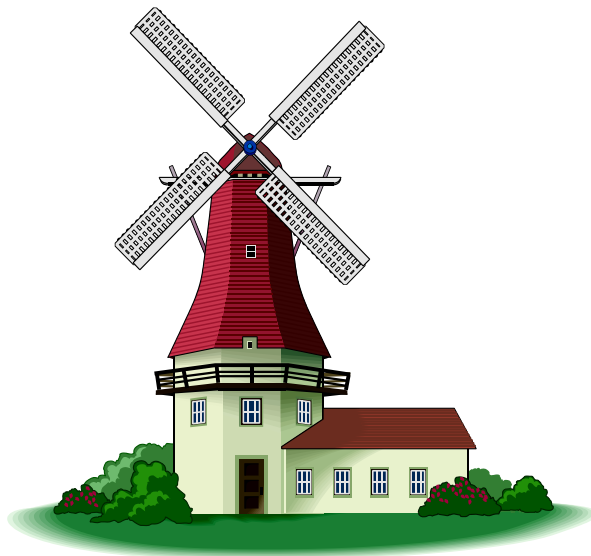*2003-2004*

APA SELF-STUDY

**PhD Program in Combined
Clinical and School
Psychology**

**Department of Psychology
Hofstra University
Hempstead, NY 11549**

Domain A: Eligibility

The *PhD Program in Combined Clinical and School Psychology (*or the individual programs in clinical and school psychology from which the combined program emerged) has been continuously accredited by APA since 1973. As a program in professional Psychology, in an accredited university, it falls within the scope of the accreditation process.

1) The program offers doctoral education and training in psychology.
The program offers PhD education and training in psychology. One of the major goals is to prepare students for the practice of professional psychology. This is specified in the Transmittal Page, Table 1, and the Domain B narrative.

2) The program is sponsored by an accredited institution of higher education.
As specified in the *Hofstra University Graduate Studies Bulletin* (2003-2004), the program is sponsored by Hofstra University and the university is accredited by the Middle States Association of Colleges.

3) The program is an integral part of the mission of the academic department, college, school, or institution.
The PhD program is an integral part of the Department of Psychology, which resides in the College of Liberal Arts and Sciences. Through the department, the university offers a Bachelor of Arts degree, an MA degree in Industrial-Organizational Psychology, a PsyD degree in School-Community Psychology, and a PhD in Combined Clinical and School Psychology. The goals of the program are consistent with the *Mission Statement of Hofstra University* (Appendix A1), which includes the development of graduate professional programs and the generation of scholarly research and publication. Funding that enables the program to achieve its goals comes from monies allocated to the program by general university funds, the Dean of the College of Liberal Arts and Sciences, and the Chairperson of the Department of Psychology.

The PhD Program Director, Mitchell L. Schare, PhD, reports to the Department Chairperson who, in turn, reports to the Dean of the College. As described in other Domains, tables, and the accompanying materials, there is a) an adequate budget to enable the program to achieve its goals, b) strong support from the administration, c) a sufficient number (*n* = approximately 102) and quality of students, d) a sufficient number of exclusively assigned faculty members to manage the program (10 Core Program Faculty Lines; 9 currently filled), and e) sufficient facilities to support the training goals.

The department, with space and resources for faculty and PhD students, is now located in a renovated building (Hauser Hall). The program has the physical resources (e.g., individual faculty offices, a doctoral student workroom, computers, a campus training clinic, etc.) necessary to achieve its goals and objectives, including meaningful interaction between students and faculty for the purposes of academic and personal support, and socialization. Much of this interaction takes place in Hauser Hall, where faculty offices and the student workroom are located, or in the *Psychological Evaluation, Research, and Counseling Clinic (PERCC),* which serves as a major practicum site.

4) More than the APA minimum of 3 full-time years of study and completion of an internship are required.
As described in the *2003 Hofstra University Graduate Bulletin,* the *2003 Manual for PhD Candidates in Combined Clinical and School Psychology* (hereafter referred to as the *PhD Manual),* and the program brochure, the PhD program requires a minimum of four full-time academic years of graduate study and completion of two part-time internships (one-year equivalent) prior to awarding the PhD.

We recognize that a requirement for accreditation is that, "at least 2 of the 3 academic training years must be at the institution from which the doctoral degree is granted, and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same institution." We exceed that, since we allow very limited transfer credit. All students spend at least four years at Hofstra in full-time residence.

5) The program indicates respect for, and understanding of, cultural and individual diversity.
Hofstra University and the PhD program are governed by nondiscrimination policies. As documented in the enclosed *2003-4 Hofstra University Graduate Bulletin* (p. 499), in Section D of the *PhD Manual*, and in the narrative for Domain D, the program not only respects but directly fosters an understanding of cultural and individual diversity. In keeping with the mandates of the accreditation process, and our own beliefs, this includes recognition and appreciation of variations in age, color, ability and disability, ethnicity, gender, language, national origin, race, religion, sexual orientation, and socioeconomic status.

Respect for diversity is reflected in our policies for recruitment, retention, and development of faculty members and students. We encourage applications from individuals in all social groups and, once accepted, we work hard to help them achieve their degree in an atmosphere of understanding and respect. As delineated in Domain D, we have had male and female, White, Black, Hispanic, and Asian students from all parts of the United States including Hawaii, California, Florida, Maine, Texas, etc. In addition, we have had students from Argentina, Brazil, Denmark, Great Britain, Greece, the Netherlands, India, Ireland, Israel, Pakistan, Poland, Russia, etc. Our PhD candidates have represented the visually impaired, physically challenged, openly gay and lesbian students, etc.

As a further stimulus to cultural understanding, we are particularly proud of the more than 25 scientific and professional trips made by our faculty and more than 100 PhD students to Argentina, Denmark, India, Russia, Spain, and Poland where they were exposed to a wide variety of individual and family behavior patterns, and practices in psychology. These trips continue to the present (Domain D). In addition, course work, colloquia, and our 100% barrier free campus show our dedication to, and respect for, individual and cultural diversity.

6) There are written policies that govern all significant elements of the program.
The program adheres to, and makes available to all applicants and students, formal written policies and procedures that govern admissions, degree requirements, financial assistance, evaluation of student performance, feedback, retention and termination, etc. It has due process and grievance outlets for students and faculty members. Program policies are consistent with those of Hofstra University, the Middle States Association of Colleges, the State of New York, and the APA Code of Ethics. Materials relevant to this Domain are enclosed or appear in Appendix A. These are,

> * *2003-4 Hofstra University Graduate Bulletin* (enclosed),
> * the *PhD Manual* (enclosed)*,*
> * *Procedures to be Followed for the PhD Dissertation - 2003* (enclosed),
> * the 2003-4 PhD program brochure (Appendix A2), and the
> * PhD program website: http://www.hofstra.edu/ClinicalSchool (Reproduced in Appendix A3)**.**

Domain B: Program Philosophy, Objectives and Curriculum Plan

The goals of the program are consistent with the *Mission Statement of Hofstra University* (see Domain A and Appendix A1). These include the development of graduate professional programs and the generation of scholarly research and publication.

Our model stems from the belief that psychology is, first and foremost, a scientific discipline. Students are trained to appreciate empirically derived knowledge and to practice from that base of knowledge. They are taught to use data-based approaches in the delivery of professional services. At the same time, it is recognized that issues emerge in professional practice that drive research. Thus, our overarching goal is to produce practitioners who use scientific knowledge as they deliver professional services, as well as scientists who are aware of the problems that emerge in professional practice and who develop research studies based on that knowledge.

Training for practice is sequential, cumulative, graded in complexity, and designed to prepare students for further

organized training. Students take courses in a prescribed sequence; beginning courses require fewer skills than do later ones; and it is expected that by later years in the program students will be able to integrate what was learned in the various courses, practica, and other educational experiences. Although many graduates immediately enter the work force, some go on for post-doctoral training to gain further knowledge or enhance specific skills.

1. Educational Philosophy and Training Model
The PhD program in Combined Clinical and School Psychology uses a model built upon three components: 1) *Philosophy:* an orientation toward the scientist-practitioner perspective, 2) *Theory:* an orientation toward the broad spectrum of cognitive-behavioral theories and techniques, and 3) *Structure:* a combined and integrated perspective toward professional training

Philosophy: Scientist-Practitioner Orientation
As noted above, the faculty of the PhD program in Combined Clinical and School Psychology have long held that psychology is, first and foremost, a scientific discipline. Accordingly, it is believed that the ultimate value of a practitioner's service will be enhanced if the psychologist adheres to an empirical orientation. In this sense, we believe in the *integration of science and practice.* Using the scientist-practitioner model as a guide, students are trained to participate in the research process. We believe it is important for students to understand the methods of our discipline, read and comprehend the professional literature, interpret empirically derived data, and develop skills to contribute to our professional knowledge base.

The faculty encourages the development of practitioners who use scientific knowledge in their professional work. Evidence-based approaches to the delivery of professional services are the norm in the program. In addition, the faculty recognizes that issues emerge in professional practice that can be addressed empirically. Students are taught to formulate questions regarding these issues with empirically testable propositions. They are taught that this is a central part of their role in any work setting. Thus, the integrated circle of science and practice becomes complete.

Although some have criticized the scientist-practitioner perspective (e.g., Albee, 2000; Note: all references are presented in Appendix B1) and have offered other conceptual models (e.g., Korman, 1976), we have always embraced the integration of practice and science, and agree with Belar's (2000) statement, "Integration of science and practice is a goal from the start. . . "   We believe that innovations in professional practice and the adoption of empirically supported interventions are propelled forward by a scientist-practitioner perspective (Belar, 2000; Davison, 1998; Davison & Lazarus, 1995).

