy.D. students have access to these programs.

SUPPORT STAFF

The Psy.D. Program in School-community Psychology has a full-time secretary, Mrs. *Carol Zarzycki.* You will find her to be a boon to your education.

The *Psychological Evaluation, Research and Counseling Clinic (PERCC)* has one full-time administrative secretary, Mrs. *Earleen Dalto*, and a full-time general secretary, Mrs. *Joan Brady.*.

There are two other full-time secretaries in the Department, Mrs. *Joan Connors* (Ph. D. Program in Clinical and School Psychology) and Mrs. *Rita Callahan* (*M.A.* in Industrial Organizational Psychology). Ms. *Carmela Salvatore and* Ms. *Ruth Mangle* serve the

Undergraduate Studies Program and as general department secretaries.

In addition, Ms. *Patricia Clark* is the full-time *Executive Assistant to the Chairperson* of the Psychology Department.

a) General University Services

Hofstra facilities and services that are often used by doctoral candidates in psychology are indicated by (*). Other services are also used, depending upon the personal preferences and needs of the students.

> i. Student Services and Facilities- Advisement, Ambassadors, *Bookstore, Chaplains, *Child Care, *Counseling Center, Dean of Students, *Food Services, *Health Services, Hofstra USA, *Athletics, *International Students, Marine Laboratory, *Parking, *PHED (Disabled Program), *Placement Services, *Recreational, *Residence Life, Student Activities, *Student Center, Study Abroad, *Swim Center, TV Institute, *University Club, *University Technical Services.
>
> ii. Educational Services- *Computing Facility, Language Laboratory, *Library. *Psychological Evaluation and Research Center, Reading/Communication Resource Center, Reading Learning Center, Special Education and Rehabilitation Center, Speech and Hearing Center.
>
> iii. Cultural resources-   Hofstra Cultural Center, Institute of the Arts, Music Listening Room, Musical Organizations, Radio

b) Technical Services

> University Technical Services are described in the University Bulletin.
>
> Within the Psychology Department, there are a number of audio and video tape units used solely by the students in the Doctoral Programs in Psychology. They can be checked out through one of the professional faculty members. Also available are overhead projectors and access to reel to reel video equipment. Bio-feedback and other specialized equipment is also available within the Psychology Department.

c) Classrooms, Offices, Research and Study Space

Offices for the faculty and classrooms are located in Hauser Hall, in the Saltzman Community Services Center, and in a separate buildings throughout the campus. Hauser also houses student lounges and a number of computer work stations and printers for student use. The library also has a number of study rooms which afford the student quiet areas for uninterrupted study.

In addition to mailboxes and bulletin boards, the student lounge in Hauser Hall serves as a meeting place for the students and allows them to discuss ideas presented in class, dissertation ideas, experiences at field placements, or to discuss the progress of their clinic cases.

Research facilities for the Psychology Department are located in Hauser Hall, Gittleson Hall, and in the Saltzman Community Services Center. When these buildings were constructed, the department, under a grant from the State Dormitory Authority, purchased over $100,000 worth of equipment for both animal and human research. In addition, faculty in the department received a National Science Foundation Equipment Grant which was written to increase biofeedback research capabilities. Additions are made each year through a variety of sources. Students and faculty may both apply for the purchase of equipment through various budgets and such requests have almost always been approved.

d) In-house Laboratories and Training Facilities

The Psy.D. Program uses three in-house training sites to provide professional training: The Psychological Evaluation, Research and Counseling Clinic which has been previously described, Student Counseling Services Center, and our Day Care Center. These settings each serve to provide the student with experiences which will later be further developed at the internship, or with experiences which may be used in research projects. In all cases practicum experience is given under the formal face to face supervision of an actively licensed psychologist. Each student is given a formal evaluation, which is to be discussed with the trainee and then sent to the Psychology Department.

e) Hofstra Student Counseling Service Division of PERCC

Students in Psychology 227 (Interviewing and Counseling) may conduct intake interviews at the Hofstra University Counseling Center and at various other practicum settings. This course will provide the Beginning Level Psy.D. student with a first experience in working with a client. In addition the Hofstra Counseling Center has served as an Internship

Placement for Psychology Doctoral Students. The student counseling center provides counseling services to both graduate and undergraduate students at Hofstra University.
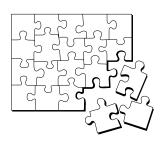
f) **Hofstra Day Care Center**

In addition to serving as a full service day care center for the University, this center has also been used for training and research purposes for the Psy.D. program. For example, a number of Psy.D. students have been involved in developing a model pre-school prevention program for at risk children at this facility. Our students have also provided consultation services to parents and teachers at the center in order to help them develop more effective child management skills

VI.

PLAN OF STUDY

Beginning and Advanced Level Students

PLAN OF STUDY
(Beginning Level)

FIRST YEAR (30 credits)

<u>Fall</u>

Psychology 201   Graduate Statistics I (3)

Psychology 231   Theory and Practice of Intellectual Evaluation (3)

Psychology 227   Interviewing and Counseling in Professional Psychology (3)

Psychology 253   Advanced Developmental Psychology (3)

<u>January</u>

Psychology 341   Ethics and Professional Practices in Psychology

<u>Spring</u>

Psychology 202   Graduate Statistics II (3)

Psychology 232   Intellectual, Academic, and Vocational Evaluation (3)

Psychology 220   Consultation in Schools and Health Service Settings (3)

Psychology 254   Childhood Psychopathology (3)

Qualifying Examination

<u>Summer I</u>

Psychology 209   Classical Concepts in Psychology (2)

Psychology 258A   Social Psychology & The School System (3)

Psychology 251   Independent Study in Psychology (1)

SECOND YEAR (25 credits)

<u>Fall</u>

Psychology 234A Personality Assessment by Projective Methods (3)

Psychology 224   Research Design for Health Service Programs (3)

Psychology 210   Current Literature in Psychology (2)

Psychology 280   Community Intervention Programs (3)

<u>Spring</u>

Psychology 223   Research Design II, Independent Projects (4)

Psychology 214   Neural Bases of Behavior (3)

Psychology 275   Cross-Cultural and Diversity Issues in Psychology (3)

Psychology 240   Personality Assessment (3)

Psy.D. Candidates begin PERCC assessments in the Fall of the second year.

THIRD YEAR (24 credits)

<u>Fall</u>

Psychology 330   School Psychological Services Internship I (3)

Psychology 269   Psychology and the Criminal Justice System (3)

Psychology 257   Psychology of the Emotionally Disturbed Child (3)

Elective (3)

AWARD OF CERTIFICATE OF ADVANCED STUDY

<u>Spring</u>

Psychology 331   School Psychological Services Internship II (3)

Psychology 207   Cognition and Perception (3)

Psychology 251   Prevention Programs in the Schools and Community (3)

Psychology 601   Dissertation Seminar (3)

FOURTH YEAR (15 credits)

Fall

Psychology 349   School-Community Internship I (3)

Psychology 602   Dissertation Proposal Preparation (3)

Spring

Psychology 350   School-Community Internship II (3)

Psychology 604   Dissertation Advisement (3)

Elective (3)

SAMPLE PLAN OF STUDY – ADVANCED LEVEL

FIRST YEAR (13 credits)

Fall

Psychology 201   Graduate Statistics I (3)

Psychology 253   Advanced Developmental Psychology (3)

January

Psychology 341   Ethics and Professional Practices in Psychology (1)

Spring

Psychology 202   Graduate Statistics II (3)

Psychology 220   Consultation in Schools and Health Service Settings (3)

Qualifying Examination

SECOND YEAR (12 credits)

<u>Fall</u>

Psychology 224   Research Design for Health Service Programs (3)

Psychology 210   Current Literature in Psychology (3)

<u>Spring</u>

Psychology 214   Neural Bases of Behavior (3)

Psychology 275   Cross-Cultural and Ethnic Issues Psychology (3)

THIRD YEAR (9 credits)

<u>Fall</u>

Psychology 330   School Psychology Services Internship I (3)

<u>Spring</u>

Psychology 207   Cognition and Perception (3)

Psychology 601   Dissertation Seminar (3)

FOURTH YEAR (12 credits)

<u>Fall</u>

Psychology 349   School-Community Internship I (3)

Psychology 602   Dissertation Proposal Preparation (3)

<u>Spring</u>

Psychology 350   School-Community Internship II (3)

Psychology 604   Dissertation Advisement (3)

COURSE DESCRIPTIONS

FIRST YEAR

Psychology 201 - Graduate Statistics I (3 s.h.) A first-level graduate course designed to acquaint the student with such topics as chi square, analysis of variance, multiple comparisons, power analysis and other selected techniques. A lab is also a required component of this course.

Psychology 231 - Theory and Practice of Intellectual Evaluation (3 s.h.) Basic theory of intelligence. Administration, scoring and interpretation, under supervision, of the Wechsler scales. Laboratory hours and practicum placements arranged. Lab materials are required.

Psy.D. candidates are expected to evaluate normal children and those who have special needs. Students in this and in all other practicum courses are evaluated and given feedback by program faculty. Training is also provided in the integration and writing up of intelligence test protocols. Individual and group academic achievement tests are also covered. Emphasis is placed upon methods of consulting with teachers and administrators regarding how assessment data can help in classroom organization and curriculum planning.

Psychology 227 - Interviewing and Counseling in Professional Psychology (3 s.h.) School and clinical psychology techniques with emphasis on the initial interview and on adult and child diagnostic interviewing. Use of rational-emotive and behavioral methods for counseling persons with emotional, behavioral, educational and marital/family problems.

In our proposed Psy.D. Program this course will also emphasize issues involved in counseling teachers, administrators, and parents as per the consultation model.

Psychology 253 - Advanced Developmental Psychology (3 s.h.) Principles and theories in infrahuman and human development. Field studies and developmental testing are included.

For the Psy.D. students emphasis will be placed primarily on child developmental issues. The course involves the critical evaluation of current theories of human development in terms of scientific adequacy and the relationship of these theories to assessment.

Psychology 341 - Ethics and Professional Practices in Psychology (1 s.h.) A review course in all areas such as schools, universities, mental health centers, mental hospitals, community centers, private practice, government service and in the area of research. This review course presents and analyzes ethical issues which are likely to occur in a variety of health settings. Students are expected to interview professionals

from these settings so as to acquaint themselves with real world ethical concerns.

Psychology 202 Graduate Statistics II (3 s.h.) Further discussion of complex analyses of variance, covariance and recent developments in psychological statistics.

   This is a continuation of training in statistical analysis begun in Psychology 201. Here there is a further treatment of complex analyses of variance and covariance designs. Multivariate analytical techniques are introduced including multiple regression and MANOVA. Data sets representing, for example, the efficacy of organizational programs, are analyzed and discussed. A lab is required in this course.

Psychology 232 - Intellectual and Vocational Evaluation (3 s.h.) Administration, scoring and interpretation, under supervision, of the Stanford Binet and other individual intelligence and vocational tests. Laboratory hours and practicum placements arranged.

   Supervised administration, scoring, interpreting, and writing up of the Stanford-Binet Intelligence Scales. Other intellectual measures, such as the Leiter Scales, the McCarthy Scales, and culture fair scales are also demonstrated. Students are familiarized with vocational preference and interest tests and with measures of Perceptual & motor functioning. Practicum placements involving the assessment of normal children and children with special needs are arranged. Students are required to consult with the site's psychologists and administrators regarding how the test data may be relevant to available programs.

Psychology 220 - Consultation in Schools and Health Service Settings (3 s.h.) This course covers the methods and processes by which psychologists function as consultants within schools and health service settings. Emphasis is placed upon indirect service models, methods of identifying specific needs and problems within school and other organizations, implementation of solutions which are then enacted by the organizations, and on methods of evaluation of outcomes.

Psychology 254 – Childhood Psychopathology (3 s.h.) Psychological principles and theories relating to the diagnosis and remediation of specific learning disabilities. This course emphasizes psychological practices, principles, and theories relating to the diagnosis and remediation of specific learning disabilities and other exceptionalities. Evaluation of programs and planning for the gifted is also covered.

Summer I

Psychology 209 - Classical Concepts in Psychology (2 s.h.) Examination of concepts relating to theory and research in learning, motivation, perception, measurement, prediction and behavior change through examination of articles published in major journals during the past 30 years.

Psychology 258A - Social Psychology and the School System (3 s.h.) This course

involves a review of social psychological theories with a particular emphasis on how these theories apply in educational settings. Organizational structures are examined and an evaluation is made in terms of how these structures effect service delivery. The role of the psychologist as a consultant and provider of direct service is examined.

Psychology 251 – Independent Study in Psychology (1 s.h.) Orientation to intervention and assessment procedures at the Psychological Evaluation Research and Counseling Clinic.

SECOND YEAR

Psychology 234A – Personality Assessment by Projective Methods (3 s.h.) General orientation to personality testing. Theories of personality. Administration, scoring, and interpretation of the Thematic Apperception Tests, Children's Apperception Test, Bender Gestalt, Sentence Completion and Draw-a-Person Tests.

Psychology 224 Research Design for Health Service Programs (3 s.h.) Basic research design strategies. Examination of basic concepts and methods underlying the needs, implementation and impact of mental and physical health, organizational and social intervention programs. Primary focus will be on the essentials of research design, needs assessment techniques, and implementation design strategies for policy formation and planning.

Psychology 210 - Current Literature in Psychology (2 s.h.) Examination of concepts relating to theory and research in learning, motivation, perception, measurement, prediction and behavior change through examination of articles published in major journals during the past 5 years.

Psychology 280 - Community Intervention Programs (3 s.h.) Principles and methods of initiating, developing and evaluating community service programs. In this course Psy.D. students are exposed to the process of developing programs to meet community needs. Processes of consultation with community leaders is also emphasized.

Psychology 223 - Research Design II, Independent Projects (4 s.h.) Psy.D. candidates design and carry out a research project that is relevant to the broad field of school and community psychology. Research paper is written that follows APA format.

Psychology 214 - Neural Bases of Behavior (3 s.h.) Current research and theory relating to the physiological bases of human behavior. Discussion also focuses on neuropsychological principles and practices.

Psychology 275 - Cross-Cultural and Diversity Issues in Professional Psychology (3 s.h.) Implications of theory and research on minority and ethnic issues for the practice of psychology in schools, mental health settings and industry.