Theory: Cognitive-Behavioral Orientation
The theoretical basis of training is within the broad domain of behavioral psychology. The intimate connection between the empirical tradition of behaviorism and the subsequent development of assessment and therapeutic models based upon empirical findings (e.g., Gantt, Pickenhain, & Swingmann, 1970; Kazdin, 1978; and Wolpe, Salter, & Reyna, 1964) provide program content in harmony with the scientist-practitioner perspective. Thus, we consider the program to be one that espouses the wide range of evidence-based interventions often labeled as cognitive-behavior therapy (CBT). At Hofstra, the CBT perspective is understood to represent the full spectrum of thought from operant and classically based perspectives through social learning and cognitive-behavioral models.

At the same time, we recognize that there is value in other theoretical frames of reference. Thus, we also provide exposure to traditional (i.e., trait oriented) methods of assessment, family therapy, etc. This is particularly important for the practice of school psychology where assessment methods are often traditional while intervention is often behavioral (e.g., applied behavioral intervention plans).

Structure: Combined and Integrated Training Perspective

The program faculty has long held the belief that there is significant overlap in the knowledge base and skill sets required for successful work in the various speciality areas. This view has been championed by those who have argued that the distinctions found in the professional training spectrum are arbitrary (Beutler & Fisher, 1994), that psychology is best taught and conceptualized as a unified field (Sternberg & Grigorenko, 2001), and that there is only "one psychology" (Matarazzo, 1987).

A paper presented at the APA convention last year (Cobb & Aiken-Little, 2002; Appendix C3$_{17}$) explicitly examined the overlap in specialty guidelines among the four professional specialities (Clinical, Child-Clinical, Counseling, and School), as defined by the APA Commission for the Recognition of Specialties and Proficiencies in Professional Psychology. The authors concluded that there is a great deal of overlap in the populations served (i.e., ages, problem types, individuals vs. organizations) and the skill sets required in each "speciality." Indeed, they wrote that APA requires that students in *all* specialities,

> "have a background in the biological, cognitive, affective and social aspects of behavior; issues of cultural and individual diversity; history and systems of psychology; psychological measurement, research methodology, and techniques of data analysis. Students in all three specialty areas must acquire knowledge in individual differences, human development, dysfunctional behavior or psychopathology, and professional standards and ethics. All are prepared to diagnose or define problems through assessment, provide and evaluate effective interventions, and offer consultation and supervision."

Cobb and Akin-Little concluded that differences among the specialties simply represent the degree of emphasis that is placed on each of these factors. They also noted that single specialty programs could make minor (10% to 20%) course alterations and provide their graduates with a "...wider range of options for practice...."

In another paper presented at the APA meeting Castle and Norcross (2002; Appendix C3$_8$) put forth "an integrative perspective for training in combined programs." They noted, "...all the studies reveal that the majority of professional psychologists perform many of the same professional activities; all of the evidence points to convergent training processes and content in clinical, counseling, and school psychology programs, (and that) practically all states have adopted generic licensure for psychologists . . . .." Castle and Norcross recommend that "the faculties of combined doctoral programs explicitly and publically adopt an integrative model." Our program represents this viewpoint.

A historical note. Many years ago, the Hofstra faculty came to a conclusion similar to that of Cobb and Akin-Little, and Castle and Norcross. This is reflected by the Hofstra program's history, published in 1985 by the original program director and prominent school psychologist, Dr. Julia R. Vane. She wrote that our combined program had its origin as a school psychology program that was established in 1968 and accredited by APA in 1973. A few years later, the faculty initiated a clinical psychology program. However, they found that there was a strong desire by more than 80% of the students in the school program to take additional "clinical" courses and for the clinical students to take additional "school" courses. The faculty and students agreed that clinical skills would be helpful for work with disruptive children in the school environment and experience in the schools would be helpful to clinicians who work with child and family cases. The students desired training in both speciality areas in order to increase their knowledge, skills, and marketability. Thus, the programs were combined in 1980.

As a combined program, we provide education that is grounded in a broad and common base of knowledge and methods in the scientific discipline of psychology that is consistent with the recommendations of the Task force on Scope and Criteria for Accreditation from the 1987 Utah Conference on Graduate Education. Task force members also concluded that, "there exist common bodies of knowledge, skills, and responsibilities across entry-level jobs in different fields of professional specialization" (Beutler & Fisher, 1994). Indeed, when referring to the integration movement, Castle & Norcross (2002) stated, "Combined programs provide a natural confluence of training models and multiple professional specializations, and per force, are pragmatic, pluralistic, and empirical in nature."

Recently, Professors Schare and Kassinove participated in the *Consensus Conference on Combined and Integrated Doctoral Training in Psychology* that was held at James Madison University on May 2-4, 2003 (*APA Monitor*, Appendix B1). They learned that other programs have reached similar conclusions and have developed similar training models. All integrate specialty training in the curriculum by weaving together ideas, concepts and skills to be applied in different settings.

The Hofstra University PhD program in Combined Clinical and School Psychology falls within the APA designation of a Combined Professional-Scientific Program. Our goals and objectives are to produce graduates who have a range of skills and experiences that will allow them to have multiple career options upon graduation. This is accomplished in courses and in practica that provide readings, discussions, and skill development that are based on empirical evidence and that cross the specialities of clinical and school psychology. It is also accomplished by providing students with internships in both a school and mental health settings.

2. Education and Training Objectives and Competencies
As noted above, our overarching goal is to produce practitioners who use scientific knowledge as they deliver professional services to the public, as well as scientists who are aware of the problems which emerge in professional practice and who develop research studies based on that knowledge. Thus, we train psychologists for work in clinical and school settings who have, 1) a background in psychological theory and empirically based knowledge, with an emphasis on cognitive-behavioral theory, 2) competence in the skills needed for professional work (assessment and intervention), including an appreciation of the role of diversity in such work, 3) the ability to evaluate, use and conduct research and 4) a commitment to continuing education. Our objectives and competencies have been developed with reference to the framework offered by the summary from the workgroup on *Specialities and Proficiencies of Professional Psychology* which emerged from *Competencies 2002: Future Directions in Education and Credentialing in Professional Psychology*.

Objective 1. Base of Knowledge. Recognizing that the initiation and maintenance of normal and abnormal human behavior are the result of complex organismic, developmental, social, and situational forces, we provide a broad foundation of knowledge in these areas. Although we focus on the family of cognitive-behavioral theories and techniques, the faculty appreciates the interplay of various elements in the etiology of behavior and believe it is important to expose students to these elements.

> **Competency 1a:** In order to appreciate the various elements that interact to yield human behavior, students will become knowledgeable in specific foundational areas: History of Psychology, Biological Bases of Behavior, the Development of Human Behavior, the Social, Cognitive and Affective Bases of Behavior, and the Manifestations and Development of Psychopathology.
> **Competency 1b:** Students will learn the rules that govern our professional standards and determine our ethical behaviors.

Objective 2. Assessment Skills for Professional Work. We expect students to be able to perform psychological assessments in order to study normal and abnormal psychological functioning in children and adults. We expect them to be able to describe normal and abnormal psychological functioning, formulate cases, consult with others, and effectively communicate results in oral and written form.

> **Competency 2a:** Students will become proficient in the assessment of cognitive skills including the evaluation of intelligence, memory, academic skills, perceptual-motor skills, and academic knowledge.
> **Competency 2b:** Students will become proficient in assessing personality functioning. They will be able to conduct a clinical interview, and administer, score and interpret objective and projective tests, as well as self-report and other-report (e.g., parent and teacher) inventories.
> **Competency 2c:** Students will be able to observe and evaluate motor behavior, and think in terms of antecedents and consequences in a behavior chain.

Competency 2d: Students will be able to arrive at individual case formulations, diagnoses, and recommendations. They will be able to communicate findings to relevant parties, in oral and written form.
Competency 2e: Students will be familiar with school-based models of consultation.

Objective 3. Intervention Skills for Professional Work. We expect students to become competent in the techniques of cognitive-behaviorally oriented psychotherapy. This includes the use of applied behavioral, classical behavioral and cognitive-behavioral methods. These may be applied in the individual case, during supervision, or in family or group settings.

Competency 3a: Students will develop an understanding of the principles and techniques of applied behavior analysis and cognitive-behavioral therapy in individual interventions.
Competency 3b: Students will be able to use interventions based on applied behavior analysis and cognitive-behavioral therapy in their professional practices.
Competency 3c: Students will develop an understanding of systems approaches to marital and family interventions, and some students will be exposed to group experiential techniques.
Competency 3d: Students will be exposed to models of supervision.

Objective 4. Research Skills. We expect students to become competent in skills that will allow them to both consume and produce research. Students will develop skills to understand research methods, analyze data, and evaluate research findings.

Competency 4a: Students will become able to develop hypotheses that can be evaluated by research studies.
Competency 4b: Students will become able to design studies that appropriately and directly address a research question.
Competency 4c: Students will become able to appropriately analyze data sets. They will be able to use descriptive and inferential statistics. They will be able to use univariate and multivariate statistics.
Competency 4d: Students will become able to draw reasonable conclusions from data analyzed and will be able to communicate those conclusions to others in both oral and written form.
Competency 4e: Students will become able to understand scientific literature and evaluate the findings in their professional lives. They will learn to judge the overall significance of a study and how it contributes to the existing knowledge base.
Competency 4f: Students will contribute to the development and dissemination of knowledge by making presentations at public and scholarly meetings, and by publishing the results of their own work.

Objective 5. Individual and Cultural Diversity. We expect students to appreciate and be sensitive to issues of individual and cultural diversity in their professional lives.

Competency 5a: Students will recognize that alternative approaches to human problems may be required as a function of the individual and cultural backgrounds of the people they serve.

Objective 6. Continuing Education. We expect that students will become appreciative of the importance of lifelong learning so that their knowledge and skills will be continually upgraded.

Competency 6a: Graduates will continue to read the professional literature.
Competency 6b: Graduates will attend and participate in professional meeting, workshops, etc.

3. Implementation of the Model
The PhD Program is based on 105 credits of course work, practica, and internships in both school and clinical psychology settings that occur in the third and fourth years of the program. It encompasses four years of full-time study and graduation typically occurs after 5½ years. The program provides a foundation of psychological knowledge so that students may grow, through study and a series of sequential and graded experiences, to think scientifically and develop the skills necessary for working in clinical, educational, community, and academic settings. The program

Curriculum Plan may be found on the back of the program brochure (Appendix A2$_4$) and in the 2003 *PhD Manual* (p. 14). An analysis of this plan is offered below, with reference to program objectives and competencies.

Within the curriculum, there is (a) a research sequence, (b) coverage of professional standards and ethics, (c) professional training in assessment and intervention in clinical and school settings, and (d) coverage of basic content areas in psychological knowledge. The additional training areas of individual and cultural diversity, and encouragement of lifelong learning are discussed at the end of this section.

a. The Research Sequence
The research sequence is related to Objective 4. It begins in the first year when students take two semesters of graduate statistics (Psychology 201 and 202), taught by Dr. Charles Dill. In these courses, students learn to use descriptive, univariate, and basic multivariate inferential statistics (Competency 4c). Students practice data analysis skills using data sets and SPSS software. They write up their analyses, draw conclusions about their findings (Competency 4d), and these are discussed in class. Students are further evaluated in class examinations and the first level Qualifying Examination that contains an essay to assess understanding of statistical concepts (Competencies 4a and 4d). During the second year students complete an advanced multivariate statistics course (Psychology 204) with Dr. Liora Schmelkin. Again, they work on data sets to analyze (Competency 4c) and draw conclusions (Competency 4d) using procedures such as factor analysis and path analysis.

In the first semester of the second year students take *Research Methods I* (Psychology 222) which is taught by Drs. William Sanderson and Mark Serper. Initially students are taught to critically assess research literature (Competency 4e) through class discussions and literature critiques. Then**,** they are required to develop research proposals with articulated hypotheses (Competency 4a) and well formulated and ethical method**s** (Competencies 4b, 1b). Through a shaping process, the course instructors evaluate the written proposal**,** which becomes the basis for the Spring semester *Research Methods II* (Psychology 223) course. Under faculty supervision**,** the proposed study is further refined. The studies are typically in areas of faculty expertise. Students carry out the study, usually collecting data during the Spring, evaluating and writing up the results (Competency 4c) during the summer. They submit a written paper, with conclusions drawn (Competency 4d). Students finish this project and receive a grade for the course by the end of the following Fall semester. The results from some projects are presented at conventions and some may result in publication (Competencies 4f, 6b). The literature reviewed and conclusions from this project may serve as the basis of an idea for the doctoral dissertation (Competencies 4e, 4a).

In addition to this research sequence, students join faculty research programs during the first two years of the program. Depending on their level of participation**,** they may practice all of the competencies articulated under Objective 4. Students are encouraged to do research relevant to the area in which they are being trained; i.e., Clinical and School Psychology. Projects are typically developed in areas of faculty expertise and may result in presentation and publication (Competencies 4f, 6b).

Research studies are also reviewed in most other courses in the program (Competency 4e). This gives the student an appreciation, not only of outcomes and current knowledge in the content of psychology, but also of the methodologies used in various content areas. For example**,** students critically evaluate the treatment outcome literature and assess evidence-based approaches to psychotherapy in Psychology 261 (*Behavior Therapy and Applied Behavior Analysis*) and Psychology 229 (*Behavioral Counseling and Psychotherapy*). Thus, students are well prepared for the *Dissertation Sequence* which begins in the fourth year of the program.

The fourth year *Dissertation Sequence* consists of Psychology 601, 602, and 604. The details of the dissertation process are found in the dissertation manual (*Procedures to be Followed for the PhD Dissertation;* the September 2003 edition is enclosed) distributed to students at the start of the fourth year. In Psychology 601 (*Dissertation Seminar*), taught by Drs. Howard Kassinove and Mitchell Schare, students review literature independently

(Competency 4e), formulate an idea and articulate a series of hypotheses (Competency 4a). They then develop a method (Competency 4b) and present their project to the class for a critical review and discussion of research ethics (Competency 1b). Following the class critique, the proposal may be re-presented, and is formally written up to be reviewed by the class instructors and subsequently submitted to a potential faculty sponsor. Alternatively, students may discuss an idea with a faculty member before presenting it in class. Once a faculty member has agreed to sponsor the dissertation, students enroll in Psychology 602 (*Dissertation Proposal Preparation*), which may be repeated twice. When the student has completed a formal written proposal (including literature review, hypotheses and method) the project is reviewed and first approved by the sponsor before it is submitted to a three person, core dissertation committee. Students have up to two years to complete an acceptable proposal from the time they first enroll in Psychology 601. When the committee members accept and sign the proposal (following input and modifications) Competencies 4a, 4b, and 4e, will have been met.

Following acceptance of the proposal**,** an abstract is circulated to all faculty members in the department for their input. The proposal is then submitted for ethics review and approval (Competency 1b). When all modifications have been incorporated into the proposal**,** and approval has been obtained from the Institutional Review Board, the student enrolls in Psychology 604 (*Dissertation Advisement*) and the project is executed. Data are collected**,** analyzed and written up. The core dissertation committee meets to review the quality of the data presentation and**,** if accepted**,** Competency 4c has been met. A formal dissertation defense is then conducted by the core committee plus two additional members- an outside reader and a defense chairperson. The student prepares a complete manuscript, including conclusions and a critical analysis of the project. The manuscript is submitted to all committee members in advance of the final oral defense. Once the research-based dissertation is successfully defended, the faculty is confident that the student has achieved the research skills that comprise Objective 4.

b. Scientific and Professional Ethics and Standards
As specified in Objective 1, Competency 1b, scientific and professional ethics and standards are discussed in many courses throughout the program, particularly in relation to the activities in which the students are engaged. In addition, the *2003 PhD Manual* contains a full copy of the *APA Code of Ethics*. This manual is given to all students before the program begins. Students are made aware (p. 8) that;

> "While enrolled at Hofstra University you are expected to abide by the *Code of Ethics of the American Psychological Association*, (see the Appendix of this Manual), the laws of the State of New York, and the rules and regulations of Hofstra University."

In the first year, ethical issues relating to diagnosis are discussed in Dr. Mitchell Schare's Psychology 209a (*History, Basic Concepts and Classical Issues in Psychology*) course, in readings and discussions. Simultaneously, ethical issues are discussed by Dr. Kassinove in Psychology 227, *Interviewing & Counseling in Professional Psychology*.

For second year students, there is a required sequence of ethics courses taught by Dr. John Guthman. In Psychology 341 (*Ethics*) topics relevant to working with individuals are studied through a series of discussions, vignette assignments, readings, papers and examinations. In a subsequent class (Psychology 251; *Professional Practices in Psychology*) Dr. Guthman, using similar methods as in Psychology 341, focuses upon ethics as they relate to individual and organizational practice. In the research sequence (described above), Dr. Schmelkin (Psychology 204; *Multivariate Statistics*) and Drs. Serper and Sanderson (Psychology 222; *Research Methods I*) discuss issues of research with human participants and review the *Belmont Report*. Dr. Serper also discusses ethics regarding treatment and assigns readings in his course on adult psychopathology (Psychology 228).

In his third year class on *Marital and Family Therapies* (Psychology 329), Dr. Vincent Guarnaccia assigns readings and discusses special ethical issues that may emerge when conducting this type of psychotherapy.

When students take the fourth year seminar on initiating dissertation research (Psychology 601) ethics discussions occur with a review of the *Belmont Report* in preparation for their projects. The *Belmont Report* is included in the dissertation manual. As noted above, all dissertation proposals are reviewed by the Institutional Review Board.

c. The Professional Training Sequence
The professional training sequence consists of (a) assessment skills for professional work (Objective 2) and (b) intervention skills for professional work (Objective 3). Each of these objectives will be described independently although some overlap in classes will be obvious.

Assessment Skills for Professional Practice (Objective 2).
In total, our students take four courses exclusively dedicated to assessment skills and four additional courses partially dedicated to this skill area. In addition, a series of first and second year practica help assure competency development in this objective prior to beginning the third year school psychology internship.

The assessment sequence begins in the first year in courses taught by Drs. Phyllis Ohr and Alison Brennan. Students learn how to administer the Wechsler Scales of Intelligence, the Stanford-Binet, the Woodcock tests, and other tests of achievement and learning abilities during the Psychology 231 (*Theory and Practice of Intellectual Evaluation*) and Psychology 232 (*Intellectual, Academic and Vocational Evaluation*) sequence. During Psychology 232, students are also taught to use and evaluate various behavioral checklists (Competency 2c). Students are required to administer, score (Competencies 2a, 2c), and synthesize the data into written reports which are evaluated (Competency 2d). In the spring of the first year, Dr. Ohr and Dr. Joyce Bloom teach Psychology 254 (*Childhood Psychopathology*) in which they discuss the use of assessment findings and behavioral observations (Competency 2c) in developing case formulations (Competency 2d). Through practica in childhood settings, students practice behavioral observations (Competency 2c), write reports (Competency 2d), and are taught about the role of a consultant (Competency 2e). In Psychology 227 (*Interviewing and Counseling in Professional Psychology)*, Dr. Howard Kassinove lectures on theories and techniques of interviewing as an assessment modality. Students hone their skills through a series of practice interviews (role playing) in front of, and critiqued by, their peers and professor (Competency 2b). Discussion ensues as to the information obtained and hypotheses are generated regarding the nature of the "patient's" problems (Competency 2d). Interview knowledge and skill acquisition are assessed through examinations and an independent critique of an interview by a trained teaching assistant using a scoring sheet (Appendix B2).