Psychology 240 - Personality Assessment (3 s.h.) A review of personality measurements and theories as used in applied research: actual tests, scoring and interpretation required.
This course reviews personality measurements and theories as used in applied research. Psy.D. students are placed in a variety of practicum settings where these objective measures are administered and later scored and interpreted. In addition to competency in administration and scoring, students must also be able to construct written summaries of findings.

THIRD YEAR

Psychology 330 - School Psychological Services Internship I (3 s.h.) Lectures cover methods of client-directed counseling and therapy with children and adults. Discussions center on lecture material and experiences students are having at their internship placements, including adjustment to the demands of different institutions and supervisors. Practicum: taped presentations, observations, role playing and independent counseling with clients at the Hofstra Psychological Evaluation and Research Center. Internship: Three days per week in a public or special school setting. Prerequisites: completion of M.A. in Psychology and permission of instructor.   This course is also offered in our Ph.D. program but in the Psy.D. program there will be a greater emphasis on exercises relating to consulting with teachers, administrators, and parents.

Psychology 269 - Psychology and the Criminal Justice System (3 s.h.) Emphasis is placed on the role of the psychologist in the criminal justice system, including the courts. This course also examines the individual, situational, and cultural factors that contribute to criminality and the methods employed in rehabilitation. Practicum experiences are arranged.

Psychology 257 - Psychology of the Emotionally Disturbed Child (3 s.h.) Theoretical foundations in the study of emotional disturbance in childhood. Study of the nature and needs of the emotionally disturbed child with specific reference to extreme states of anxiety and withdrawal, and to severely aggressive acting out behavior. Motivation, ego structure, limit setting, frustration tolerance, need-acceptance theory, therapeutic approaches and other concepts and practices will be examined.

Psychology 331 School Psychological Services Internship II (3 s.h.) Methods of directive counseling and therapy and educational interventions. Discussion of lecture materials and internship placement experiences. Practicum: role playing, videotaped presentations and independent counseling with clients at the Hofstra University Psychological Evaluation and Research and Counseling Clinic. Internship: Three days per week in a public or special school setting and one day per week at the Hofstra University Psychological Evaluation and Research Center. Psychology 330 is a prerequisite.   For Psy.D. students, emphasis is also placed on processes of consultation for pre and post referral interventions.

Psychology 207 - Cognition and Perception   (3 s.h.) Readings and discussion of psychological and physiological aspects of sensation, perception, cognition and emotion.

Psychology 251 - Prevention Programs in the Schools and Community (3 s.h.) The primary focus of this course will be the development of strategies and the design of prevention programs for children and for their families.

Psychology 601 - Dissertation Seminar (3 s.h.) Exploration of dissertation topics and examination of related research. Credit for the course requires the development and design of a specific dissertation outline and the written agreement by a faculty member to sponsor the dissertation project. Students are expected to present their dissertation topics in class and receive corrective critiques from fellow students and course instructor. Practical issues such as selecting a topic, the nature of dissertation project committees, and specific dissertation project requirements are also discussed. In general, Psy.D. dissertation projects can differ from traditional Ph.D. dissertations in that the former can cover topics which have greater practical application and need not be as theoretically grounded. For example, models of service delivery, program evaluation, and the evaluation of various consultation strategies are acceptable Psy.D. thesis topics whereas these areas might not be sufficiently experimentally and theoretically grounded to be suitable Ph.D. dissertations.

Elective (3)
FOURTH YEAR

Psychology 349 and 350 - School Community Internship I & II . (3 s.h. each) These internship courses expose the student to the administrative and consultation aspects of working in school and community settings. Lectures will emphasize areas such as setting up special educational programs, supervisory functions of school and community psychologists, and program evaluation. Students will be expected to complete a two to three day per week internship experience which will run for the year in a school or community setting.

Psychology 602 - Dissertation Proposal Preparation   (3 s.h.) Through individual consultation with a sponsor, students fully develop their doctoral research proposal and present it for approval to their three person dissertation project committee. The course may be taken twice. This course does not meet as a class but is a one to one mentoring interaction in which the students progress is closely supervised and monitored.

Psychology 604 - Dissertation Advisement (3 s.h.) In consultation with a sponsor, students execute their approved research study, write up the results, and defend the project in a final oral examination. May be taken three times. Three credits are applied toward the doctoral degree when the approved dissertation project has been placed in the Hofstra University Axinn Library.

Elective (3)

<u>*Electives*</u> Students are permitted to take six credits of electives from a wide variety of courses that are relevant to school-community psychology. Among the possible electives are the following:

<u>Psychology</u> Special Topics Seminar (PSY 251, PSY 252), Group Counseling (PSY 230), Behavior Deviations II (PSY 260), Psychology of Aging (PSY 263), Psychology of Addictions (PSY 213), Clinical Neuropsychology (PSY 215), Measurement of Work Performance (Psy 286), Personality Evaluation I & II (PSY 235, PSY 236), Health Psychology (PSY 250), Theoretical Orientations to Human Development (PSY 353), Theories of Counseling (PSY 256), Advanced Workshop for Training Group Leaders (PSY 268), Measurement of Work Performance (PSY 286)Training and Development (PSY 287), Work Motivation (PSY 288), Current Theory and Research in Rehabilitation (PSY 281), Sexual Behavior and the Treatment of Sexual Disorders (Psy 285), Psychotherapy with the Deaf via Total Communication (PSY 399), Psychology of Learning (PSY 255), Theories of Personality (PSY 206).

<u>Anthropology</u> Fundamentals of Anthropology (ANTH 200)

<u>Education</u> Administration & Supervision of Special Education (SPED 200), Philosophy & Principles of Vocational Rehabilitation (REHB 230), Medical Information in Rehabilitation (REHB 232), Education of the Gifted (SPED 250).

<u>Educational Administration</u> Theories and Practice of Supervision (EADM 214), Supervision of Instruction & Curriculum Development (EADM 241), Public School Finance (EADM 243), Selected Issues in School Administration (EADM 245), Management Technology (EADM 249)

<u>Elementary Education</u> Elementary School Curriculum (ELED 227)

<u>Secondary Education</u> Perspectives on Secondary Education (SED 205)

<u>Foundations of Education</u> Contemporary Educational Movements (FDED 210), Aesthetic Education (FDED 220), Seminar on Alternative Education (FDED 244), Multicultural Education in the Metropolitan Area (FDED 248).

<u>Sociology</u> Sociology of Juvenile Corrections (SOC 272)

<u>Speech</u> Aphasia (SPCH 242), Language Disorders and Learning Disabilities (SPCH 243)

The above is <u>not</u> an exhaustive listing of electives. Please check with the Program Director before enrolling in elective courses.

VII.

THE QUALIFYING EXAMINATION

THE QUALIFYING EXAMINATION

At the end of the first year in the Psy.D. Program in School-Community Psychology, students are required to successfully complete a qualifying examination. The examination is given in May. All doctoral candidates are required to sit for this examination on its first administration. If a student does not pass the first time, he/she must take it again. If it is not passed the second time, the student's candidacy in the doctoral program will be terminated. Students may not proceed to the second year unless the examination is passed.

The purpose of the examination is to stimulate independent reading and study in the broad field of psychology, and to encourage additional examination of the issues and readings discussed in courses given during the first year of the program. Passing the examination shows that the candidate has the knowledge base that is important for further evaluation of critical issues in academic and professional psychology. The examination is divided into two parts.

Part I. Objective Questions. This part of the qualifying examination consists of one hundred carefully selected multiple choice questions from all sub-fields of psychology. Students are expected to develop the requisite knowledge to pass this section through independent readings, graduate course work, and prior undergraduate preparation. These questions are not based primarily on graduate course work taken at Hofstra during the first year of the program. In the past, students have found that studying for the psychology section of the GRE and/or reviewing broad basic texts in the field, including scholarly Introduction to Psychology texts has been helpful in preparing for this part.

Part II. Essay Examination. These questions allow the candidate to demonstrate ability at integrating knowledge in specific content areas covered in courses given during the first year. The questions are from the following areas:

1. **Data Analysis and Research Design in Applied Settings**
    Understanding data analyses and methods as might be used in applied settings..

2. **Psychological Assessment**
    Issues related to formal assessment and interviewing techniques.

3. **School Consultation and Interviewing**
    Understanding indirect and direct service intervention for given school problems.
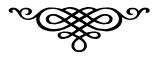
In Part II, each question is graded by two members of the faculty. Students place only a code number, such as their Social Security Number, on the paper so the faculty are unaware of the name of the person who has written the essay being read. Results are posted one week after the examination is given.

The student below just passed the qualifying examination.

VIII.

PRACTICUM TRAINING

PRACTICUM TRAINING

Practica are associated with individual courses as indicated in the section on **Course Descriptions** above. In addition students receive practicum experience in conducting diagnostic assessments and interventions at our clinic in the Saltzman Community Services Center. Practicum experiences are intended to augment course content and to give the student "hands on" experience in assessment and in intervention planning and implementation. Practicum experience is also intended as a stepping stone to more formal internship experiences which occur in the latter part of the doctoral program. Examples of practicum experiences would be: conducting intellectual evaluations with normal and mentally retarded students in developmental centers; conducting evaluations and doing counseling for those who are involved with the courts; doing student interviews at the Hofstra University Counseling Center; etc.

Supervision of practicum assessment takes place at the practicum setting and at Hofstra University. While the practicum supervisor's direction is to be followed when the experience is at a placement outside of Hofstra, the University faculty are to be informed of all activities at the outside setting. This informing process is done both in writing and verbally to the University Faculty. When the practicum experience is at the Saltzman Community Service Center, there will be a University faculty member assigned to you.

Practicum experience, such as individual therapy sessions, are to be written up and turned in to the University supervisor. Students are expected to hand in all reports at the required time. ***Efficient and prompt work habits are considered to be important for successful functioning as a professional school, community, or clinical psychologist. Turning in late reports is considered to be an example of UNETHICAL BEHAVIOR because it implies that the student is operating without appropriate supervision. Professionalism includes prompt completion of all required paperwork as this often has implications for the clients and organizations with whom we work.***

Last year 2003-2004, our practica included the following sites:

School Practica:
> Uniondale Public Schools, Uniondale, New York
> Long Beach School District, Long Beach, New York
> Huntington Public School System, Huntington, New York
> Bay Shore Public Schools, Bay Shore New York

Community Practica:

> Educational and Assistance Corporation - Suffolk County, NY
> Educational and Assistance Corporation - Nassau County, NY
> Liberty Partnership, Hofstra University - Hempstead, NY
> North Shore University Hospital - Manhassett, NY

In the past, there have been a large number of practicum and internship settings available to our

students. We have significantly reduced the number of settings in order to assure quality of training and supervision. In the past students had completed practica in the following settings:

United Cerebral Palsy Center
Spence-Chapin Center
Southeast Nassau Guidance Center
Rockaway Consultation Center
Queens Children's Psychiatric Center

North Suffolk Mental Center
Nassau Center for the Developmentally Disabled
Kings Park Psychiatric Center
Kings County Hospital Center
Catholic Charities

Long Island Jewish Hospital
Middletown Psychiatric Center
Nassau County Senior Citizen Affairs
Suffolk Developmental Center
State University at Farmingdale

St. Mary of the Angels
Center for Creative Living
Farmingville Mental Health Center
Hofstra University Counseling Center

Institute for Rational Counseling
Hudson County Meadowview Hospital
Orange County Department of Mental Health
Creedmoor Psychiatric Center
Babylon Consultation Center

Bronx Lebanon Hospital
Dept. of Health Services-Suffolk County
Life Counseling Center
Long Island Developmental Center
Northern Westchester Guidance Clinic

Harlem Valley Psychiatric Center
Our Lady of Lourdes Medical Center
National Neighborhood Counseling Center
Camp LaGuardia Clinic
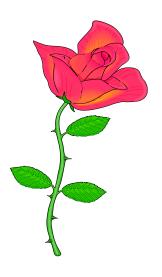West Nassau Mental Health Center

Bernard Fineson Developmental Center
Steinway Mental Health Services
New York Psychiatric Institute
The Staten Island Hospital
South Beach Outpatient Clinic

Stony Brook University Counseling Center
Pilgrim Psychiatric Center
Division of Family Guidance-NJ
Vineland Training School
Institute for Behavioral Health

Duchess County Mental Hygiene Department
Ridge Street Center of Harlem Valley
Astor Child Guidance Center
Institute for Evaluation and Planning
Spofford Juvenile Detention Center (South Bronx)

Littig House (Port Washington)
Jackson Street School (Hempstead),
Heartshare
Young Adult Institute
Coney Island Hospital

Staten Island Hospital
NY City Board of Education
South Nassau Communities Hospital
Association of Children with Downs Syndrome
Brunswick Hospital

Petersen-Craig Hospital
Sagamore Children's Hospital,
and others.

IX.

INTERNSHIP PLACEMENTS

Internship Criteria

The School Psychology Internship

The Community Psychology Internship

INTERNSHIP

The internship is *Extended and Diversified,* as differentiated from the traditional full-time one-year internship in one agency. The internship is *extended* in that it covers a two-year period. It is *diversified* in that each student spends two to three days per week in the Schools and in Mental Health Centers or other Community Agencies during that two year period. This is in addition to practica associated with courses. Thus, by the time of graduation, students will have been exposed to a variety of school and community experiences and will have acquired well developed intervention and consultation skills.

The value of an extended internship is that it occurs while the student is still taking courses in the Program. It thus provides an opportunity to evaluate field placements in the light of the experiences of other students in different settings, and to discuss practices in the field in light of the theory and practice being taught in the classroom. The integration of classroom and "real world" experience provides a well rounded yet intensive learning opportunity for our students.

IMPORTANT NOTE !!!

In order to complete the internship, it is expected that advanced level students who are currently working will take a leave of absence from their full time employment. It is not possible to complete internships and course work while being employed on a full-time basis. We expect doctoral candidates to arrange their outside commitments in such a way that these obligations do not interfere with their professional training in psychology.

Internship Criteria

The criteria for internship are defined by both the New York State Education Department and the American Psychological Association. This information is detailed below and will hopefully serve to clear up any confusion you might have with regard to how we, and the organizations that accredit us, conceptualize an internship placement.

An internship is an organized training program which, in contrast to supervised experience (e.g., practica) or on-the-job training, is designed to provide the intern with a planned programmed sequence of training experience. The internship is the culminating training experience prior to the granting of the doctoral degree. It follows a programmed sequence of course work, practica, and field experiences and occurs after the substantial completion of all course work leading to the degree. The primary focus and purpose of internships is to assure breadth and quality of training.