During the first summer session, students take a course in *Personality Assessment* (Psychology 240) taught by Dr. Richard O'Brien. Students learn the theory, administration, and scoring of some major objective personality measures such as the Minnesota Multiphasic Personality Inventory and the 16 PF. In addition to examinations, test protocols and write-ups are critiqued by Dr. O'Brien to enhance skill development (Competencies 2c, 2d).

In the second year, Dr. Vincent Guarnaccia continues the development of student knowledge and skills in personality testing. In Psychology 234 (*Theory and Application of Personality Evaluation*), students are taught to administer, score and interpret traditional projective tests of personality such as the Thematic Apperception Test and the Rorschach Inkblot Test. As in Psychology 240, students are required to complete test protocols and write-ups (Competency 2c, 2d). Knowledge and skill acquisition is assessed through examinations and an independent critique of administration of a TAT and Rorschach by a trained teaching assistant using a scoring sheet (Appendix B3).

Students also participate in a year long assessment practicum in Hofstra's *Psychological Evaluation, Research and Counseling Clinic* (PERCC). They complete 12 to 15 full psychological assessments with community patients, under the individual supervision of licensed psychologists. Each student rotates through four to five supervisors, some of whom are members of the Core Program Faculty, some of whom are full-time department professors, and some of whom are practitioners from the community. This assessment experience is invaluable in meeting Objective 2. (This practicum is explained in greater detail in the fourth section of Domain B below.)

During the third year students enroll in a two semester, school psychological services internship seminar. This sequence (Psychology 330 & 331) allows for discussion of assessment procedures in the schools and professional issues encountered while on internship. Students are also exposed to theories of, and methods pertaining to, school-based consultation (Competency 2e).

Intervention Skills for Professional Practice (Objective 3).
The skills of cognitive and behavioral interventions are systematically introduced so that students become competent as beginning cognitive-behavior therapists. In the first semester of the program, Dr. Schare provides a historical and theoretical foundation for behavioral practice in *History, Basic Concepts and Classical Issues in Psychology* (Psychology 209a). He gives case examples and demonstrations of various therapeutic techniques (Competency 3a). The foundations of behavior therapy are also presented by Dr. Richard O'Brien in the *Psychology of Learning* (Psychology 255; Competency 1a, 3a). Simultaneously, in *Interviewing and Counseling in Professional Psychology* (Psychology 227), Dr. Kassinove has students role play clinical problems and develop a beginning understanding of cognitive-behavioral therapy (Competencies 3a, b). In the *Human Development* course (Psychology 353), taught by Drs. Ohr and Valenti, and in *Childhood Psychopathology* (Psychology 254), taught by Drs. Ohr and Bloom, students learn to work with children from differing backgrounds and with various problems. In practica, they develop beginning observation, problem solving, and consultation skills (Competencies 3a, 3b, 5a; Appendix B4).

In the second year students take Psychology 228 (*Behavior Deviations I: Clinical Psychopathology*), taught by Dr. Mark Serper, and learn about the etiology and classification of mental disorders. Simultaneously, students are enrolled in a year long psychotherapy sequence. Dr. Joseph Scardapane teaches Psychology 261 (*Behavior Therapy and Applied Behavioral Analysis in Professional Psychology*) and Dr. Sanderson teaches *Cognitive-Behavioral Counseling and Psychotherapy* (Psychology 229). Building upon their first year experiences, students are exposed to a variety of behavior therapy techniques for behavior disorders. Students review video tapes, practice techniques, and hand in a taped role play of a session to be critiqued using a standardized rating scale (Competencies 3a, b). The techniques studied include applied behavior analysis, relaxation, systematic desensitization, flooding, dialectical behavior therapy, and cognitive therapy (Appendices B4,B5,B6, and B7) and contains Competency Evaluation Forms for Relaxation, Rational Emotive Behavior Therapy, and Beck's Cognitive Therapy).

During the third year, exposure and training in family therapy occurs in *Marital and Family Therapies* (Psychology 329). Dr. Guarnaccia introduces systems and other family therapy approaches and students may carry cases in the clinic (Competency 3c). In the elective group therapy course (Psychology 230), Dr. Richard O' Brien blends experiential and behavioral approaches to group process (Competency 3c). Finally, some students take a year-long elective sequence in cognitive therapy to further their intervention experience by working with Dr. Sanderson in *PERCC's Anxiety and Depression Treatment Program* and receiving supervision from him. Other students may work in Dr. Scardapane's *Childhood Anger Program* in PERCC.

While at their two-day-per-week *School Psychology Internship* (described in section 4 below)*,* all students enroll in a year long school psychology internship seminar (Psychology 330 & 331). Taught by Drs. Ohr, Scardapane and Summers, students learn about school and home consultation (Competency 2e) which they practice on their internship and their knowledge and skills in applied behavior analysis are further enhanced*.* There is also discussion of New York State Education Law. In this seminar, the professors also supervise PERCC psychotherapy cases to prepare students for the fourth year clinical psychology internship (Competency 3b).

In the fourth year students complete a three day (24 hour) per week *Clinical Psychology Internship* (described in section 4 below) and take a simultaneous two semester capstone seminar on professional issues in clinical psychology. In this sequence (Psychology 332 & 333), taught by Drs. Kassinove and Schare, students review advanced aspects of some behavior therapy techniques that were introduced earlier such as flooding, the use of paradox, and rational-

emotive behavior therapy (Competency 3b). They also read about and discuss the process of supervision (Competency 3d), and review issues related to licensure and legislation relevant to practice (Competency 1b). During some exercises, students break into groups and some take the role of "supervisor" in addition to the usual roles of "therapist" and "patient, " in order to practice the supervisory skills.

d. Basic Content Areas
An appreciation of the breadth of scientific psychology emerges from the basic content area courses. The courses listed below help students appreciate the history and basic areas of the field. As specified in Objective 1, Competency 1a, these courses cover the foundational areas: the History of Psychology, Biological Bases of Behavior, the Development of Human Behavior, the Social, Cognitive and Affective Bases of Behavior, and the Manifestations and Development of Psychopathology.

Psychology Content Courses:

207- Cognition and Perception	209a- History, Basic Concepts & Classical Issues in Psychology
214- Neural Bases of Behavior	228- Behavior Deviations I: Clinical Psychopathology
249- Current Theory & Research in Social Psychology	251- Readings in Psychotropic Medication
254- Childhood Psychopathology	255- Psychology of Learning
353- Human Development	

Following the spring semester of the first year, students are required to pass a Qualifying Examination. Success on this examination also demonstrates that they have mastered the basic knowledge base required for further evaluation of critical issues in psychology. Details of this examination are found in Domain F and in the 2003 *PhD Manual* (p.74).

Finally, the curriculum plan allows students to take 12 credits of electives to explore additional content areas in psychology, education, philosophy, anthropology, etc.

Additional training areas.
Throughout the curriculum, emphasis is placed on two additional issues that are relevant to the practice of psychology. These are cultural and individual diversity, and the importance of continuing education.

Cultural and Individual Diversity
Students are exposed to issues of cultural and individual diversity throughout the program (Objective 5). These issues relate to ideographic and nomothetic understanding and practice, and can be found in many of the interviewing, assessment and therapy courses, as well as practica and internship experiences (Domain D). Domain D also addresses the many extra-curricular opportunities that are available to our students through colloquia, conferences and university-sponsored trips abroad, etc., to gain additional sensitivity and knowledge about diversity.

A required course, Psychology 275 (*Cross-Cultural and Diversity Issues in Professional Psychology*) provides students with opportunities to appreciate issues of diversity as they apply to professional practice (Competency 5a). Class discussions and exercises confront students with issues that diverge from their daily lives. Students are expected to conduct an interview with an immigrant to the United States who has been here for less than five years to explore issues of acculturation. In another assignment, students identify two settings that do not reflect their usual experiences (e.g., a lesbian bar) and they compare observations of behavior in these environments to their own experiences.

Continuing Education
In line with Objective 6, the faculty encourages the development of attitudes and behaviors that contribute to life long learning and continuing scholarly inquiry. Students are encouraged to join psychology organizations (p. 12 of the *PhD Manual*), subscribe to journals (Competency 6a), and attend and/or contribute to professional and scientific

conferences (Competency 6b). Faculty members model such behaviors and often invite students to be coauthors on presentations and publications which serves as a strong reinforcer for professional development. In addition, our alumni expect to see many of the program faculty and graduates at annual meetings of groups such as the Association for Advancement of Behavior Therapy or the American Psychological Association, where we always have a table at "alumni night" (Competency 6b).

4) Practicum Sites and Internship

Practica
Practica begin in the first year. As shown in Table 2, placements for beginning students typically occur in school settings (and are associated with *Human Development,* Psychology 353 and *Childhood Psychopathology,* Psychology 254) where the students initially "shadow" or interview school psychologists to obtain some familiarity with the setting and system. As they advance, under the general supervision of their professors at Hofstra, students typically participate in structured observations and may take on a consultative role for a given child (Competencies 2c,2e). Mentoring and/or problem solving may take place at this level of practica (Competency 2d).

We have found that exogenous factors, including an increasing level of exposure to litigation, have made the maintenance of external practicum placements difficult. Therefore, we developed and enhanced our internal clinic *PERCC* that now serves as our major practicum site (see Table 2). All students in the program have supervised assessment and therapy experience in PERCC. For example, in the first year students may participate in observations in our child care facility (Table 2). In the second year students perform 12 to 15 full psychological assessments on community applicants who present with child, adult, or family oriented problems from a wide variety of cultural and economic backgrounds. Hofstra is located within a few minutes drive of low, middle and upper class communities. The assessment session is followed by scoring of protocols, writing a full psychological report, individual supervision, and a feedback conference in which the student and supervisor meet with the patient and/or family members. This is a primary experience that prepares students for the external internships (Competency 2d).   Students work with four to five supervisors and, thus, benefit from observing differing styles of interaction. Supervisors rate the competence (Competencies 2a,2b,2c,2d) of their supervisees (*PhD Manual,* p. 86) and upon completion of their cases students anonymously rate their supervisors (*PhD Manual,* p. 87).

In the third year, students work in PERCC with children and families in behavior therapy under the supervision of Drs. Scardapane, Ohr and Summers. These cases are independent of the school internship and are intended to hone psychotherapy skills (Competency 3a,3b,3c) in preparation for the clinical internship. In the fourth year internship seminar, students may continue previous cases under the supervision of the Drs. Kassinove and Schare.

Internship
As a program in combined clinical and school psychology, we have found it advantageous to depart from the traditional structure of a full-time fifth year internship. Instead, we embed separate part-time school psychology and clinical psychology internships within the course work sequence in the third and fourth years of study. The internship hours completed by students are equivalent to those of a one year full-time experience and follow earlier practicum experiences. Due to the nature of this structure we do not use APA accredited internships. Rather, we select internship placements in schools and mental health facilities within the New York metropolitan region.

The first advantage of this structure for a combined program is that the assessment skills that are developed in the first two years of the program are immediately put to work in a professional school psychology setting. This provides students with actual experience in a school district where they can see the short and long-term outcome of their assessment efforts. Also, they expand their assessment skills by being exposed to procedures that may not have been taught in the program and are exposed to supervision by professionals outside of Hofstra. Thus, when students enter their clinical internships the following year they have more professional experience, expertise, and confidence to use in settings that are often more clinically challenging. Students are better prepared to understand, and deal with, the

serious psychopathology often seen in mental health clinics and hospitals. Other advantages of this structure are that through the accompanying internship courses, a) faculty members can closely monitor each student's development, b) students hear what others are experiencing in different internship placements, c) common problems and issues can be discussed for everyone's benefit, d) faculty members can help students use their experiences to develop dissertation ideas, and e) faculty can obtain ongoing feedback from students about the quality of their internship experience. In short, this structure allows us to track our student's progress and assure maximum benefit from internship experiences.

Since 1980, this system has worked well as a means by which to train students in Combined Clinical and School Psychology. Our students are well trained with this internship model and they have been able to obtain jobs and post-doctoral training, and pass the licensing examinations in more than 25 states and four foreign countries.

Part 1. School Psychology Internships: The school internship is central to the student's training and the objectives relate directly to the development of competence in the skills needed for professional work (Objectives 2 and 3; assessment and intervention). In order to appreciate the school environment students work on-site, two days per week for one year (minimum 600 hours), under the supervision of a doctoral level Certified School Psychologist. Approximately 25% of these placements provide remuneration to the intern. The third year school psychology internship is arranged by Dr. Vincent Guarnaccia. He assigns each PhD student to a school after making arrangements with the school and soliciting the interests of the incoming interns. Upon acceptance of an intern, a letter of agreement is sent to the school (Appendix B8). During the internship year, students work with children from early childhood through the high school years, performing diagnostic testing and counseling, and learning about the many functions of a Professional School Psychologist. Students learn through direct observation, modeling, skill practice, corrective feedback and the didactic offerings of their supervisors. The school psychology interns are evaluated twice per year. Supervisors send reports and occasionally call the program to give feedback on the students' progress. In addition, students evaluate the quality of their internship experiences. This process of bilateral evaluation has been very successful and assures quality control.

Dr. Guarnaccia oversees the quality of the school psychology internship and periodically makes field-based contact with the intern and supervisor. The supervisor completes a midyear and end-of-year evaluation form regarding the intern's performance (*PhD Manual,* pages 81-83) and gives direct feedback to the intern as part of this process. These evaluations are reviewed by Dr. Guarnaccia. In addition, the interns evaluate the quality of their internship placements at the end of the year-long experience (*PhD Manual,* page 84). Occasionally, student feedback that indicates concerns about a placement results in discussion by members of the *Core Program Faculty* and discontinuance of use of that placement. This happened most recently in 2002-3.

Part 2. Clinical Psychology Internships: While some clinical placements provide a broad training model, an emphasis on behavior therapy and cognitive therapy that is consistent with our program is preferred. Hofstra uses clinical placements where psychology is seen as an independent discipline. Preference is given to placements that pay students for their internship experience and are selected to conform to the standards of the *American Psychological Association* and the *Association of Psychology Postdoctoral and Internship Centers*. Dr. Phyllis Ohr arranges the clinical internships.

At the end of the students' third year, Dr. Ohr provides a list of program-approved placements. They are selected so that they provide students with a broad spectrum of psychological training under the guidance of doctoral level, licensed psychologists. Students are sent for interviews, based upon their rank-ordered preferences, and once accepted an Internship Agreement Letter is sent to the agency (Appendix B8). This agreement explains the respective responsibilities of the agency and the university. Evaluation forms are sent to the agency twice per year. Supervisors evaluate the students and give direct feedback prior to returning it to Dr. Ohr. This insures formal feedback to the student, at least on these two occasions. There is also contact between Dr. Ohr and the supervisors throughout the year. As the years have progressed, we dropped agencies that did not meet our standards (e.g., because psychology was not an independent discipline or student feedback was poor- see Appendix B9) and we have added other agencies that provide high quality training. Because we have been working with clinical agencies for many years we have developed ongoing relationships with the supervisors. This encourages them to feel committed to the Hofstra program and to assess student progress within the spectrum of clinical and school psychology.

Domain C: Program Resources

FACULTY

1) There is an identifiable, assigned *Core Program Faculty* who: a) function as an integral part of the department;
The program has an identifiable group of *10 Core Program Faculty* members who are responsible for its operation (Table 3; nine lines are filled and we are advertising to hire for the other position). Of the nine, seven represent scientist-practitioners (Drs. Guarnaccia, Kassinove, Sanderson, Schare, Serper, O'Brien, and Ohr), one is a statistician (Dr. Dill), and one (Dr. Scardapane, the Director of PERCC) represents the practitioner side of the field. These faculty members do not teach in the other graduate programs in the department.

Faculty members are hired based on their training, experience, and commitment to a combined and integrated model of professional clinical and school psychology and, with the exception of our statistics member, all are licensed as "psychologists" and four are certified as "school psychologists." During formal and informal meetings, held throughout the year, they plan policy for the PhD program.

b) are sufficient in number for their academic and professional responsibilities;
The *Core Program Faculty* is sufficient in number and quality (see faculty descriptions in Appendix C1, and the Short Vitae section). As noted above, there are *10 Core Program Faculty Members for the PhD program to service approximately 102 students* (nine lines are filled). Seven are Associate or Full Professors with significant experience in mental health facilities and schools. One, the PERCC Director, is a teaching administrator and another is a statistician and social psychologist. All are research productive.

Other Program Faculty members and *Other Contributors* teach courses or serve as practicum supervisors. Supervision in PERCC is provided by members of the Core Program Faculty, by full-time faculty members in the department, and by selected psychologists from the community (see PERCC brochure; Appendix C2).

There are 33 full-time lines in the department and clinic and all faculty members are available to supervise dissertations and to serve as committee members. Students are typically able to work with dissertation sponsors of their choice and all courses in the program are taught by members of the Core Program Faculty, full-time members of the department, or by a small number of skilled and experienced adjunct professors. One way to define *sufficiency* is by student perceptions of faculty behavior and availability. In the most recent survey of PhD candidates (p. 79 of the *2003 PhD Manual)* the faculty was rated at 2.1 on a five-point scale anchored by 1 = "Always available" and 5 = "Rarely available". Another way to define *sufficiency* is by the percent of students whose dissertation is supervised by members of the *Core Program Faculty.* Although most students will likely work in the areas of clinical or school psychology, some will be interested in developmental or social psychology, etc. Table 8 shows that approximately 85% of PhD dissertations were supervised by the *Core* or *Contributing Program Faculty.* The remainder were supervised by full-time professors in the Department. We believe this ratio satisfies the criterion of sufficiency.

c) have perspectives and experiences appropriate to the program's goals and objectives;
All members of the *Core Program Faculty,* while recognizing the diversity that exists in the field, endorse the role of behavioral and cognitive processes in the development, experience, and maintenance of maladaptive behavior. With the exception of our statistics member, they are all licensed and have had many years of professional experiences in mental health clinics, hospitals, public and private schools, and independent practice. Some professional experiences are given on the Short Vitae and Appendix C1 presents a brief description of the *Core Program Faculty*. In this narrative, we note that of the nine current members:

> * Eight are *New York State Licensed Psychologists*,
> * Eight have worked as *Professional Clinical Psychologists* in hospitals, mental health centers and/or
>   private practice (Drs. Guarnaccia, Kassinove, O'Brien, Ohr, Sanderson Scardapane, Schare, and Serper),
> * Four are *Certified Professional School Psychologists* (Drs. Guarnaccia, Kassinove, Ohr, and Scardapane),
> * Five (the four mentioned plus Dr. Schare) have had experience as *Professional School Psychologists*
> * Dr. Ohr, in addition, is a *Certified Special Education Teacher*, and

* One (Dr. Dill) has developed his career as a *university scientist.*

As shown in the *Short Vitae* and *PhD Manual* (p. 43) all members of the Core Program Faculty are active in scholarship.

Note: The department has six additional Certified School Psychologists (Drs. Barnes, Guthman, Meller, Motta, Theodore, and Wright). Although they interact with, and intellectually stimulate PhD students (e.g., they serve on dissertation committees and participate in our international programs), they have a primary assignment to other programs.

d) demonstrate competence and have credentials in areas at the core of the program's objective and goals;
As noted above, credentials include appropriate licensure for eight members of the Core Program Faculty as a "Psychologist" and certification for four as a "School Psychologist." Five have experience as a School Psychologist. In addition, to meet the goals of producing clinical and school practitioners who value science as a basis of practice and scientists who work to produce new knowledge for the practitioner, the faculty has competence and recognized credentials on the science side of the field.