The internship is designed to meet the needs of the graduate student and should provide an extension of education and supervised training from the university program. The psychology internship must include a range of activities such as consultation, assessment, intervention, supervision, program development and evaluation, and research which are designed to meet the

health and psychological needs of the clients.

The internship agency employs a clearly designated doctoral-level psychologist, who is currently licensed/certified by the State Regulatory Board for Psychology at the independent practice level of psychology, who is responsible for the integrity and the quality of the internship program and is present at the training facility for a minimum of 20 hours per week. Intern supervision must be provided by a licensed psychologist. It may also be provided by other certified personnel in the psychological services unit, but the licensed psychologist assumes 100% responsibility of the supervision provided by staff members of the internship agency or by affiliates of that agency. The psychological service unit providing the internship training includes at least two full-time equivalent, licensed, doctoral-level psychologist supervisors.

The internship includes at least two hours per week of regularly scheduled, formal, face-to-face individual supervision with the specific intent of dealing with the psychological services rendered directly by the intern. The supervisor must provide at least one hour per week of supervision, but may delegate the other hour per week of supervision to appropriately certified members of the psychological services unit.

The intern must have regularly scheduled, supervised and documented training activities with other psychology interns. The internship must have two or more full-time equivalent interns. However, agencies with the capacity of only one intern may meet the spirit of this criterion, the socialization of doctoral-level psychology interns, by having regularly scheduled and documented training activities with interns at other internship sites, with other psychology interns in the immediate geographic areas or, when internship sites are at a significant distance from each other, by making arrangements for regularly scheduled meetings of interns for several hours on a monthly basis.

Reports by the intern to consumers, other agency or school personnel, or other relevant publics, must be co-signed by the licensed psychologist supervisor responsible for the intern. The trainee has a title such as "intern," "resident," "fellow," or other designation of trainee status and not be referred to as "psychologist" at this level of their training.

THE SCHOOL PSYCHOLOGY INTERNSHIP

Students are assigned to school districts for their school internship. At the internship, students work closely with the school psychology supervisor, who is a NY State licensed psychologist, and who involves the student in all of the daily experiences which take place within the schools. Students work with children from the elementary through the high school years doing diagnostic testing and counseling, and learning about the many functions of the professional school psychologist. The school psychology interns are also involved in supervised consultation activities so as to help them acquire this needed skill. The school psychology interns are evaluated twice per year. Field supervisors send written reports to the University to give feedback on student progress.

The School Internship is central to the student's doctoral training. The objective of the internship

is to develop skills and competence in professional work with individuals and groups. The special and unique environment of the school setting is best appreciated by continuous and substantial on-site work over a period of one year under the direct supervision of a professional school psychologist.   Students learn through direct observation, modeling, skill practice, corrective feedback and the didactic offerings of their supervisors.

Objectives of the School Psychology Internship: There are a number of specific objectives which we hope to meet in having students as interns within the schools. These include:

a. Acquisition of knowledge of the organization of psychological services delivery in the schools, and the relation of these services to the school and community.
b. Development of competence in diagnostic assessment of the individual child.
c. Familiarity with the functions and operation of the Committee on Special Education and of the Board of Education within the school district.
d. Building of consultation skills which help the psychologist empower teachers, administrators, and parents to develop a favorable environment for the child's academic learning, self-awareness, and social skills.
e. Skill in interviewing and counseling.
f. Familiarity with standardized group assessments which are regularly carried out within the schools.
g. Skill in school program planning, development, and evaluation.

Supervision: Students receive at least **two hours** of direct supervision per week by the supervising school psychologist who shall have no more than <u>two</u> interns under his/her supervision at one time. Students should also have access to unscheduled supervision at any time when the situation demands it.

Evaluation: As previously noted, there will be a formal written evaluation of student progress twice during school year. In addition supervisors will have access to Psy.D. faculty who are involved with school internship experience so that training issues can be discussed on an on-going basis.

A copy of the evaluation form used for the School Internship follows the listing of recent school internship placements, as does a rating form for students to grade the quality of their school internship experience.

School Internship Placements

Name of Setting	Location	Supervisor	Student Intern
Herricks School District	New Hyde	Dr. Steven Shatz	Anne Arndt
Plainview-Old Bethpage Schools	Plainview	Mary Tatem	Maria Lombardo Kimberly Gasko

Sewankaka Central & Floral Park Memorial H.S.	Floral Park	Dr. John Heverin	Laurie Breskin
Deer Park Schools	Deer Park	Dr. Virginia Campbell	Blanca Dobbins
Commack Schools	Commack	Dr. John Kelly	Toni Ann Serpe Samantha Schwartz
Farmingdale Schools	Farmingdale	Dr. Stephen Kearney	Linda Ganzenmuller Cara Spencer
Rockville Centre Schools	Rockville Centre	Dr. Lola Nouryan	James Landaas
Oceanside School District	Oceanside	Dr. Nick Gavalas	Margaret Maus
Great Neck School District	Great Neck	Dr. Craig Gootman	Jeremy Tiegerman
Center for Developmental Disabilities	Woodbury	Dr. Lino Faccini	Rob Lancer
N. Babylon H.S.	N. Babylon	Dr. Heidi Black	Joseph Stopiano

PLEASE NOTE !

SAMPLE EVALUATION FORMS FOLLOW. THE ACTUAL EVALUATION FORMS ARE FAR MORE DETAILED AND LENGTHY AND ARE NOT SUITABLE FOR INCLUSION IN THIS MANUAL.

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

HOFSTRA UNIVERSITY DEPARTMENT OF PSYCHOLOGY
*Evaluation of Student Performance on the **School Psychology Internship***

Supervisor: Please complete this evaluation and review it with the intern. When completed, please return it directly to Dr. R. Motta in the enclosed self-addressed envelope. Thank you for your time, effort and support.

Name of student_____Date _____

Dates of Experience_____

School_____

General Nature of Student's
Responsibilities_____

Please evaluate student's competence:

	Excellent	Good	Fair	Poor	Not Observed
Administration/Scoring of Intelligence and Learning skill/Achievement Tests	A	B	C	D	E
Administration & Interpretation of Personality Tests	A	B	C	D	E
Report Writing	A	B	C	D	E
Knowledge of CSE & CSE Procedures	A	B	C	D	E
Counseling Skills	A	B	C	D	E
Consultation Skills	A	B	C	D	E
Meets Responsibilities on Time	A	B	C	D	E

If you were in a position to hire a school psychologist, would you hire this person?

        Definitely, Probably Yes, Probably No, No_____

What are the student's
strengths?_____
_____
_____
_____

What are the student's
weaknesses?_____
_____
_____
_____

Comments_____
_____
_____
_____
_____

Signature_____

Your Position_____

Member APA?   Yes_____   No_____; Licensed Yes_____ No _____

HOFSTRA UNIVERSITY

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

<u>Student's Evaluation</u> <u>of School Psychology Internship</u>

Intern's Name_____   Date_____

Placement_____

Principal Supervision_____

     Please indicate the approximate amount of time that you spend in each activity:

Psychological Testing   _____

Counseling of Students   _____

Consultation Activities   _____

Parent Conferences   _____

Report Writing   _____

CSE Meetings   _____

Curriculum Planning   _____

Grades Served: K-6____; 7-9____; 10-12_____

Hours of Supervision you received each week _____

Quality of Supervision: Excellent___; Good____; Fair___; Poor____

Would you recommend this placement to other students? Yes___; Maybe___; No____

Please provide any written comments which you believe would help in evaluating the quality
of this internship placement._____
_____
_____
_____
_____

COMMUNITY PSYCHOLOGY INTERNSHIPS

Community Internship placements involve such agencies as community mental health centers, psychiatric centers, geriatric centers, developmental centers, police departments, etc. The placements are selected so that they provide students with a broad spectrum of psychological training under the guidance of licensed psychologists who have specialized training in their particular area. Placements often provide a broad training model, although emphases on behavioral and cognitive behavioral interventions are usually preferred. We only place students in situations where we feel that psychology operates as an independent discipline and preference is given to those placements which will pay students for their internship experience.

Students are sent for interviews to the placements and, if they are accepted, an Internship Agreement is sent to the internship agency. This agreement explains the respective responsibilities of the internship agencies and the university. As with the School Internship, evaluation forms are sent to the agency twice each year, at mid-year and at the end of the training experience. Supervisors are encouraged to evaluate the students and to show the student the evaluation form prior to returning it to the University. This process ensures that formal feedback to the student is provided on at least two occasions.

Both Community and School Internship placements are closely monitored by the Psychology Department and students are asked to evaluate the nature and quality of their experience at their internships. This process insures that we are able to provide the most valuable experiences to our students and it also helps the internship placements to maintain a standard of excellence in training.

On the following pages you will find the Internship Evaluation Form which is completed by your supervisor(s) and another form used for students to evaluate their community placements.

Objectives of the Community Psychology Internship:

     a. Acquisition of knowledge of specific approaches to community service or to mental health service delivery.
     b. Developing an awareness of the daily operation of the health delivery system and of its organization.
     c. Developing interviewing, counseling, and therapy skills for individuals and families.
     d. Developing consultation skills which permit the practitioner to work with the organization, family, and individual.
     e. Developing a knowledge of program planning development, and evaluation.
     f. Developing skill in using particular psychodiagnostic measures and tools.

As with the School Internship, the Community Internship entails a minimum of two hours of supervision per week by a licensed psychologist. At least one hour per week must be individual face to face supervision. The other hour can be group supervision. Community Internships must also adhere to the criteria for internship placements as detailed above.

Community Internship Placements

Placement	Supervisor	Students
Saint Christopher Ottile Services for Children and Families	Dr. Leonard Gries	Cara Spencer Karen Gordon
The Holliswood Hospital	Dr. Marc Lazarus	Kimberly Gasko Anne Arndt
Angelo J. Melillo Center for Mental Health, Inc.	Dr. Daniel Vogrin	Blanca Dobbins, Samantha Hiotakis, and Robert Lancer
South Nassau Communities	Dr. Rosemary O'Regan	Maria Lombardo Kimberly Gasko
Long Island Center for Cognitive Therapy	Dr. Dominic Candido	Toni Ann Serpe
Hofstra University Student Counseling Services	Dr. John Guthman	Samantha Schwartz
Long Island Counseling Center	Dr. Pamela Clarke	Anne Marie Lynch, Laurie Breskin, Margaret Maus, & Jeremy Tiegerman
Brunswick Hospital	Dr. Hindi Guglielmo	Joseph Stopiano

We have many other available sites where we have sent interns, including:

North Shore Mental Health Center, Brunswick Hospital Center, Brooklyn Children's Center, Association for Children with Down's Syndrome, Central Nassau Guidance & Counseling Center, Free Family Residence and Essential Enterprises, North Suffolk Center, South Oakes

Hospital, Elmhurst Hospital, Hillside East (LIJ) Queens, Heartshare Human Services, Astor Child Guidance Center, St Vincent's Hosptial, and others.

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

Community Psychology Internship Rating Form

HOFSTRA UNIVERSITY DEPARTMENT OF PSYCHOLOGY
Evaluation of Student Performance on the Internship

Supervisor: Please complete this evaluation and review it with the intern.
When completed, please return it directly to Dr. R. Motta in the enclosed
self-addressed envelope. Thank you for your time, effort and support.

Name of Student_____
Dates of Experience_____

Agency_____

General Nature of Student's
Responsibilities_____

Please evaluate student's competence:

	Good	Fair	Poor	Not Observed
Administration/Scoring of Psychological Tests	A	B	C	D
Counseling and Interpersonal Skills	A	B	C	D
Report Writing	A	B	C	D
Diagnostic Accuracy (DSM IV)	A	B	C	D
Responsiveness to Supervision	A	B	C	D
Consultation Skills	A	B	C	D
Meets Responsibilities on Time	A	B	C	D
Interfaces Community & School Services	A	B	C	D

If you were in a position to hire a psychologist, would you hire this person?

Definitely_____, Probably Yes_____, Probably No_____, No_____

What are the student's
strengths?_____
_____
_____
_____
_____

What are the student's
weaknesses?_____
_____
_____
_____
_____

Comments_____
_____
_____
_____
_____
_____

Signature_____ Date_____ Your
Position_____

Member APA? Yes_____ No_____; Licensed? Yes_____ No ___

HOFSTRA UNIVERSITY

**PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY
STUDENT'S RATING of Community Psychology Internship**

Your name_____
Date_____

Name of
Agency_____

Primary
Supervisor_____

Stipend: Yes____; No_____; Hours Per Week at Placement_____

Describe Your Responsibilities at this
Placement_____
_____
_____
_____
_____
_____
_____

Describe the Population
Served_____
_____
_____
_____
_____

Describe the variety of problems treated at this
placement_____
_____
_____
_____
_____
_____
_____

What specific skills were you taught
_____
_____
_____

Hours of individual supervision received each week
_____
_____

Hours of group supervision received each week
_____
_____

Overall quality of supervision: Excellent_____; Good____; Fair____; Poor_____

OVERALL RECOMMENDATION OF THIS PLACEMENT TO OTHER STUDENTS

Highly Recommend   Somewhat Recommend   Do Not Recommend
    1   2   3   4   5

Reason for your overall recommendation and additional COMMENTS:

_____
_____

X.

FINANCIAL SUPPORT

FOR PROFESSIONAL ACTIVITIES

& CONFERENCES

PSY.D. STUDENT PROFESSIONAL ACTIVITIES

FINANCIAL SUPPORT FOR PROFESSIONAL ACTIVITIES AND CONFERENCES

There are a number of sources of financial support for Psy.D. students but even with these supports, in most cases, the greater portion of the funding for graduate education comes from students themselves, through loans, or through family assistance. Practically all full-time Psy.D. students are awarded assistantships following their application to the program director. Approximately $70,000 is awarded annually in assistantships. Assistantships come in the form of partial tuition remission. In receiving an assistantship, the student is given the opportunity to work with one of the department's professors on research or on professional projects. Some students are allowed to work at our clinic, PERCC where children, adults, and families are seen for diagnostic evaluation and treatment by upper level doctoral candidates. Memorial awards and research awards are also available for those students showing exemplary academic standing.

In addition to this departmental assistance, there are a number of other funding opportunities that come through the University and often require work within the University administration. It is important to regularly check your student mail box because notification of these awards are placed there as they become available.

When Psy.D. students present papers, run workshops, or participate in symposia at national professional and scientific conventions, they are entitled to up to $400 from the university to reimburse them for expenses. This policy was developed in recognition of our desire to train professionals who make contributions to practitioner knowledge in school and community psychology.

In order to qualify, the name of the student, with Hofstra University listed as the affiliation, must be listed in the official convention program. Reimbursement is for airfare, hotel rooms, food or other legitimate expenses. However, the university requires that you file a travel request form in advance. The university is, therefore, better able to budget its own resources.

If you do not file a travel request in advance, you will not be reimbursed. All travel arrangements must be made through **Hofstra Travel.** Our students have been generously reimbursed up to the $400 limit. Students are entitled to one such conference reimbursement per year.

Travel request forms are available from Ms. Pat Clark in the Chairperson's office. You are urged to file your travel requests in advance so that you will be properly reimbursed.

Frequently attended conferences include:

>   The American Psychological Association

The National Association of School Psychologists

The Eastern Psychological Association

The Association for Advancement of Behavior Therapy

Other national professional conferences are also acceptable. Our goal in supporting your travel to these professional conferences is to familiarize you with the field on a national level, to help you gain specific professional information, and to allow you to make personal contributions to your field. We believe that conference travel opportunities will be of value in your professional growth.

PSY.D. STUDENT PROFESSIONAL ACTIVITIES

In the prior section, "Support For Professional Activities and Conferences" it was pointed out that university reimbursement was available for student professional activities. This section provides a partial listing of the professional activities and attainments of our Psy.D. students.

PUBLICATIONS OF PSY.D. STUDENTS

Kerseriotis, B. & Motta, R.W. (In Press). PTSD symptoms in emergency room nurses. **International Journal of Emergency Mental Health**

Sciancalepore, R.S., & Motta, R.W. (2004). Gender related correlates of PTSD in a World Trade Center sample. **International Journal of Emergency Mental Health,** *6*(1), 15-31.

Motta, R.W., Newman, C.L., Lombardo, K.A., & Silverman, M.A. (2004). Objective assessment of secondary trauma. **International Journal of Emergency Mental Health.**

Motta, R.W., Chirichella-Besemer, D., Maus, M., & Lombardo, M. (2004). Assessing Secondary. **The Behavior Therapist,** *27*(3) 54-57.

Genevieve Gin (1997) *Journal Publication (Co-author)*

Kerseriotis, B. (2003). Assessing the traumatic experience. *Mental Fitness**, 2,* 15-17.

Hafeez, S., Sciancalepore, R., Diaz, A.B. (2002) (with R. Motta) Discriminant Validation of the Secondary Trauma Questionnaire. *Psychotherapy in Independent Practice.*

Basile, D. (Book Chapter) Pica. In L.Phelps (Ed.) *A Practitioners Handbook of Health Related Disorders.*

Orly Calderone-Klausner (1994). Individuals in Relationships. Duck S (ed) in ***What Is New In Psychology,*** **London.**

Ginn, G. (1997). Cultural issues in the intellectual assessment of children from diverse cultures and backgrounds. ***Journal of Social Distress & the Homeless, 6(2).***

Laura Leiderman (1997) Journal Publication(Co-author) Assessment of secondary trauma with a modified Stroop procedure. *Journal of Clinical Psychology, 53, 895-903.*

Lois L. Lehner (1997) Journal Publication (Co-author)
Improvement in academic screening instruments: A construct validity investigation of the K-FAST, MBA, and WRAT-3. *Journal of Psycho-Educational Assessment*

Gloria Madden (1997) Journal Publication.
Factor analysis of handedness items in left and right handed intellectually gifted children. *Cortex.*

Donna Neary (1996) Newsletter Publication (Co-author)
Demonstrating the cost effectiveness of the school psychologist. *The School Psychologist.*
 (1997) Newsletter Publication (Co-author)
School psychologists help students attain higher standards. **The School Psychologist.**

PROFESSIONAL PRESENTATIONS OF PSY.D. STUDENTS

Landaas, J., McElroy, J., Middleton, D. Nouryan, L., Raymar, D., & Woythaler, K. (2004). Hofstra University, *A Comparison of Models of Collaborative Classrooms for Children with Multiple Disabilities* **New York State Psychological Association**. Saratoga Springs, New York.

Sciancalepore, R.S. & Motta, R.W. (2003). Gender related mediators of PTSD. **Association for Advancement of Behavior Therapy,** Boston, Mass.

Chirichella-Besemenr, D., Maus, M., Lombardo, M., & Newman, C. (2003). Secondary trauma cutoffs and emotional disturbance. **American Psychological Association,** Toronto, Canada.

Hafeez, S. & Motta, R. (2003). PTSD in Emergency Medical Service Technicians*.* **American Psychological Association.** Toronto

Lucero, M. & Motta, R. (2003). PTSD in World Trade Center Therapists. **American Psychological Association.** Toronto.

Chirichella-Bezmer, D., Maus, M., Lombardo, M., Newman, C., & Motta, R. (2003). The relationship of secondary trauma, depression, and anxiety. **American Psychological Association.** Toronto.

Pinti, R., & Tarnell, A. (June, 2000). Cognitive contributors to pathological anger **International Perspectives on Crime**. Bologna, Italy.

Pinti, R., & Tarnell, A. (June, 2000). Dispositional & situational variables and their influence on pathological anger **International Perspectives on Crime**. Bologna, Italy

Diaz, A.B., Borman, S., & Chirichella, D.M. (With R. Motta) (2001, August) <u>Assessment of the Modified Secondary Trauma Scale,</u> **American Psychological Association, San Francisco, CA.**

Wade, M.B. & Diaz, A.B. (2000, August) <u>Sons and daughters: Life lessons fro mom.</u> **American Psychological Association, Washington, D.C.**

Motta, R.W., Hafeez, S. Sciancaepore, R., & Diaz, A.B. (2000, August). <u>Continued validation of the Modified Secondary Trauma Scale</u>. **American Psychological Association** Washington, D.C.

Motta, R.W., Hafeez, S., Sciacalepore, R., & Diaz, A.B. (2000), March). <u>Initial validation of the Secondary Trauma Questionnaire,</u> **Eastern Psychological Association**, Baltimore, MD.

Guarascio, J. (2000). <u>Evaluation of the parent Effectiveness and Custody Evaluation Program.</u> **Eastern Psychological Association. Baltimore, MD**

Guarascio, J. (2000). <u>Evaluation of the parent Effectiveness and Custody Evaluation Program.</u> **American Psychological Association,** Washington, DC.

Wade, M.B., & Diaz, A.B. (1999, August). <u>Mothers and daughters: Conflict between traditional sex roles and ambition.</u> **American Psychological Association,** Boston, MA.

T. Manger. Exercise as an intervention for posttraumatic stress disorder. (2000). **Association for the Advancement of Behavior Therapy**. New Orleans.

S. Hafeez, R. Sciancalepore, A.Diaz (2000). The Modified Secondary Trauma Questionnaire. **Eastern Psychological Association.** Baltimore.

J. Lozano. (2000). Legal & psychological issues related to divorce. **Eastern Psychological Association.** Baltimore.

R. Pinti & A. Tarnell (2000). Assessing pathological anger in incarcerated populations. **International Congress on Criminal Justice**. Bologna, Italy.

M. Hertz & S. Hafeez (1999). Assessment of secondary trauma with Secondary Trauma Questionnaire. **American Psychological Association.** Boston.

Pio Andreotti (1997)AAMR diagnostic classifications and criteria. **Young Adult Institute,** New York City.

(1996) "SAFE": Sexuality awareness for everyone. **Young Adult Institute,** New York

City.

(1996) Missing the boat: When day service providers overlook mental illness in individuals with mental retardation. **New York State Day Service Providers Conference**, Saratoga Springs.

Dina Basile & Laura Leiderman (1997) (Co-presenters) Variables associated with crime-related PTSD symptomology. **American Psychological Association.**

Laura Leiderman (1996)(Co-presenter)
The relationship of physical & sexual abuse to PTSD and secondary trauma.
Eastern Psychological Association, Philadelphia.

(1996) (Co-presenter)
Assessment of inter-generational traumatic experience among the children of war veterans, with an emotional Stroop task.   **American Psychological Association,   Toronto.**

(1996) (Co-presenter)
Assessing secondary trauma with the emotional Stroop.   **Association for the Advancement of Behavior Therapy,** New York.

Lois Lehner (1997) Job searching and resume writing. **New York Association of School Psychologists.**

(1996) Developing standards for school internships. **New York Association of School Psychologists.**

Donna Neary (1996) Emotional intelligence in your adolescent. **Massapequa Public Schools.**

(1995) Job searching and resume writing. **St. John's University Psychology.**

(1994) Job hunting, interviewing, and resumes. **New York Association of School Psychologists.**

Thomas Turchiano (1996) (Co-presenter)
A meta-analysis of cognitive-behavioral interventions with children. **Association for Advancement of Behavior Therapy**, N.Y.

(1994) A meta-analysis on the use of positive versus negative behavioral therapies with children and adolescents. **New York State Psychological Association.**

(1994) A meta-analysis of behavioral interventions with children and adolescents. **American Psychological Association,** Los Angeles.

Melissa Zvirbulis, Meg Coyne, & Lenore Sakaris   (1997) (Co-presenters)

Developing community internships. Creating a Niche. **American Psychological Association,** Chicago.

SPECIAL AWARDS & PROFESSIONAL ATTAINMENTS

Maria Lombardo (2004, 2003). <u>**Camelot Grant Award for Research with Children; New York State Psychological Association's Ted Bernstein Memorial Award**</u>**.** (Outstanding school psychology practitioner).

Kelly Murphy (2003). <u>**Camelot Grant Award**</u>, for practitioner oriented research in the schools.

Caren Newman (2003). <u>**Provost's Scholarship**</u>. Superior academic attainment.

Danielle Alosio (2003). <u>**Provost's Scholarship.**</u> Superior academic attainment.

Maria Evola (2001). <u>**Hofstra University Scholarship Award.**</u> Superior academic attainment.

Dawn Chiricella (2001). <u>**Rhoda Tartak Memorial Scholarship Award**</u>**.** Superior academic attainment. Hofstra University.

Teri Manger (1997) <u>**Madelaine A. Gardner Scholarship of Long Island Business and Professional Women.**</u> Received top award for superior academic achievement and professional contributions.

Nicole Pierog (1997) <u>**Rhoda Tartak Memorial Scholarship Award.**</u> Superior academic achievement. Hofstra University.

Dina Kerasiotis (1996) <u>**Joyce Bloom Award.**</u> Superior academic achievement among doctoral level working parents. Hofstra University.

Thomas Turchiano (1995-1996) <u>**Tina & Howard Kassinove Research Award.**</u>

(1994) <u>**American Psychological Association Student Travel Award**</u>

Lois Lehner - (1995-1997) Executive Board Member - Student Representative. <u>**New York Association of School Psychologists.**</u>

(1994) Co-chair: Committee on Student Issues. <u>**Nassau County Psychological Association.**</u>

Donna Neary - Professional attainments associated with the <u>**New York Association of School Psychologists:**</u>

    1996-1997   Co-chair Reorganization sub-committee.
    1996-1997   Conference Committee, Co-chair

1995-present Legislative Committee
1997-present Fiscal Advisor Committee
1997   Treasurer-elect
1995-1996   Co-chair Children's Issues Committee

1995-1997   **Nassau County Psychological Association** - Membership Co-chair and School Psychology Committee. Co-chair.
1996-1997   Shared decision making committee -
Massapequa Public Schools.

XI.

EVALUATION

University Level

Department Level

Outside Evaluation

Student Functioning in the Psy.D. Program

EVALUATION

UNIVERSITY LEVEL The Psy.D. Program in School-Community Psychology is part of a larger academic unit called The Hofstra College of Liberal Arts and Sciences (HCLAS). HCLAS is one of a number of "schools" within the University and all of these schools maintain procedures for course and teacher evaluation.

The University's course and teacher evaluation procedure and survey instrument originated 25 years ago in faculty action prepared by the Senate. After experimentation, the survey was made standard for every-other-year administration in undergraduate courses five years later. Some years later its frequency was made annual, and in 1986 the scope of the survey was extended to include graduate courses. In 1992-93 the faculty decided to increase the frequency of the survey to twice yearly, every semester. Meanwhile, particular departments with particular needs, including Psychology, have developed and employ their own procedures and survey instruments, in addition to the University course and teacher evaluations, to monitor performance and assure standards.

DEPARTMENTAL LEVEL As is true for all programs in the Department of Psychology the students, faculty, curriculum, and other aspects of the Psy.D. in School-Community Psychology are evaluated in a number of ways. We use information from current students, former students, faculty, formal examinations, and other sources. The purpose of these internal evaluation procedures is to provide feedback about student progress, accomplishments of program graduates, faculty performance, program processes, and physical resources so that plans may continually emerge to assure that the needs of the students and the community will be met.

        a. *Current Students*

Feedback from current students about their program serves a central role in guiding continued program development. Students provide feedback about their teachers, curriculum, texts, course practica, and other pertinent matters through our Graduate Course and Teacher Evaluation Form (GCTE). This form, which is reproduced in the following pages, was developed to supplement the Hofstra University Course and Teacher Evaluation Form which is used for our undergraduate and graduate programs. In addition to using questions which assess standard concerns such as clarity of presentation in the classroom, etc., the GCTE provides anonymous feedback on such items as quality of the practicum, ability of the professor to integrate research with assessment and intervention skills, quality of the textbooks, etc. Very good rapport has typically existed between doctoral students and faculty at Hofstra University and this has allowed for a great deal of informal feedback to faculty regarding the strengths and weaknesses of our programs and has led to suggestions for change. In addition to this informal feedback, we schedule regular meetings with students, at our Psy.D. faculty meetings, in order to obtain their perspectives regarding program strengths and weaknesses.

Since the internship is a central part of practitioner training, students also provide feedback about their training experiences on the Internship Evaluation Form. We have 24 month diversified internship in Psy. D. Program.   Students are expected to be placed in two settings (School and Community, one year each) in the New York metropolitan area. A 24 month experience allows for diversification of training, is more manageable for the working parent or advanced M.A. level student who must maintain his or her job at least on a part-time basis to support a family, and still meets the requirements of the New York State Department of Education for licensure and also meets the American Psychological Association and the National Register of Health Service Providers in Psychology requirements for internship.