One is a *Fellow* of the *American Psychological Association*	(Dr. Kassinove)
Divisions of *Clinical, Psychotherapy, Independent Practice,* and *International Psychology*	
One is a *Fellow* of the *American Psychological Society*	(Dr. Kassinove)
One is a *Fellow* of the American Psychopathological Association	(Dr. Sanderson)
One is a Board Certified *Diplomate (ABPP)*	(Dr. Kassinove)
in *Clinical Psychology* and in *Behavioral Psychology,*	
One is a *Fellow* of the *Society for Personality Assessment*	(Dr. Guarnaccia)
One is a *Clinical Fellow* of the *Behavior Therapy and Research Society*	(Dr. Kassinove)
One is a Fellow of the Albert Ellis Institute for Rational Emotive Therapy	(Dr. Kassinove)
One is a *Fellow* of the *Academy of Cognitive Therapy*	(Dr. Sanderson)

Two additional *APA Fellows* provide specific services (teaching and dissertation supervision) to the PhD program:

Dr. Liora Schmelkin:	APA *Fellow* in the Division of Evaluation, Measurement, and Statistics (She is also Past President of the division)
Dr. Kurt Salzinger	APA *Fellow* in the Division of the Experimental Analysis of Behavior. (He is also a *Fellow* of the American Psychopathological Association and has been the recent *Director of the APA Science Directorate*).

Finally, we note that from the perspective of first year students our faculty is of high quality. In the most recent survey of PhD candidates (p. 79 of the *2003 PhD Manual)* on the question about "Overall Faculty Quality" the mean rating was 1.9 (anchored by 1= "Superior" and 5= "Mediocre").

e) are available and function as role models for students.
Because our nine *Core Program Faculty* members are full-time at Hofstra, they are readily available and function as role models for students as they learn and become socialized into the discipline and profession. Members of the faculty are on campus at least three days per week and they maintain at least three office hours per week.

Learning and socialization as scientists is shown by the many publications and presentations jointly produced by faculty and students. For the most recent year, these can be found in the list in the 2003 *PhD Manual* (pp. 43-51). Learning and socialization as professionals often occurs in PERCC. The licensed members of the *Core Program Faculty* and three additional licensed psychologists from the department supervise practica in assessment and intervention. Also, as noted above, in the most recent survey of PhD candidates (p. 79 of the *2003 PhD Manual)* faculty were rated at 2.1 for the question anchored by 1 = "Always Available" and 5 = "Rarely Available."

STUDENTS

2) The program has an identifiable body of students who: a) are of sufficient number to ensure socialization;

Tables 4 and 5 present data regarding the quantity and quality of students. The program has a body of approximately 102 students at different levels of matriculation. Since 4+ years of full-time study are required, and because they interact in the classroom, in our doctoral student workroom, and on practica and internships, there are many opportunities for meaningful peer interaction, support, and socialization.

b) are of quality appropriate for the program's goals and objectives;
Our students are high achievers who are interested in many aspects of scientific and professional psychology. Their interest in the combined model is shown by their application to the program, and they are selected based not only on prior achievement but also based on the interview for acceptance. More than 85% eventually work in the schools or in mental health facilities. A smaller number enter university or research based careers.

Quality can be assessed by a review of the number of students accepted, their GRE scores and their undergraduate records (Tables 4 and 5). Since 1985 we have been on a long-term plan to reduce the number of accepted students and, thus, to maintain very good student quality. In the mid 1980's we accepted 40 students per year. In ensuing years, we gradually reduced the target size of the first year class to 28 (at the time of the 1993 site visit), then to 24 (at the time of the 1998 site visit), and now to 16. At present, there are 102 students in the program. There were 155 and 130 respectively at the time of the 1993 and 1998 APA site visits.

At the 2002 annual meeting of the American Psychological Association, a panel was held on "Training Students in Combined Doctoral Programs" (Chaired by Craig Shealy, PhD of James Madison University). Comparative data of relevance to this Self-Study (Appendix C3) were presented by Castle and Norcross in their paper, "Empirical Data and Integrative Perspectives on Combined Doctoral Programs." For example, they reported that the 10 combined programs had 116 incoming students (mean of 11.6). At 16 per year, we are similar.

Our plan has led to the selection of PhD candidates of very good quality. In the 1998 Self-Study, we reported a mean V+Q GRE of approximately 1155 and a mean on the Psychology section of approximately 615. Our entering class in 2002 showed a combined V+Q GRE of approximately 1172 and they also had a mean of 615 on the psychology section. For the entire group of current students ($n = 102$) the mean V+Q GRE score is 1148 and their mean undergraduate GPA was 3.44. This compares favorably with data published by the APA Research Office (Appendix C4). In their report for the year 2000, the mean V+Q for U.S. doctoral programs was 1161and the mean Psychology section was 628. The mean undergraduate GPA was 3.53.

c) reflect through their development and career paths the program's goals, objectives, and philosophy.
As students progress through the program there are opportunities to explore individual professional interests that are almost always related to clinical or school psychology. For example, they choose from among a variety of electives and many take courses in our School of Education and Allied Health Services that are related to school law or administration. Papers in courses and research projects also allow for the supervised development of individual interests and skills. Whether working on independent elective projects or faculty mentored studies, students explore issues of interest that may serve as the foundation for advanced study (i.e., their dissertation) or future professional endeavors. As shown in Table 4 and on page 10 of the *2003 PhD Manual,* we encourage professional development. Our students often attend conferences and join professional organizations in areas of their interest which typically coincide with those of the core faculty. Thus, many students present papers or posters and participate in workshops at annual meetings of the Association for Advancement of Behavior Therapy or APA (through divisions related to clinical or school psychology). Placements, via the diversified internship, also allow students to choose from a variety of schools and other settings that provide clinical services for the public. Most students eventually work in school or clinical placements and their training reflects this occupational outcome

RESOURCES

3) The program has the resources it needs to achieve its training goals and objectives.

(a) Financial support for training and educational activities;
There is significant financial support for program related training and educational activities. In order to enhance faculty and program development, this support is provided by a specific *program* budget, the *department* budget, and the *Dean's* budget. PERCC has its own budget to support faculty and students.

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Faculty Support

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1. *Program Budget* The PhD program has an annual budget of $5,000 that is used to enhance faculty knowledge and professional skill, and to develop other aspects of the training program. This money allows members of the *Core Program Faculty* to attend skill workshops, knowledge development seminars, join organizations and receive newsletters and specialized journals, purchase software or equipment, and engage in other activities that will enhance their own professional development in a way that is relevant to the doctoral program.
2. *Department Budget* The department Chairperson has funds to purchase equipment, software and other supplies, and has traditionally been able to buy two new computers and printers, and other items, each year. The Chairperson also has a department budget to send faculty members to review local internship settings, to pay for memberships to professional societies of importance to the Program, etc.
3. *Colloquium Budget* There is a department budget of $4,350 each year to support our speaker's program. A list of psychologists who have come to Hofstra during the past 12 years appears on page 20 of the *PhD Manual*.
4. *Special Travel and Purchases* These are regularly supported by the Dean. For example, travel expenses for Drs. Schare and Kassinove were supported in May 2003 to attend a conference at James Madison University on "Combined and Integrated Programs in Professional Psychology." In addition to faculty travel funds described below, the Dean provides total support for travel to APA, CUDCPP, and other relevant societies.
5. *Faculty Travel* All faculty members in the department are given a personal travel allotment of $1,500 per year. This can be used for conferences in which the faculty member presents a paper or poster.
6. *Payment for PERCC Supervisors* Clinic supervisors are paid $125 for each assessment case supervised. This provides an incentive to work with students and model professional behavior.
7. *Personal Technology Bonus* For the past two years, all faculty members have been given technology bonuses of $500 and $700 to purchase equipment or software and to augment use of the internet as a means of student-faculty interaction.
8. *Julia R. Vane Research Awards* Each year, members of the *Core Program Faculty* receive awards of up to $1,000 for published research in refereed journals. These awards, named after a former department Chairperson, are used to recognize research efforts.
9. *HCLAS Research Fund* Faculty may apply to the HCLAS committee for money to support their research. Almost every faculty member who applies receives money from this pool of $95,000 for equipment, travel, etc.
10. *Distinguished Faculty Lecture Series* Based on their scholarly activities, faculty members in the university may apply to deliver this semi-annual lecture. It carries a $500 award and was previously given by Psychology Professor Dr. Charles Levinthal who teaches *Neural Bases of Behavior* to PhD students.
11. *Stessin Prizes for Outstanding Scholarly Publication* Up to three annual awards of $1,500 are available to junior faculty members for significant books, monographs, journal articles or other publications.

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Student Support

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(Also, see pp. 52-60 of the *PhD Manual* and pp. 26-34 of the *Hofstra University Graduate Bulletin*)

1. *Research Fellowships* A total of $172,050 in fellowships will be given in 2003-2004 to support students. Research Fellowships require that PhD candidates work with a member of the *Core Program Faculty* or *Contributing Faculty*. Unless they are given a full tuition scholarship (see 2, below), all first year students receive a $6,000 fellowship and all second year students receive a $4000 research fellowship. *Thus, every first and*

second year PhD student is given full or partial financial support, in the form of tuition remission.

2. *Full Tuition Scholarships* Three one-year, full-tuition scholarships are awarded to PhD students. These *Harold E. Yuker* (2) and *Julia R. Vane* (1) *Scholarships* cover all tuition costs for one year.

3. *Schloss Minority Scholarship* Through a fund established by Dr. Mervyn Schloss, partial funding is available for a minority group student who is typically in the first or second year of training.

4. *Joyce A. Bloom Scholarship for Returning Women* This is an award of $1,000 per year, given each year for a total of up to $5,000, to a woman who is returning to school after an absence of five years in order to raise a family, and who has a child under the age of 15 living at home.

5. *Camelot Research Prizes in Clinical and School Psychology* A total of $12,000 per year is awarded (3 awards of $4,000 each) to help students with expenses related to their doctoral dissertations.