Standard course grades will be used to assess performance and acquisition of academic materials in individual courses. As stated above, certain grade standards must be maintained and students must pass the Qualifying Examination. On their internships, students will be formally assessed on our Intern Evaluation Form. Supervisors will be asked to fill in this form, discuss the evaluation with the student, and send it to Hofstra.   Performance at the internship sites, as reported on this form, will then be discussed by the Core Program Faculty. If remedial steps such as additional training are needed these will then be communicated to the students.

In compliance with APA guidelines, each student in the Psy.D. Program receives an individual written evaluation of their functioning at the end of each year of academic study. This process will assure that the student is fully informed of the level of progress being achieved as they move through the program.

b. *Former Doctoral Students*

Graduates of Hofstra's Psychology Doctoral Programs are periodically surveyed. These surveys assess a variety of issues, but we are particularly interested in whether the training they received had value in terms of assisting them to advance in their careers. The surveys also tap their overall perceptions of program strengths and weaknesses, and allow for suggestions for change. People who are working in the field can best assess which skills that were taught at the university were most useful in serving the public, and which skills or experiences can be modified or eliminated.

c. *Faculty Input*

Faculty meetings are held at least once each semester to evaluate how effectively the program is addressing its objectives, and to discuss the progress of students in the program. During these meetings students' academic progress is evaluated, functioning on internships or practica is assessed, and judgments made regarding students' interactions with peers, faculty, and colleagues at the internship or practicum setting. Importantly, these meetings are also used for program planning, to discuss any aspects of the program which are of concern, and for brainstorming to produce suggestions for improving the program so that the public might be better served.

d. *Other measures*

There are a number of other means by which we evaluate the quality and thoroughness of the proposed Psy. D. training program. These include:

i. Success on the New York State Licensing Examination or licensing examination in other states.

ii. The reported ability of program graduates to obtain jobs.

iii. Another source of evaluation data of practitioner skills comes from student performance in our Psychological Evaluation and Research Center (PERCC). As stated above all students conduct a series of psycho-educational and behavioral assessments on children and adults from the community-at-large who apply for services at Hofstra. Each assessment is supervised by a licensed member of our faculty, and written feedback will be given to both the student and the Program Director. The model in PERCC mandates that the faculty supervisor actually be present during the feedback conference.

iv. Our practicum and internship courses provide the instructor with the opportunity to evaluate student knowledge and effectiveness in conducting individual interventions and consultations. As part of their program, all students will carry school related intervention cases in PERCC under faculty supervision.

v. The University, through the Department Chairperson, also conducts yearly faculty reviews which encompass a thorough assessment of all aspects of activity including research, publication, grants, involvement in community activities, presentations at professional meetings, and university committee involvement. Faculty productivity will be continued to be assessed in this manner each year as a matter of course.

vi. Our programs are evaluated by outside consultants and their input provides a needed external perspective for us. In 1990 -1991, prior to the dissemination of the New Procedures for the *Review of Doctoral Program Proposals* (December 26, 1991, Donald J. Nolan - State Education Dept.), we contracted with a consultant, Dr. Charles Maher, to help us with the development of this Psy.D. Program. At the time we consulted with him, Dr. Maher was the Chairperson of the Department in Applied and Professional Psychology at Rutgers University. Of importance to Hofstra was the fact that Dr. Maher helped develop the APA approved Psy.D. Program in School Psychology at Rutgers, in addition to their other APA approved programs. Our Psy.D. Program has incorporated Dr. Maher's suggestions regarding curriculum and faculty.

In accord with Dr. Maher's suggestions, we have included a number of "Professional Faculty Associates" who are outstanding practitioners in the field and who will be involved in student evaluation and student training. These Professional Faculty Associates are also involved in helping to develop consulting opportunities by our students, as was also recommended by Dr. Maher. Consulting projects involve such areas as staff training, program development and evaluation, developing instructional modules for educational facilities, etc. Consulting activities are seen as an integral part of the training of our students and these activities are in keeping with the practitioner and community service orientation of the program. Other

suggestions made by Dr. Maher involving the on-going review and evaluation of both students and the program itself have been incorporated into this program and are noted above in the evaluation section.

     vii.   In response to the New Procedures for the Review of Doctoral Program Proposals (Dec. 1991), two additional, nationally recognized consultants, Dr Jack Bardon and Dr. Jane Close Conoley, have evaluated this program and given it a highly favorable assessment. Further assessment of the program, as noted below, was conducted by The New York State Education Department following our first three years of operation.

     viii.   In a recent evaluation by the New York State Education Department (1998) we received a highly favorable review. A suggestion was made in this evaluation that attention be given to a greater emphasis on research training and productivity within the program. The evaluation noted that by the year 2002 all programs producing license eligible graduates will have to show evidence of research productivity among students. Thus, we have added an additional research course to our program that precedes the doctoral dissertation.

     ix.   **In March 2003, the Psy.D. Program was awarded Full APA Accreditation** for 5 years. Our continued interactions and evaluations with the APA are other ways by which we engage in continual self-study and program enhancement.

The following page presents our graduate course and teacher evaluation form which is an internal method of self-evaluation. This form, in addition to the methods mentioned above, is part of our approach to monitoring and assuring the quality of our training.

HOFSTRA UNIVERSITY

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

GRADUATE COURSE AND TEACHER EVALUATION FORM

GENERAL QUESTIONS

1. The instructor's **MASTERY** of the subject matter was:
OUTSTANDING 1   2   3   4   5   BELOW AVERAGE

2. Instructor's **PRESENTATION** of subject matter in class:
ALWAYS CLEAR   1   2   3   4   5   ALWAYS UNCLEAR

3. Instructor **ENCOURAGES STUDENT PARTICIPATION**
ALWAYS   1   2   3   4   5   NEVER

4. Instructor's **RESPONSE** to questions from students
CLEAR   1   2   3   4   5   CONFUSING

5. Instructor's **GRADING POLICY**
CLEAR   1   2   3   4   5   CONFUSING

6. Were classroom sessions appropriately **PACED?**
TOO FAST   1   2   3   4   5   TOO SLOW

7. Instructor's **AVAILABILITY** to students outside of class.
READILY   1   2   3   4   5   RARELY

PROFESSIONALLY ORIENTED QUESTIONS

8. As a result of this course your **FACTUAL KNOWLEDGE** of psychology has:
GREATLY INCREASED   1   2   3   4   5   REMAINED THE SAME

9. As a result of this course your **PROFESSIONAL SKILLS** have
GREATLY INCREASED   1   2   3   4   5   REMAINED THE SAME

10. As a result of this course your **KNOWLEDGE OF SPECIFIC INTERVENTIONS** has
GREATLY INCREASED   1   2   3   4   5   REMAINED THE SAME

11. Instructor presents research findings RELEVANT TO INTERVENTIONS
OFTEN   1   2   3   4   5   RARELY

12. Instructor's willingness to provide **ASSISTANCE AND SUPERVISION**
WILLING   1   2   3   4   5   UNWILLING

SPECIFIC QUESTIONS

13. How would you describe this **SPECIFIC INSTRUCTOR** to someone else
OUTSTANDING   1   2   3   4   5   BELOW AVERAGE

14. How would you describe this **SPECIFIC COURSE** to someone else?
OUTSTANDING   1   2   3   4   5   BELOW AVERAGE

15. How would you describe this **SPECIFIC COURSE WITH THIS INSTRUCTOR**
OUTSTANDING   1   2   3   4   5   BELOW AVERAGE

COMMENTS:

STUDENT FUNCTIONING IN THE PSY.D. PROGRAM

The vast majority of students who have been enrolled in our doctoral programs in School-

Community and Clinical-School Psychology have successfully completed all of their doctoral degree requirements and successfully defended their doctoral dissertation. An examination of data over the years shows a completion rate of over 90%.

In addition to assisting students to succeed academically, it is our policy to work with students on their professional skills until they reach a level of competence that the faculty considers satisfactory. For most students, this occurs well within the allotted number of cases and courses. A few students do not reach an acceptable level of competence. Usually this means that they may have to do additional evaluations and parent interviews, or continue to work on remediation or psychotherapy cases until they reach the desired level of competence. In rare cases, a student is asked to complete an additional internship or practicum.

If, after working on additional cases and receiving additional supervision, a student is unable to demonstrate an ability to relate in a meaningful and effective fashion to adults, children, and colleagues, or if the student is not able to adequately assess or remediate the problems presented, the student will be asked to leave the program. We believe that students with a wide variety of personalities are able to work successfully as School and Community Psychologists, but there are a few who are unable to do so.

When it is the judgement of the Field Supervisors and/or Professional faculty that a student has such a difficulty, that student is counseled to seek another area of psychology, or another field, altogether. Again, we would like to stress that this is a rare event since psychology is a broad field of inquiry and practice and almost every doctoral candidate can be effective in one of the sub-specialties of the field.

Dropping a student while rare, is occasionally the best solution to a difficult set of circumstances. If a student behaves unethically, does not meet responsibilities in a timely fashion, acts aggressively or shows signs of emotional or behavioral disturbance which the faculty believes will interfere with appropriate functioning, the faculty may decide that the public, and the student, are best served by not having that person graduate as a psychologist. In such a case the student is always given the opportunity to talk to the faculty and to explain the actions which may lead to the dismissal. As noted above, this is a rare occurrence, although it does occasionally happen. Students are urged to behave ethically, and to bring any potential problems they may be having to the attention of the faculty. Accepted students are highly capable and can usually meet the academic obligations. Acceptable academic criteria are spelled out in the General University Bulletin where the criteria for all psychology programs are listed. In regard to professional behavior, professional school and community psychologists have an obligation to serve the public and in doing so must behave in an exemplary manner both ethically and professionally.

YOUR RIGHT TO APPEAL

Your rights to appeal are well protected. Should you have any questions regarding appeal procedures please contact the program director, the department chairperson, or the Dean's

Office. Every effort is made to assure that you are given a fair chance to present your views.

The Director/Coordinator of a graduate program shall notify a student of his/her dismissal from that program in writing (certified return receipt requested) within 15 days following the decision to dismiss. The notification shall state the reasons for the dismissal and shall be as explicit as possible. The letter shall indicate the appeal procedures specified below.

A copy of the letter shall be sent to the Chair, the appropriate Dean, the Provost and the Office of Financial and Academic Records.

If dismissal occurs during the semester and the student appeals the decision, the student shall complete all course work. Grades shall be withheld until the appeal process has been completed. However, if a student is registered for a course that involves an outside internship during the appeal process, the student may not continue during the appeal process.

If dismissal occurs at the completion of a semester and the student appeals the decision, the student may not sit in on appropriate courses, complete all assigned work and take all exams unless exceptional circumstances have been determined.

Step 1:
The first appeal is at the Program level. The student may appeal this decision in writing to the Director/Coordinator of the Program within 15 days from the date of receipt of the letter of dismissal. The letter of appeal shall include the grounds for appealing the dismissal. If no letter is forthcoming, the right of the student to further appeal is waived.

An ad hoc committee of program faculty and the department Chair shall be constituted and chaired by the Director/Coordinator. The Director/Coordinator of the Program shall inform the student in writing (certified return receipt requested) of the date, time and location of the Program ad hoc committee meeting. The student must inform the Program Director/Coordinator if he/she chooses to appear before the committee. The student may be accompanied by one advisor of his/her choosing. Under no condition shall the advisor address the committee. The Director/Coordinator shall inform the student in writing (certified return receipt requested) of the decision of the committee within 15 days from the date of the receipt of the appeal letter. (A copy of the letter shall be sent to the Chair, the appropriate Dean, the Provost and the Office of Financial and Academic Records.) The student may appeal this decision in writing.

Step 2:
The second appeal is at the Dean's level. The student may appeal in writing to the Dean within 15 days of the receipt of the Program's decision. If no letter is forthcoming, the right of the student to further appeal is waived.
The Dean shall conduct a full review of the appeal and as a result of his/her independent research, e.g., having discovered additional information pertinent to the decision making process or having found the decision making process flawed in any way, remand the decision back to the Program or shall inform the student in writing (certified return receipt requested) of his/her

decision of the appeal within15 days from the date of the receipt of the appeal letter. (A copy of the letter shall be sent to the Program Director/Coordinator, the Chair, the Provost and the Office of Financial and Academic Records.) The student may appeal this decision in writing.

Step 3:
The final appeal is at the Provost's level. The student may appeal in writing to the Provost within 15 days of the receipt of the Dean's decision. The Provost shall conduct a full review of the appeal to ensure that due process has been afforded and the decision is not arbitrary, unilateral, or capricious.

The Provost shall inform the student in writing (certified return receipt requested) of his/her decision within 15 days from the date of the receipt of the appeal letter. The Provost's decision is final. (A copy of the letter shall be sent to the Program Director/Coordinator, the Chair, the appropriate Dean and the Office of Financial and Academic Records.)

XII.

THE DISSERTATION SEQUENCE

Possible Psy.D. Dissertation Topics

Examples of Recent Dissertation Topics

DISSERTATION SEQUENCE

Students are expected to develop a dissertation idea which will then be presented in Psychology 601, Dissertation Seminar in the Spring of the third year of the Psy.D. Program. The presentation is done in front of the Psy 601 class and feedback is given by fellow students and by the course instructor. This class is essentially a "brainstorming" class in which the student tries to identify strengths and weaknesses of the proposed dissertation. It is expected that by the end of this class students will have approached one of the professors involved with the Psy.D. program in the hope of having this professor be the major adviser or sponsor of the dissertation. Psy 601 is expected to end with the signing of a FORM I which is a written agreement that a given student and professor will work together to develop a dissertation.

A student enrolls in Psychology 602 in the Fall Semester of the Fourth Year. The student must maintain continuous enrollment in Psy 602 until he or she has obtained a signed Dissertation Proposal (Form II). Form II is an agreement signed by the student, the dissertation sponsor, and two other faculty who have agreed to serve on the dissertation committee, that the student will pursue a given topic using a given methodology. Any changes that take place at this point must be agreed upon by all parties.

Following enrollment in Psychology 602 and following the signed FORM II, students enroll in Psychology 604, Dissertation Completion. Again, students maintain enrollment in Psychology 604 until the oral defense of the dissertation. At the time of the oral defense two additional faculty members are added to the committee making a committee of five, in addition to the student. The dissertation is defended among this committee of five, although outside observers are also able to attend with the committees consent.

Possible Psy.D. Dissertations

In general, it is expected that dissertation projects have some practical application or relationship to school or community settings. Nevertheless, a wide range of projects can be conducted and, if justified, need not necessarily be related to schools or the community. It is expected that whatever topic you choose, your dissertation sponsor or mentor should have some level of expertise in the area you wish to study. The following general methodological approaches are acceptable for the Psy.D. Dissertation Project:

1. Formal experimental, quasi-experimental, and correlational studies. Formal experiments cannot comprise the majority of dissertation projects, however, as this would not be consistent with a practitioner (Psy.D.) model of training.

2. Meta-analytic studies.

3. Development, implementation, and evaluation of a program in a school or a community setting.

4. Evaluation of existing programs or approaches, e.g. evaluation of a local school district's "Inclusion" program for special education children by contrasting it with a similar district's program where special education children are placed out of district.

5. Analysis of archival data, such as national databases in drug addiction, homelessness, or AIDS prevention programs.

Examples of Recent Dissertation Topics

The following dissertation projects have recently been proposed by students and are currently being conducted:

"Effects of child care responsibility and self-efficacy on the well-being and psychological distress of working mothers with young children."

"Gender related mediators of PTSD in a World Trade Center sample."

"Organizational culture, climate, and empowerment in a human service setting"

"A meta-analysis of behavioral and cognitive therapies for children and adolescents with ADHD and/or impulse disorders"

"PTSD symptoms in emergency room nurses."

"Cognitive variables associated with recidivism in substance abusing probationers"

"Depression, body image, & self-esteem as a function of sports participation in male and female adolescents"

"Resiliency in children of divorce"

"The emotional impact of divorce on children: A posttraumatic stress perspective"

"Weight concerns in pre-adolescent girls: The role of attachment style, coping strategies, and parent weight expectations"

"The impact of a community based aerobic and anaerobic exercise regimen in managing stress and PTSD"

"Cohesiveness of dual career families and its effects of adolescent behavior"

"Factors influencing teacher attitudes and expectations toward the homeless student"

"The relationship between parenting practices and childhood externalizing behaviors: A multi-ethnic study"

"Resiliency among children of alcoholics involved or non-involved in Alateen"

"The effects of Russell Barkely's parent training program on parents with ADHD children"

"Androgyny and the psychological well-being of adult children of traditional and non-traditional families of origin"

"Factors related to the psychological adjust of women with breast cancer: A posttraumatic stress perspective"

Most applicants and new admissions to doctoral programs view the dissertation as a daunting experience. It should be kept in mind that the dissertation process is broken down into a series of steps and there are specific procedures for each step. Your dissertation sponsor will guide you through the process. **We have found over many years that virtually all students who reach the stage of working on their dissertation projects are able to complete them within reasonable time limits and successfully defend them.**

You will be as jubilant as the person below once you have successfully defended your doctoral dissertation !!!!

XIII.

ETHICS

The APA Code of Ethics

Preamble

Principles

Ethical Standards

Evaluation, Assessment, & Intervention

Advertising

Therapy

Teaching, Training, & Research

Forensics

Resolving Ethical Issues

ETHICS

In order to become a professional psychologist you must develop a set of skills and know how and when to apply them. To do this properly, it is important that each student become familiar with the *Code of Ethics of the American Psychological Association*. This Code was developed to guide our behavior in a variety of situations and the basic principles are reproduced below. Please review them and always feel free to discuss potential ethical dilemmas with any member of the core professional staff. Remember, by entering the Psy.D. Program and by eventually entering the field as a professional practitioner, you have agreed to abide by the Code of Ethics of the American Psychological Association.

The Code of Ethics of the American Psychological Association

The American Psychological Association's (APA's) **Ethical Principles of Psychologists and Code of Conduct** (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, six General Principles (A-E), and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are meant to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action and may be considered by ethics bodies in interpreting the Ethical Standards. The Ethical Standards set forth enforceable rules for conduct for psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by the Ethics Code does not mean that it is necessarily either ethical or unethical.

Membership in the APA commits members to adhere to the APA Ethics Code and to the rules and procedures used to implement it. Psychologists and students, whether or not they are APA members, should be aware that the Ethics Code may be applied to them by state psychology boards, courts, or other public bodies.

This Ethics Code applies only to psychologists' work related activities, that is, activities that are part of the psychologists' scientific and professional functions or that are psychological in nature. It includes the clinical or counseling practice of psychology, research, teaching, supervision of trainees, development of assessment instruments, conducting assessments, educational counseling, organizational consulting, social intervention, administration, and other activities as well. These work-related activities can be distinguished from the purely private conduct of a psychologist, which ordinarily is not within the purview of the Ethics Code.

The Ethics Code is intended to provide standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. Whether or not a psychologist has violated the Ethics Code does not by itself determine whether he or she is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur. These

results are based on legal rather than ethical rules. However, compliance with or violation of the Ethics Code may be admissible as evidence in some legal proceedings, depending on the circumstances.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code, in addition to applicable laws and psychology board regulations. If the Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If the Ethics Code standard appears to conflict with the requirements of law, then psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner. If neither law nor the Ethics Code resolves an issue, psychologists should consider other professional materials' and the dictates of their own conscience, as well as seek consultation with others within the field when this is practical.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. The actions that APA may take for violations of the Ethics Code include actions such as reprimand, censure, termination of APA membership , and referral of the matter to other bodies. Complainants who seek remedies such as monetary damages in alleging ethical violations by a psychologist must resort to private negotiation, administrative bodies, or the courts. Actions that violate the Ethics Code may lead to the imposition of sanctions on a psychologist by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payers for health services. In addition to actions for violation of the Ethics Code, the APA Bylaws provide that APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure.

This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August l3 and l6, 1992, and is effective beginning December l, 1992. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242.

This Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Code that was in effect at the time the conduct occurred, except that no provisions repealed in June 1989, will be enforced even if an earlier version contains the provision. The Ethics Code will undergo continuing review and study for future revisions; comments on the Code may be sent to the above address.

The APA has previously published its Ethical Standards as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.
American Psychological Association. (1958). Standards of ethical behavior for psychologists. American Psychologist, 13, 268-271.
American Psychological Association. (1963). Ethical standards of psychologists. American Psychologist, 18, 56-60.
American Psychological Association. (1968). Ethical standards of psychologists. American

Psychologist, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. APA Monitor, pp. 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. American Psychologist, 3C, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists(Amended June 2, 1989). American Psychologist, 45, 390-395.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE Washington, DC 20002-4242, or phone (202) 336-5510.

Professional materials that are most helpful are guidelines and standards that have been adopted or endorsed by professional psychological organizations. Such guidelines and standards, whether adopted by the American Psychological Association (APA) or its Divisions, are not enforceable as such by this Ethics Code, but are of educative value to psychologists, courts, and professional bodies. Such materials include, but are not limited to, the APA's Genera l Guidelines for Providers of Psychological Services (1987), Specialty Guidelines for the Delivery of Services by Clinical Psychologists, Counseling Psychologists, Industrial Organizational Psychologists, and School Psychologists (1981), Guidelines for Computer Based Tests and interpretations (1987), Standards for Educational and Psychological Testing (1985), Ethical Principles in the Conduct of Research With Human Participants (1982), Guidelines for Ethical Conduct in the Care and Use of Animals (1986), Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations (1990), and Publication Manual of the American Psychological Association (3rd ed., 1983). Materials not adopted by APA as a whole include the APA Division 41 (Forensic Psychology)/American Psychology-Law Society's Specialty Guidelines for Forensic Psychologists (l99l).

PREAMBLE

Psychologists work to develop a valid and reliable body of scientific knowledge based on research. They may apply that knowledge to human behavior in a variety of contexts. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. Their goal is to broaden knowledge of behavior and, where appropriate, to apply it pragmatically to improve the condition of both the individual and society. Psychologists respect the central importance of freedom of inquiry and expression in research, teaching, and publication. They also strive to help the public in developing informed judgments and choices concerning human behavior. This Ethics Code provides a common set of values upon which psychologists build their professional and scientific work.

This Code is intended to provide both the general principles and the decision rules to cover most situations encountered by psychologists. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights, and do not knowingly participate in or condone unfair discriminatory practices.

The development of a dynamic set of ethical standards for a psychologist's work-related conduct requires a personal commitment to a lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues, as appropriate; and to consult with others, as needed, concerning ethical problems. Each psychologist supplements, but does not violate, the Ethics Code's values and rules on the basis of guidance drawn from personal values, culture, and experience.

GENERAL PRINCIPLES Principle A: Competence

Psychologists strive to maintain high standards of competence in their work. They recognize the boundaries of their particular competencies and the limitations of their expertise. They provide only those services and use only those techniques for which they are qualified by education,

training, or experience. Psychologists are cognizant of the fact that the competencies required in serving, teaching, and/or studying groups of people vary with the distinctive characteristics of those groups. In those areas in which recognized professional standards do not yet exist, psychologists exercise careful judgment and take appropriate precautions to protect the welfare of those with whom they work. They maintain knowledge of relevant scientific and professional information related to the services they render, and they recognize the need for ongoing education. Psychologists make appropriate use of scientific, professional, technical, and administrative resources.

Principle B: Integrity

Psychologists seek to promote integrity in the science, teaching, and practice of psychology. In these activities psychologists are honest, fair, and respectful of others. In describing or reporting their qualifications, services, products, fees, research, or teaching, they do not make statements that are false, misleading, or deceptive. Psychologists strive to be aware of their own belief systems, values, needs, and limitations and the effect of these on their work. To the extent feasible, they attempt to clarify for relevant parties the roles they are performing and to function appropriately in accordance with those roles. Psychologists avoid improper and potentially harmful dual relationships.

Principle C: Professional and Scientific Responsibility

Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and adapt their methods to the needs of different populations. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of their patients, clients, or other recipients of their services. Psychologists' moral standards and conduct are personal matters to the same degree as is true for any other person, except as psychologists' conduct may compromise their professional responsibilities or reduce the public's trust in psychology and psychologists. Psychologists are concerned about the ethical compliance of their colleagues' scientific and professional conduct. When appropriate, they consult with colleagues in order to prevent or avoid unethical conduct.

Principle D: Respect for People's Rights and Dignity

Psychologists accord appropriate respect to the fundamental rights, dignity, and worth of all people. They respect the rights of individuals to privacy, confidentiality, self determination, and autonomy, mindful that legal and other obligations may lead to inconsistency and conflict with the exercise of these rights. Psychologists are aware of cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone unfair discriminatory practices.

Principle E: Concern for Others' Welfare

Psychologists seek to contribute to the welfare of those with whom they interact professionally. In their professional actions, psychologists weigh the welfare and rights of their patients or clients, students, supervisees, human research participants, and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts and to perform their roles in a responsible fashion that avoids or minimizes harm. Psychologists are sensitive to real and ascribed differences in power between themselves and others, and they do not exploit or mislead other people during or after professional relationships.

Principle F: Social Responsibility

Psychologists are aware of their professional and scientific responsibilities to the community and the society in which they work and live. They apply and make public their knowledge of psychology in order to contribute to human welfare. Psychologists are concerned about and work to mitigate the causes of human suffering. When undertaking research, they strive to advance human welfare and the science of psychology. Psychologists try to avoid misuse of their work. Psychologists comply with the law and encourage the development of law and social policy that serve the interests of their patients and clients and the public. They are encouraged to contribute a portion of their professional time for little or no personal advantage.

ETHICAL STANDARDS

1. General Standards

These General Standards are potentially applicable to the professional and scientific activities of all psychologists.

1.01 Applicability of the Ethics Code

The activity of a psychologist subject to the Ethics Code may be reviewed under these Ethical Standards only if the activity is part of his or her work-related functions or the activity is psychological in nature. Personal activities having no connection to or effect on psychological roles are not subject to the Ethics Code.

1.02 Relationship of Ethics and Law

If psychologists' ethical responsibilities conflict with law, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict in a responsible manner.

1.03 Professional and Scientific Relationship

Psychologists provide diagnostic, therapeutic, teaching, research, supervisory, consultative, or other psychological services only in the context of a defined professional or scientific relationship or role. (See also Standards 2.01, Evaluation, Diagnosis, and Interventions in Professional Context, and 7.02, Forensic Assessments.)

1.04 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience, or appropriate professional experience.
(b) Psychologists provide services, teach, or conduct research in new areas or involving new techniques only after first undertaking appropriate study, training, supervision, and/or consultation from persons who are competent in those areas or techniques.
© In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect patients, clients, students, research participants, and others from harm.

1.05 Maintaining Expertise
Psychologists who engage in assessment, therapy, teaching, research, organizational consulting, or other professional activities maintain a reasonable level of awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in the skills they use.

1.06 Basis for Scientific and Professional Judgments
Psychologists rely on scientifically and professionally derived knowledge when making scientific or professional judgments or when engaging in scholarly or professional endeavors.

1.07 Describing the Nature and Results of Psychological Services
(a) When psychologists provide assessment, evaluation, treatment, counseling, supervision, teaching, consultation, research, or other psychological services to an individual, a group, or an organization, they provide, using language that is reasonably understandable to the recipient of those services, appropriate information beforehand about the nature of such services and appropriate information later about results and conclusions. (See also Standard 2.09, Explaining Assessment Results.)
(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

1.08 Human Differences
 Where differences of age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status significantly affect psychologists' work concerning particular individuals or groups, psychologists obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals.

1.09 Respecting Others
In their work-related activities, psychologists respect the rights of others to hold values, attitudes, and opinions that differ from their own.

1.10 Nondiscrimination
In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis prescribed by law.

1.11 Sexual Harassment
(a) Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either: (1) is unwelcome, is offensive, or creates a hostile work place environment, and the psychologist knows or is told this; or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts.
(b) Psychologists accord sexual-harassment complainants and respondents dignity and respect. Psychologists do not participate in denying a person academic admittance or advancement, employment, tenure, or promotion, based solely upon their having made, or their being the subject of, sexual harassment charges. This does not preclude taking action based upon the outcome of such proceedings or consideration of other appropriate information.

1.12 Other Harassment
Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

1.13 Personal Problems and Conflicts
(a) Psychologists recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to a patient, client, colleague, student, research participant, or other person to whom they may owe a professional or scientific obligation.
(b) In addition, psychologists have an obligation to be alert to signs of, and to obtain assistance for, their personal problems at an early stage, in order to prevent significantly impaired performance.
© When psychologists become aware of personal problems that may interfere with their performing work related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties.