6. *Jacob and Benjamin Korn Memorial Fellowship* This annual award of $3,000 is given to a PhD student to help with research expenses. It was given by Dr. Zamir Korn, a program graduate.

7. *Scholarships for Service to the Lesbian, Gay, and Transgender Community* In 2002, Hofstra developed these scholarships for students at any educational level who has a distinguished academic record and have engaged in public service related to LGBT issues (Appendix C5).

8. *Course Assistantships* Undergraduate and graduate courses in the department have assistants assigned to them. Some require laboratory teaching duties [such as research design courses] while others require marking papers, delivering occasional lectures, etc. PhD students earn approximately $40,000 per year as assistants.

9. *Teaching Assignments*   Some PhD candidates are interested in university-based careers after graduation. For these students, it is useful to have teaching experience and many teach courses. PhD candidates, are hired at the rank of Adjunct Instructor and become a member of the adjunct faculty.   During the 2002-2003 academic year, 16 undergraduate sections were taught by PhD candidates. In addition to receiving important classroom experience, these PhD students earned more than $35,000 for teaching at Hofstra.

10. *PERCC practica payments to students* Students are paid $25 per assessment case and $5 per psychotherapy session. During the 2002-3 academic year, a total of $11,705 was paid to students.

11. *Convention Support* When PhD students present papers or run workshops at national scientific or professional conventions they receive $400 ($500 for international meetings) from the university to reimburse them for expenses. This policy was developed in recognition of our desire to train scholars who will contribute to the development of knowledge.

12. *Dissertation Funding*   A department fund of $7,500 is available to doctoral candidates to help with the completion of their dissertations. Students apply to Professors Howard Kassinove or Charles Levinthal for funds to purchase equipment or supplies, to pay research subjects, etc. Awards have ranged from $100 to $4000.

13. *Harold E. Yuker Research Prize* An annual $500 student award is available each year for meritorious publications or presentations in clinical or school psychology.

14. *H. Alan Robinson Outstanding Dissertation Award* Each year, one student in the university is given an award of $750 for completion of the best dissertation. This award has been won regularly by PhD candidates in psychology.

15. *Provost's Scholarship* Graduate students in the university may be awarded a $3,000 scholarship for outstanding academic performance from university graduate scholarship funds.

Clerical and Technical Support

Clerical support for the various programs in the department is excellent. We have 5½ secretaries /clerical staff members, which allows us to complete all necessary tasks and to devote personal attention to students.

The PhD program in Combined Clinical and School Psychology has one full-time secretary, Mrs. Joan Connors. Students see her as a source of knowledge and support, and she is available every day. In fact, as shown on page 79 of the *PhD Manual,* Mrs. Connors received the best rating on the first year survey and is labeled "the star of the entire program."

The *Psychological Evaluation, Research, and Counseling Clinic,* our campus practicum site, has two full-time secretaries, Mrs. Earleen Dalto and Mrs. Joan Brady. They help both the Director (Dr. Scardapane) and the students.

In addition, the Psychology Department has a full-time Department Coordinator, Mrs. Patricia Clark, who is assigned to the Chairperson of the department. There are full-time secretaries for the other programs. Mrs. Rita Callahan is assigned to the M.A. program in I-O Psychology and Mrs. Carol Zarzycki is assigned to the PsyD Program in School-Community Psychology. Mrs. Carmella Salvatore and Mrs. Ruth Mangel (part-time) manage all other department duties.

Technical support is excellent. The university *Help Desk* provides immediate assistance with computer problems. In addition, faculty members who want individualized help with program development, web site development, etc. can call upon Mr. Alex Smiros who serves as one of the *Technology Facilitators* for HCLAS. Audio and video help is available from the *Media Services Department,* which provides projectors and other equipment on an as-needed basis.

(b) Training materials and equipment;

Testing, Psychotherapy and Service Facilities: PERCC is located in the Saltzman Community Services Center. The building has a large number of psychotherapy/testing rooms, group therapy rooms and one-way vision rooms. The rooms are shared by all clinics located in the Center. 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 commonly used educational and psychological tests are kept on file in PERCC. These include multiple kits of current versions of the WISC, WAIS, Stanford-Binet, and other common materials. The PERCC Director has an annual budget of $24,000 to purchase materials. On occasion, when a new test is published, the Dean provides additional funding so that students will have the most up-to-date versions of each measure available. (*Special Note*: In the past, students were required to purchase their own testing equipment, at significant costs to them. This is no longer required because of the increased support to PERCC by the Dean).

*Audio and Video Equipment***:** There are three videotape units in PERCC which may be used by students in the PhD Program in Clinical & School Psychology. In addition, there are three videotape units in the Department of Psychology which are available for research or clinical purposes. The university *Media Services Department* also provides other equipment which may be needed for research or practice. Finally, we note that Hofstra has one of the most sophisticated noncommercial cable TV and recording studios on the east coast.

Computers: The university supports UNIX, Macintosh and PC platforms and more than 100 software applications are on the network. These can be accessed through individualized faculty and student accounts. As shown in Appendix C6, in 2001-2002 *Hofstra was ranked as the 87th "most wired"* of 1300 colleges and universities ranked by Yahoo.

The Psychology department owns 45 Dell desktops, seven Macintoshes, two high speed HP laser printers, five personal HP laser printers, 15 color inkjet printers, five scanners and an LCD projector. Two additional Dell computers are in PERCC, and the department owns three notebook computers for portable work.

Six Dell computers, located in the *Doctoral Student Work Room* in *Hauser Hall* are attached to our LAN and are reserved for exclusive use by doctoral candidates. Software includes recent versions of SPSS, Wordperfect, Office Suite and programs for database and spreadsheet work. There are also three large university computer laboratories for student use.

(c) Physical facilities;

Significant improvements have been made since the time of the last Self-Study in 1998. In January 2000, the department moved into *Hauser Hall,* a three-story building dedicated to Psychology that has a variety of resources.

1. *Office space.* All faculty members are provided with individual air-conditioned offices.

2. *Office equipment.* All members of the *Core Program Faculty* have at least one Dell P4 computer to use for educational and research purposes. In addition to the two high speed networked printers in the department, all members of the *Core Program Faculty* have a personal printer. Hauser Hall also has a 14 station, computer lab that is shared by the Department of Psychology and the School of Continuing Education.
3. All faculty members have access to E-Mail (GroupWise), the university mainframe, etc. All desired statistical, word processing, and graphics packages are available on our LAN. There is no limitation in the use of university computer facilities, telephones, faxes, on campus printing, etc.
4. There are 20 *research labs*. Three have one-way mirror facilities.
5. PhD students often use faculty research labs as offices.
6. In the building, there are *separate* doctoral student, masters student, and undergraduate student workrooms.
7. There is a copy machine room, two conference rooms, a mail room, and a lecture hall that seats 110 students.

In *PERCC,* two offices are dedicated to psychology. All others are shared with the clinics in the Saltzman building. This air-conditioned facility houses all of the campus clinics. It is divided into a *Child Care Center* and a *Clinical Services Division* that includes the Psychology Department's *Psychological Evaluation, Research and Counseling Clinic*. There are 28 rooms for providing professional services (some with one-way mirrors), a file room and a test scoring room with computers and software. Telephones are available for students to call their patients. Because dissertations may involve patients from the community, we sometimes conduct them in this building and we have been able to provide this space, as needed. The building also houses *Student Counseling Services* and a *Career Counseling Program*, which are divisions of *PERCC*.

(d) Student support services;
Hofstra provides the full range of support services for students including personal counseling, a career center, a residential life center, bookstore, libraries, swim center, wellness center, etc. (pages 409- 419 of the *2003-4 Graduate Bulletin*).

(e) Access to, or control over, training sites appropriate to the program's goals, objectives, and training model.
We are fortunate to be located in a heavily populated geographic area, which contains many schools and clinical service facilities. Table 2 shows the practicum setting used in the past five years. Much practicum work is done in our *Psychological Evaluation Research and Counseling Clinic.* Appendix C2 contains the PERCC brochure and student work in PERCC is described on p.58 of the *PhD Manual. Appendix C7* contains the Annual Report of the Saltzman Community Service Center and gives much specific information about *PERCC*.

Domain D: Cultural and Individual Differences and Diversity

The faculty members of the PhD program, and Hofstra University itself, are committed to developing recognition of the importance of individual and cultural differences and diversity in both the science and practice of psychology. Thus, our physical plant, faculty and student composition, courses offered, content of courses, colloquia series, and our special emphasis on international conferences, all reflect our awareness of the importance of diversity. This emphasis is stated in the *PhD Manual* (p. 4 and Section D).

1. Describe the efforts and accomplishments made by the program.
Systematic, long-term efforts are in place to attract and retain students and faculty from differing ethnic and personal backgrounds. Consistent with such efforts, we have a supportive and encouraging learning environment appropriate for the training of individuals of diverse backgrounds and abilities.

Physical Plant
The *Americans With Disabilities Act* brought about an increased sensitivity to persons experiencing various life challenges, especially those related to physical disabilities. Prior to this heightened national awareness, Hofstra had already implemented measures for persons with physical challenges. Hofstra was the first university in this area to

provide *total accessibility for persons with disabilities.* The campus is entirely barrier free providing access to all of our more than 100 buildings. Part of this movement at Hofstra is attributed to the efforts of the late Professor of Psychology and Provost Dr. Harold E. Yuker who was born with Cerebral Palsy. Dr. Yuker, and his colleague and former Psychology Department Chairperson, J.R. Block, began to work toward the goal of free access more than 30 years ago. In their work at Hofstra University and the Human Abilities Center (a school and work facility for the physically challenged) they published the widely used *Attitudes Toward Persons With Disabilities Scale.*) Appendix D1 shows some of the public materials, from the Hofstra website, (which can be found at: http://www.hofstra.edu/StudentServ/Advise/adv_phed.cfm that demonstrate our commitment to the education of persons with disabilities. These include a description of our *Program for the Higher Education of the Disabled* (PHED), the table of contents for the Faculty/Administration Handbook, and the PHED Introduction. A listing of the many special services provided to persons with disabilities also appears in Appendix D1.