1.14 Avoiding Harm
Psychologists take reasonable steps to avoid harming their patients or clients, research participants, students, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

1.15 Misuse of Psychologists' Influence
Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence.

1.16 Misuse of Psychologists' Work

(a) Psychologists do not participate in activities in which it appears likely that their skills or data will be misused by others, unless corrective mechanisms are available. (See also Standard 7.04, Truthfulness and Candor.)

(b) If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.17 Multiple Relationships

(a) In many communities and situations, it may not be feasible or reasonable for psychologists to avoid social or other nonprofessional contacts with persons such as patients, clients, students, supervisees, or research participants. Psychologists must always be sensitive to the potential harmful effects of other contacts on their work and on those persons with whom they deal. A psychologist refrains from entering into or promising another personal, scientific, professional, financial, or other relationship with such persons if it appears likely that such a relationship reasonably might impair the psychologist's objectivity or otherwise interfere with the psychologist's effectively performing his or her functions as a psychologist, or might harm or exploit the other party.

(b) Likewise, whenever feasible, a psychologist refrains from taking on professional or scientific obligations when preexisting relationships would create a risk of such harm.

© If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist attempts to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

1.18 Barter (With Patients or Clients)

Psychologists ordinarily refrain from accepting goods, services, or other nonmonetary remuneration from patients or clients in return for psychological services because such arrangements create inherent potential for conflicts, exploitation, and distortion of the professional relationship. A psychologist may participate in bartering only if (1) it is not clinically contraindicated, ~ (2) the relationship is not exploitative. (See also Standards 1.17, Multiple Relationships, and 1.25, Fees and Financial Arrangements.)

1.19 Exploitative Relationships

(a) Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as students, supervisees, employees, research participants, and clients or patients. (See also Standards 4.05-4.07 regarding sexual involvement with clients or patients.)

(b) Psychologists do not engage in sexual relationships with students or supervisees in training over whom the psychologist has evaluative or direct authority, because such relationships are so likely to impair judgment or be exploitative.

1.20 Consultations and Referrals

(a) Psychologists arrange for appropriate consultations and referrals based principally on the best interests of their patients or clients, with appropriate consent, and subject to other relevant considerations, including applicable law and contractual obligations. (See also Standards 5.01, Discussing the Limits of Confidentiality, and 5.06, Consultations.)

(b) When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their patients or clients effectively and appropriately.

© Psychologists' referral practices are consistent with law.

1.21 Third-Party Requests for Services

(a) When a psychologist agrees to provide services to a person or entity at the request of a third party, the psychologist clarifies to the extent feasible, at the outset of the service the nature of the relationship with each party. This clarification includes the role of the psychologist (such as therapist, organizational consultant, diagnostician, or expert witness), the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality.

(b) If there is a foreseeable risk of the psychologist's being called upon to perform conflicting roles because of the involvement of a third party, the psychologist clarifies the nature and direction of his or her responsibilities, keeps all parties appropriately informed as matters develop, and resolves the situation in accordance with this Ethics Code.

1.22 Delegation to and Supervision of Subordinates

(a) Psychologists delegate to their employees, supervisees, and research assistants only those responsibilities that such persons can reasonably be expected to perform competently, on the basis of their education, training, or experience, either independently or with the level of supervision being provided.

(b) Psychologists provide proper training and supervision to their employees or supervisees and take reasonable steps to see that such persons perform services responsibly, competently, and ethically.

© If institutional policies, procedures, or practices prevent fulfillment of this obligation, psychologists attempt to modify their role or to correct the situation to the extent feasible.

1.23 Documentation of Professional and Scientific Work

(a) Psychologists appropriately document their professional and scientific work in order to facilitate provision of services later by them or by other professionals, to ensure accountability, and to meet other requirements of institutions or the law.

(b) When psychologists have reason to believe that records of their professional services will be used in legal proceedings involving recipients of or participants in their work, they have a responsibility to create and maintain documentation in the kind of detail and quality that would be consistent with reasonable scrutiny in an adjudicative forum. (See also Standard 7.01, Professionalism, under Forensic Activities.)

1.24 Records and Data

Psychologists create, maintain, disseminate, store, retain, and dispose of records and data relating to their research, practice, and other work in accordance with law and in a manner that permits compliance with the requirements of this Ethics Code. (See also Standard 5.04, Maintenance of

Records.)

1.25 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, the psychologist and the patient, client, or other appropriate recipient of psychological services reach an agreement specifying the compensation and the billing arrangements.

(b) Psychologists do not exploit recipients of services or payors with respect to fees.

© Psychologists' fee practices are consistent with

(d) Psychologists do not misrepresent their fees.

(e) If limitations to services can be anticipated because of limitations in financing, this is discussed with the patient, client, or other appropriate recipient of services as early as is feasible. (See also Standard 4.08, Interruption of Services.)

(f) If the patient, client, or other recipient of services does not pay for services as agreed, and if the psychologist wishes to use collection agencies or legal measures to collect the fees, the psychologist first informs the person that such measures will be taken and provides that person an opportunity to make prompt payment. (See also Standard 5.11, Withholding Records for Nonpayment.)

1.26 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists accurately state the nature of the research or service provided, the fees or charges, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standard 5.05, Disclosures.)

1.27 Referrals and Fees

When a psychologist pays, receives payment from, or divides fees with another professional other than in an employer-employee relationship, the payment to each is based on the services (clinical, consultative, administrative, or other) provided and is not based on the referral itself.

2. Evaluation, Assessment, or Intervention

2.01 Evaluation, Diagnosis, and Interventions in Professional Context

(a) Psychologists perform evaluations, diagnostic services, or interventions only within the context of a defined professional relationship. (See also Standard 1.03, Professional and Scientific Relationship.)

(b) Psychologists' assessments, recommendations, reports, and psychological diagnostic or evaluative statements are based on information and techniques (including personal interviews of the individual when appropriate) sufficient to provide appropriate substantiation for their findings. (See also Standard 7.02, Forensic Assessments.)

2.02 Competence and Appropriate Use of Assessments and Interventions

(a) Psychologists who develop, administer, score, interpret, or use psychological assessment techniques, interviews, tests, or instruments do so in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.

(b) Psychologists refrain from misuse of assessment techniques, interventions, results, and interpretations and take reasonable steps to prevent others from misusing the information these techniques provide. This includes refraining from releasing raw test results or raw data to persons, other than to patients or clients as appropriate, who are not qualified to use such information. (See also Standards 1.02, Relationship of Ethics and Law, and 1.04, Boundaries of Competence.)

2.03 Test Construction

Psychologists who develop and conduct research with tests and other assessment techniques use scientific procedures and current professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

2.04 Use of Assessment in General and With Special Populations

(a) Psychologists who perform interventions or administer, score, interpret, or use assessment techniques are familiar with the reliability, validation, and related standardization or outcome studies of, and proper applications and uses of, the techniques they use.

(b) Psychologists recognize limits to the certainty with which diagnoses, judgments, or predictions can be made about individuals.

© Psychologists attempt to identify situations in which particular interventions or assessment techniques or norms may not be applicable or may require adjustment in administration or interpretation because of factors such as individuals' gender, age, race, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

2.05 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the various test factors and characteristics of the person being assessed that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant reservations they have about the accuracy or limitations of their interpretations.

2.06 Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons. (See also Standard 1.22, Delegation to and Supervision of Subordinates.)

2.07 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Similarly, psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current

purpose.

2.08 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring procedures to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.
(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations.
© Psychologists retain appropriate responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

2.09 Explaining Assessment Results

Unless the nature of the relationship is clearly explained to the person being assessed in advance and precludes provision of an explanation of results (such as in some organizational consulting, pre-employment or security screenings, and forensic evaluations), psychologists ensure that an explanation of the results is provided using language that is reasonably understandable to the person assessed or to another legally authorized person on behalf of the client. Regardless of whether the scoring and interpretation are done by the psychologist, by assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that appropriate explanations of results are given.

2.10 Maintaining Test Security

Psychologists make reasonable efforts to maintain the integrity and security of tests and other assessment techniques consistent with law, contractual obligations, and in a manner that permits compliance with the requirements of this Ethics Code. (See also Standard 1.02,Relationship of Ethics and Law.)

3. Advertising and Other Public Statements

3.01 Definition of Public Statements

Psychologists comply with this Ethics Code in public statements relating to their professional services, products, or publications or to the field of psychology. Public statements include but are not limited to paid or unpaid advertising, brochures, printed matter, directory listings, personal resumes or curricula vitae, interviews or comments for use in media, statements in legal proceedings, lectures and public oral presentations, and published materials.

3.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
(b) In addition, psychologists make reasonable efforts to prevent others whom they do not control (such as employers, publishers, sponsors, organizational clients, and representatives of the print or broadcast media) from making deceptive statements concerning psychologists' practice or professional or scientific activities.
© If psychologists learn of deceptive statements about their work made by others, psychologists make reasonable efforts to correct such statements.
(d) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item.
(e) A paid advertisement relating to the psychologist's activities must be identified as such, unless it is already apparent from the context.

3.03 Avoidance of False or Deceptive Statements

(a) Psychologists do not make public statements that are false, deceptive, misleading, or fraudulent, either because of what they state, convey, or suggest or because of what they omit, concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated. As examples (and not in limitation) of this standard, psychologists do not make false or deceptive statements concerning (I) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations, (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings. (See also Standards 6.15, Deception in Research, and 6.18, Providing Participants With Information About the Study.)
(b) Psychologists claim as credentials for their psychological work, only degrees that (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

3.04 Media Presentations

When psychologists provide advice or comment by means of public lectures, demonstrations, radio or television programs, prerecorded tapes, printed articles, mailed material, or other media, they take reasonable precautions to ensure that (1) the statements are based on appropriate psychological literature and practice, (2) the statements are otherwise consistent with this Ethics Code, and (3) the recipients of the information are not encouraged to infer that a relationship has been established with them personally.

3.05 Testimonials

Psychologists do not solicit testimonials from current psychotherapy clients or patients or other persons who because of their particular circumstances are vulnerable to undue influence.

3.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential psychotherapy patients or clients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this does not preclude attempting to implement appropriate collateral contacts with significant others for the purpose of benefiting an already engaged therapy patient.

4. Therapy

4.01 Structuring the Relationship

(a) Psychologists discuss with clients or patients as early as is feasible in the therapeutic relationship appropriate issues, such as the nature and anticipated course of therapy, fees, and confidentiality. (See also Standards 1.25, Fees and Financial Arrangements, and 5.01, Discussing the Limits of Confidentiality.)

(b) When the psychologist's work with clients or patients will be supervised, the above discussion includes that fact, and the name of the supervisor, when the supervisor has legal responsibility for the case.

© When the therapist is a student intern, the client or patient is informed of that fact.

(d) Psychologists make reasonable efforts to answer patients' questions and to avoid apparent misunderstandings about therapy. Whenever possible, psychologists provide oral and/or written information, using language that is reasonably understandable to the patient or client.

4.02 Informed Consent to Therapy

(a) Psychologists obtain appropriate informed consent to therapy or related procedures, using language that is reasonably understandable to participants. The content of informed consent will vary depending on many circumstances; however, informed consent generally implies that the person (1) has the capacity to consent, (2) has been informed of significant information concerning the procedure, (3) has freely and without undue influence expressed consent, and (4) consent has been appropriately documented.

(b) When persons are legally incapable of giving informed consent, psychologists obtain informed permission from a legally authorized person, if such substitute consent is permitted by law.

© In addition, psychologists (1) inform those persons who are legally incapable of giving informed consent about the proposed interventions in a manner commensurate with the persons' psychological capacities, (2) seek their assent to those interventions, and (3) consider such persons' preferences and best interests.

4.03 Couple and Family Relationships

(a) When a psychologist agrees to provide services to several persons who have a relationship (such as husband and wife or parents and children), the psychologist attempts to clarify at the outset (1) which of the individuals are patients or clients and (2) the relationship the psychologist will have with each person. This clarification includes the role of the psychologist and the probable uses of the services provided or the information obtained. (See also Standard 5.01, Discussing the Limits of Confidentiality.)

(b) As soon as it becomes apparent that the psychologist may be called on to perform potentially conflicting roles (such as marital counselor to husband and wife, and then witness for one party in a divorce proceeding), the psychologist attempts to clarify and adjust, or withdraw from, roles appropriately. (See also Standard 7.03, Clarification of Role, under Forensic Activities.)

4.04 Providing Mental Health Services to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential patient's or client's welfare. The psychologist discusses these issues with the patient or client, or another legally authorized person on behalf of the client, in order to minimize the risk of confusion and conflict, consults with the other service providers when appropriate, and proceeds with caution and sensitivity to the therapeutic issues.

4.05 Sexual Intimacies With Current Patients or Clients

Psychologists do not engage in sexual intimacies with current patients or clients.

4.06 Therapy With Former Sexual Partners

Psychologists do not accept as therapy patients or clients persons with whom they have engaged in sexual intimacies.

4.07 Sexual Intimacies With Former Therapy Patients

(a) Psychologists do not engage in sexual intimacies with a former therapy patient or client for at least two years after cessation or termination of professional services.

(b) Because sexual intimacies with a former therapy patient or client are so frequently harmful to the patient or client, and because such intimacies undermine public confidence in the psychology profession and thereby deter the public's use of needed services, psychologists do not engage in sexual intimacies with former therapy patients and clients even after a two-year interval except in the most unusual circumstances. The psychologist who engages in such activity after the two years following cessation or termination of treatment bears the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated, (2) the nature and duration of the therapy, (3) the circumstances of termination, (4) the patient's or client's personal history, (5) the patient's or client's current mental status, (6) the likelihood of adverse impact on the patient or client and others, and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a post termination sexual or romantic relationship with the patient or client. (See also Standard 1.17, Multiple Relationships.)

4.08 Interruption of Services

(a) Psychologists make reasonable efforts to plan for facilitating care in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, or relocation or by the client's relocation or financial limitations. (See also Standard 5.09, Preserving Records and Data.)

(b) When entering into employment or contractual relationships, psychologists provide for orderly and appropriate resolution of responsibility for patient or client care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the patient or client.

4.09 Terminating the Professional Relationship

(a) Psychologists do not abandon patients or clients. (See also Standard 1 .25e, under Fees and Financial Arrangements.)

(b) Psychologists terminate a professional relationship when it becomes reasonably clear that the patient or client no longer needs the service, is not benefiting, or is being harmed by continued service.

© Prior to termination for whatever reason, except where precluded by the patient's or client's conduct, the psychologist discusses the patient's or client's views and needs, provides appropriate pre-termination counseling, suggests alternative service providers as appropriate, and takes other reasonable steps to facilitate transfer of responsibility to another provider if the patient or client needs one immediately.

5. Privacy and Confidentiality

These Standards are potentially applicable to the professional and scientific activities of all psychologists.

5.01 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons and organizations with whom they establish a scientific or professional relationship (including, to the extent feasible, minors and their legal representatives) (1) the relevant limitations on confidentiality, including limitations where applicable in group, marital, and family therapy or in organizational consulting, and (2) the foreseeable uses of the information generated through their services.

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

© Permission for electronic recording of interviews is secured from clients and patients.

5.02 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to respect the confidentiality rights of those with whom they work or consult, recognizing that confidentiality may be established by law, institutional rules, or professional or scientific relationships. (See also Standard 6.26, Professional Reviewers.)

5.03 Minimizing Intrusions on Privacy

(a) In order to minimize intrusions on privacy, psychologists include in written and oral reports, consultations and the like, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in clinical or consulting relationships, or evaluative data concerning patients, individual or organizational clients, students, research participants, supervisees, and employees, only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

5.04 Maintenance of Records

Psychologists maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. Psychologists maintain and dispose of records in accordance with law and in a manner that permits compliance with the requirements of this Ethics Code.

5.05 Disclosures

(a) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose, such as (1) to provide needed professional services to the patient or the individual or organizational client, (2) to obtain appropriate professional consultations, (3) to protect the patient or client or others from harm, or (4) to obtain payment for services, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose.

(b) Psychologists also may disclose confidential information with the appropriate consent of the patient or the individual or organizational client (or of another legally authorized person on behalf of the patient or client), unless prohibited by law.

5.06 Consultations

When consulting with colleagues, (1) psychologists do not share confidential information that reasonably could lead to the identification of a patient, client, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they share information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 5.02, Maintaining Confidentiality.)

5.07 Confidential Information in Databases

(a) If confidential information concerning recipients of psychological services is to be entered into databases or systems of records available to persons whose access has not been consented to by the recipient, then psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(b) If a research protocol approved by an institutional review board or similar body requires the inclusion of personal identifiers, such identifiers are deleted before the information is made accessible to persons other than those of whom the subject was advised.

© If such deletion is not feasible, then before psychologists transfer such data to others or review such data collected by others, they take reasonable steps to determine that appropriate consent of personally identifiable individuals has been obtained.

5.08 Use of Confidential Information for Didactic or Other Purposes

(a) Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their patients, individual or organizational clients, students, research participants, or other recipients of their services that they obtained during the course of their work, unless the person or organization has consented in writing or unless there is other ethical or legal authorization for doing so.

(b) Ordinarily, in such scientific and professional presentations, psychologists disguise confidential information concerning such persons or organizations so that they are not individually identifiable to others and so that discussions do not cause harm to subjects who might identify themselves.

5.09 Preserving Records and Data

A psychologist makes plans in advance so that confidentiality of records and data is protected in the event of the psychologist's death, incapacity, or withdrawal from the position or practice.

5.10 Ownership of Records and Data

Recognizing that ownership of records and data is governed by legal principles, psychologists take reasonable and lawful steps so that records and data remain available to the extent needed to serve the best interests of patients, individual or organizational clients, research participants, or appropriate others.

5.11 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and imminently needed for a patient ' s or client ' s treatment solely because payment has not been received, except as otherwise provided by law.

6. Teaching, Training Supervision, Research, and Publishing

6.01 Design of Education and Training Programs

Psychologists who are responsible for education and training programs seek to ensure that the programs are competently designed, provide the proper experiences, and meet the requirements for licensure, certification, or other goals for which claims are made by the program.

6.02 Descriptions of Education and Training Programs

(a) Psychologists responsible for education and training programs seek to ensure that there is a current and accurate description of the program content, training goals and objectives, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.
(b) Psychologists seek to ensure that statements concerning their course outlines are accurate and not misleading, particularly regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. (See also Standard 3.03, Avoidance of False or Deceptive Statements.)
© To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

6.03 Accuracy and Objectivity in Teaching

(a) When engaged in teaching or training, psychologists present psychological information accurately and with a reasonable degree of objectivity.
(b) When engaged in teaching or training, psychologists recognize the power they hold over students or supervisees and therefore make reasonable efforts to avoid engaging in conduct that is personally demeaning to students or supervisees. (See also Standards 1.09, Respecting Others, and 1.12, Other Harassment.)

6.04 Limitation on Teaching

Psychologists do not teach the use of techniques or procedures that require specialized training, licensure, or expertise, including but not limited to hypnosis, biofeedback, and projective techniques, to individuals who lack the prerequisite training, legal scope of practice, or expertise.

6.05 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish an appropriate process for providing feedback to students and supervisees.
(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

6.06 Planning Research

(a) Psychologists design, conduct, and report research in accordance with recognized standards of scientific competence and ethical research.
(b) Psychologists plan their research so as to minimize the possibility that results will be misleading.
© In planning research, psychologists consider its ethical acceptability under the Ethics Code. If an ethical issue is unclear, psychologists seek to resolve the issue through consultation with institutional review boards, animal care and use committees, peer consultations, or other proper mechanisms.
(d) Psychologists take reasonable steps to implement appropriate protections for the rights and welfare of human participants, other persons affected by the research, and the welfare of animal subjects.

6.07 Responsibility

(a) Psychologists conduct research competently and with due concern for the dignity and welfare of the participants.
(b) Psychologists are responsible for the ethical conduct of research conducted by them or by others under their supervision or control.
© Researchers and assistants are permitted to perform only those tasks for which they are appropriately trained and prepared.
(d) As part of the process of development and implementation of research projects, psychologists consult those with expertise concerning any special population under investigation or most likely to be affected.

6.08 Compliance With Law and Standards

Psychologists plan and conduct research in a manner consistent with federal and state law and regulations, as well as professional standards governing the conduct of research, and particularly those standards governing research with human participants and animal subjects.

6.09 Institutional Approval

Psychologists obtain from host institutions or organizations appropriate approval prior to conducting research, and they provide accurate information about their research proposals. They conduct the research in accordance with the approved research protocol.

6.10 Research Responsibilities

Prior to conducting research (except research involving only anonymous surveys, naturalistic observations, or similar research), psychologists enter into an agreement with participants that clarifies the nature of the research and the responsibilities of each party.

6.11 Informed Consent to Research

(a) Psychologists use language that is reasonably understandable to research participants in obtaining their appropriate informed consent (except as provided in Standard 6.12, Dispensing With Informed Consent). Such informed consent is appropriately documented.

(b) Using language that is reasonably understandable to participants, psychologists inform participants of the nature of the research; they inform participants that they are free to participate or to decline to participate or to withdraw from the research; they explain the foreseeable consequences of declining or withdrawing; they inform participants of significant factors that may be expected to influence their willingness to participate (such as risks, discomfort, adverse effects, or limitations on confidentiality, except as provided in Standard 6.15, Deception in Research); and they explain other aspects about which the prospective participants inquire.

© When psychologists conduct research with individuals such as students or subordinates, psychologists take special care to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(d) When research participation is a course requirement or opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

(e) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) obtain the participant's assent, and (3) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted by law.

6.12 Dispensing With Informed Consent

Before determining that planned research (such as research involving only anonymous questionnaires, naturalistic observations, or certain kinds of archival research) does not require the informed consent of research participants, psychologists consider applicable regulations and institutional review board requirements, and they consult with colleagues as appropriate.

6.13 Informed Consent in Research Filming or Recording

Psychologists obtain informed consent from research participants prior to filming or recording them in any form, unless the research involves simply naturalistic observations in public places and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm.

6.14 Offering Inducements for Research Participants

(a) In offering professional services as an inducement to obtain research participants, psychologists make clear the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 1.18, Barter [With Patients or Clients].)

(b) Psychologists do not offer excessive or inappropriate financial or other inducements to obtain research participants, particularly when it might tend to coerce participation.

6.15 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's prospective scientific, educational, or applied value and that equally effective alternative procedures that do not use deception are not feasible.

(b) Psychologists never deceive research participants about significant aspects that would affect their willingness to participate, such as physical risks, discomfort, or unpleasant emotional experiences.

© Any other deception that is an integral feature of the design and conduct of an experiment must be explained to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the research. (See also Standard 6.18, Providing Participants With Information About the Study.)

6.16 Sharing and Utilizing Data

Psychologists inform research participants of their anticipated sharing or further use of personally identifiable research data and of the possibility of unanticipated future uses.

6.17 Minimizing Invasiveness

In conducting research, psychologists interfere with the participants or milieu from which data are collected only in a manner that is warranted by an appropriate research design and that is consistent with psychologists' roles as scientific investigators.

6.18 Providing Participants With Information About the Study

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and psychologists attempt to correct any misconceptions that participants may have.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

6.19 Honoring Commitments

Psychologists take reasonable measures to honor all commitments they have made to research participants.

6.20 Care and Use of Animals in Research

(a) Psychologists who conduct research involving animals treat them humanely.

(b) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

© Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(d) Psychologists ensure that all individuals using animals under their supervision have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role.

(e) Responsibilities and activities of individuals assisting in a research project are consistent with their respective competencies.

(f) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(g) A procedure subjecting animals to pain, stress, or privation is used only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.

(h) Surgical procedures are performed under appropriate anesthesia; techniques to avoid infection and minimize pain are followed during and after surgery.

(I) When it is appropriate that the animal's life be terminated, it is done rapidly, with an effort to minimize pain, and in accordance with accepted procedures.

6.21 Reporting of Results

(a) Psychologists do not fabricate data or falsify results in their publications.

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

6.22 Plagiarism

Psychologists do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally.

6.23 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have contributed.

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as Department Chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are appropriately acknowledged, such as in footnotes or in an introductory statement.

© A student is usually listed as principal author on any multiple-authored article that is substantially based on the student's dissertation or thesis.

6.24 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

6.25 Sharing Data

After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release.

6.26 Professional Reviewers

Psychologists who review material submitted for publication, grant, or other research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

7. Forensic Activities

7.01 Professionalism

Psychologists who perform forensic functions, such as assessments, interviews, consultations, reports, or expert testimony, must comply with all other provisions of this Ethics Code to the extent that they apply to such activities. In addition, psychologists base their forensic work on appropriate knowledge of and competence in the areas underlying such work, including specialized knowledge concerning special populations. (See also Standards 1.06, Basis for Scientific and Professional Judgments; 1.08, Human Differences; 1.15, Misuse of Psychologists' Influence; and 1.23, Documentation of Professional and Scientific Work.)

7.02 Forensic Assessments

(a) Psychologists' forensic assessments, recommendations, and reports are based on information and techniques (including personal interviews of the individual, when appropriate) sufficient to provide appropriate substantiation for their findings. (See also Standards 1.03, Professional and Scientific Relationship; re
re1.23, Documentation of Professional and Scientific Work; 2.01, Evaluation, Diagnosis, and Interventions in Professional Context; and 2.05, Interpreting Assessment Results.)

(b) Except as noted in (c), below, psychologists provide written or oral forensic reports or testimony of the psychological characteristics of an individual only after they have conducted an examination of the individual adequate to support their statements or conclusions.

© When, despite reasonable efforts, such an examination is not feasible, psychologists clarify the impact of their limited information on the reliability and validity of their reports and testimony, and they appropriately limit the nature and extent of their conclusions or recommendations.

7.03 Clarification of Role

In most circumstances, psychologists avoid performing multiple and potentially conflicting roles in forensic matters. When psychologists may be called on to serve in more than one role in a legal proceeding for example, as consultant or expert for one party or for the court and as a fact witness they clarify role expectations and the extent of confidentiality in advance to the extent feasible, and thereafter as changes occur, in order

to avoid compromising their professional judgment and objectivity and in order to avoid misleading others regarding their role.

7.04 Truthfulness and Candor

(a) In forensic testimony and reports, psychologists testify truthfully, honestly, and candidly and, consistent with applicable legal procedures, describe fairly the bases for their testimony and conclusions.
(b) Whenever necessary to avoid misleading, psychologists acknowledge the limits of their data or conclusions.

7.05 Prior Relationships

A prior professional relationship with a party does not preclude psychologists from testifying as fact witnesses or from testifying to their services to the extent permitted by applicable law. Psychologists appropriately take into account ways in which the prior relationship might affect their professional objectivity or opinions and disclose the potential conflict to the relevant parties.

7.06 Compliance With Law and Rules

In performing forensic roles, psychologists are reasonably familiar with the rules governing their roles. Psychologists are aware of the occasionally competing demands placed upon them by these principles and the requirements of the court system, and attempt to resolve these conflicts by making known their commitment to this Ethics Code and taking steps to resolve the conflict in a responsible manner. (See also Standard 1.02, Relationship of Ethics and Law.)

8. Resolving Ethical Issues

8.01 Familiarity With Ethics Code

Psychologists have an obligation to be familiar with this Ethics Code, other applicable ethics codes, and their application to psychologists' work. Lack of awareness or misunderstanding of an ethical standard is not itself a defense to a charge of unethical conduct.

8.02 Confronting Ethical Issues

When a psychologist is uncertain whether a particular situation or course of action would violate this Ethics Code, the psychologist ordinarily consults with other psychologists knowledgeable about ethical issues, with state or national
psychology ethics committees, or with other appropriate authorities in order to choose a proper response.

8.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, seek to resolve the conflict in a way that permits the fullest adherence to the Ethics Code.

8.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved.

8.05 Reporting Ethical Violations

If an apparent ethical violation is not appropriate for informal resolution under Standard 8.04 or is not resolved properly in that fashion, psychologists take further action appropriate to the situation, unless such action conflicts with confidentiality rights in ways that cannot be resolved. Such action might include referral to state or national committees on professional ethics or to state licensing boards.

8.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they make reasonable efforts to resolve any issues as to confidentiality. Failure to cooperate is itself an ethics violation.

8.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than to protect the public.

Taken from the American Psychologist December 1992

XIV.

ANY QUESTIONS ???

Should there be any aspect of this manual that is unclear to you, please do not hesitate to contact Dr. Motta, Carol Zarzycki, the program secretary, or one of the Psy.D. Program faculty members for clarification. Dr. Robert Motta's phone number is (516) 463-5029. Mrs. Zarzycki's phone number is (516) 463-5587. We are here to help. We wish you a successful and satisfying experience. Again, if you have any questions, please do not hesitate to let us know.