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Faculty Diversity

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The Department of Psychology has a number of faculty members who serve as role models for diversity. Dr. Brian Cox was born with *Cerebral Palsy*. He is a developmental psychologist who often works with PhD students who are interested in undergraduate teaching. He also supervises dissertations.

We have two *Black* male psychologists in the department (Drs. Barnes and Guthman). Dr. Barnes is a PERC Clinic and dissertation supervisor. Dr. Guthman teaches the *Ethics* and the *Professional Practices* courses and is a regular member of dissertation committees. He supervises clinical work in our Student Counseling Center.

Dr. Sergei Tsytsarev was born and educated in the former *Soviet Union* and earned his degree at the V.M. Bekhterev Psychoneurological Institute. He emigrated to the United States after the collapse of the former USSR and he had previously spent much time in Japan and Germany. Although he is a core faculty member in our PsyD program, Dr. Tsytsarev travels with Drs. Schare, Kassinove, and Scardapane, and both PhD and PsyD students when we make our international trips. In this informal atmosphere, he brings to students his own cultural differences and expertise in the area of diversity. Dr. Comila Shahani was born in *India.* She received her undergraduate education in Bombay (Mumbai) and then obtained her doctorate at Rice University. She has served on panels with our PhD students at the Bombay Psychological Association.

Plan: Although we fully support the importance of having a diverse group of faculty members, it is difficult to attract such persons from the limited pool of qualified psychologists who are interested in careers in academia. Thus, as a matter of policy, (1) Hofstra places our job advertisements in the *APA Monitor* and the *APS Observer*, *and* in at least two selected diversity outlets. These include the APA Division 44 Newsletter (*Lesbian, Gay, & Bisexual Issues*), the APA Division 45 Newsletter, *FOCUS (Society for the Psychological Study of Ethnic Minority Issues),* Newsletter of the *Asian American Psychological Association, Psych Discourse* (Association of Black Psychologists), Newsletter of the *National Hispanic Psychological Association,* and Newsletter of the *Society of Indian Psychologists*. In addition (2), the Program Director sends announcements to universities that traditionally graduate minority students in the hope that they will apply for a faculty position in the PhD program. We also think (3) it is important that all faculty members consider diversity in their educational practices. Our *Center for Teaching and Scholarly Excellence* provides guidance to faculty members about many issues related to classroom behavior (Appendix D2) . As seen in the appendix, this extends to both *Diversity* and to *Disabilities* (http://www.hofstra.edu/faculty/CTSE/cte_other_resources.cfm). The *Center* provides sites and articles that encourage faculty to think about and teach about diversity and disability issues in the classroom. Finally, Appendix D3 includes the statement on *Nondiscriminatory Discourse in the Area of Classroom Instruction* that was prepared by the Hofstra University *Task Force on Lesbian, Gay, Bisexual and Transgender issues* (http://www.hofstra.edu/faculty/ctse/ctse_lgbt_guidelines.cfm) and Appendix D5 shows our Affirmative Action/Equal Employment Opportunity Policy.

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Student Diversity

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Hofstra University maintains a non-discrimination policy (see Program Brochure, p. 3; Hofstra University Graduate Bulletin, p. 499; and the *PhD Manual,* p. 4) and applications are reviewed primarily with regard to the students' potential for completing the PhD program and making a contribution to society. At the same time, in their formal classroom and informal social interactions, we believe that a diverse student group is most likely to give PhD candidates exposure to the wide range of normal human behavior.

Our concern for diversity begins at the point of the initial interview. Since a goal is to have a diverse group of students, this is taken into account in the selection process. We give special attention to minority applicants and applicants from other parts of America, from foreign countries, or those who have handicapping conditions. We are also aware that applicants from different cultural backgrounds may have been confronted with obstacles greater than those typically experienced. Thus, in the selection process, we look into other areas of functioning such as previous grades, involvement in community activities, and recommendations from high level professionals within the field.

Current PhD candidates range in age from the 20's to the 50's and come from all parts of the United States including Alabama, California, Maine, Michigan, New Mexico, North Carolina, Texas, Utah, Virginia, and all along the Eastern seaboard. Consistent with national trends, our student body consists of approximately 80% women and 20% men.

Although the 2003-4 Program Brochure notes that there are 14 minority or foreign students in the program, a more recent count showed that there are three Black, five Hispanic, two Asian, and eight foreign national students in the program (Canada, Denmark, Great Britain, Greece, the Netherlands, Portugal, Russia, and Ukraine). Thus, diversity is formally represented in about 18% of the current student body. Other students, however, although American born, represent Jordan, Israel, Great Britain, and other nationalities. Many of these PhD candidates proudly speak their native languages, maintain many of their customs and allegiances, and add significantly to classroom and informal interactions. Given their diverse backgrounds, students have been able to perform psychological assessments in PERCC in Dutch, Farsi, Spanish, Serbo-Croatian, Portuguese, Polish, Russian, Urdu, etc. Although we do not keep formal data on religious affiliation, the wide range of religious backgrounds from which our student come also adds diversity to their experiences. Tragically, a Jewish orthodox student was killed in a car accident in July 2003. This led to discussions among the students regarding Jewish customs and law relating to life support, sitting Shiva, etc. One student in the program has a mild case of cerebral palsy.

Over the years, there have been more than 95 minority students among our 800+ graduates. Graduates have included blind students, physically challenged students, and openly gay and lesbian students. We are happy to report that PhD program graduates work successfully in more than 25 different states (from Hawaii to Connecticut, and from Maine to Florida) and five foreign countries (Canada, Greece, Ireland, Panama, and the West Indies). Unfortunately, one graduate from Pakistan was unable to return there because of the political climate in that country.

2. Describe efforts to educate students about the relationship of diversity issues to professional practice.
Students are educated about diversity in courses, colloquia, and at local and international conferences.
All students take a required three credit course titled, *Cross Cultural and Diversity Issues in Psychology.* Course assignments typically require that students 1) attend a cultural affair (e.g., bar mitzvah or festival) from a group unfamiliar to them and, 2) interview an immigrant who has been in the United States for fewer than five years and who comes from a culture unfamiliar to the PhD student. Required reading come from texts by Sue (*Cross Cultural Counseling*) and Shiriev (*Cross Cultural Psychology*) and include primary source materials on all forms of diversity.

Students are exposed to diversity issues in many other courses. For example, a first year course in *Interviewing and Counseling* is taught by Dr. Howard Kassinove. He has lectured all over the world (e.g., Argentina, India, and Russia), and is a *Fellow of APA's Division of International Psychology*. In this course, students see a film on the *Dervishes of Kurdistan.* Discussion is then held about the normality/abnormality of Dervish behavior patterns. The textbook by Ivey & Ivey (2003), *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural*

Society, places heavy emphasis on diversity. In fact, the authors write (p.7), "The foundation of the Microskills Hierarchy (inside front cover) is ethics and *multicultural competence*" (italics added). Case examples, text materials, and discussions focus on understanding human behavior from the individual and cultural perspective of the patient. Competency is assessed by written examination and in role plays that are graded by Dr. Kassinove and his assistant.

Students are also exposed to cross-cultural and multi-cultural issues in the first year assessment sequence. One text used in these classes focuses on multicultural assessment and was co-edited by a full-time faculty member in our department, Dr. Paul Meller (Suzuki, L.A., Meller, P.J. & Ponterotto, J. (2001), *The Handbook of Multicultural Assessment).* A chapter, on the multicultural assessment of young children was written by Dr. Phyllis Ohr, a member of the *PhD Core Program Faculty* who teaches our first year assessment courses (In Meller, P.J., Ohr, P.S., & Marcus, R.A., (2001). *Family-oriented, culturally sensitive (FOCUS) assessment of young children*).

In *Marital and Family Therapy,* taught by Dr. Vincent Guarnaccia, two chapters of required readings from Gurman & Jacobson's, *Clinical Handbook of Couple Therapy* focus on diversity. These are: Handy, K & Laszloffy, T. "Couple therapy using a multicultural perspective," and Green, R. & Mitchell, V. "Gay and lesbian couples in therapy: Homophobia, relational ambiguity, and social support." Competency is assessed in role plays and examinations.

There is also an elective course on the *Psychology of Addictions,* taught by Program Director Schare. Students who take this course are asked to read: Schare, M.L. & Milburn, N.G. (1996). Multi-cultural assessment of alcohol and other drug use. In L.A. Suzuki, P.J. Meller, & P. G. Ponterotto (Eds.), *Handbook of Multicultural Assessment: Clinical; Psychological; and Education Applications.*

Colloquia: Each year we invite many speakers to the department to make presentations to students and faculty members. Some of these presentations add to our understanding and appreciation of diversity. Presentations have focused on international school psychology, physical disability (e.g., spinal cord injury), international psychiatry, cross cultural issues in violence and psychotherapy, etc. These are described in the *PhD Manual* (p. 20).

International Conference Program: Under the leadership of Dr. Kassinove, the department maintains a highly active international conference program. This program provides an opportunity for PhD students to be exposed to a wide range of cultures by traveling to other countries and presenting papers at conferences. As noted in Domain C, students are given $500 in support monies by Hofstra University. More than 100 PhD students have presented papers in Agentina, Denmark, Italy, Poland, Russia, and Spain.

Russia Program: In 1991, groundwork was laid for a student exchange program with St. Petersburg (formerly Leningrad) State University in the USSR/Russia. After faculty travelled there with 14 Hofstra PhD students, a reciprocal trip to Hofstra was made by 10 faculty members and students from Leningrad State University. At that time we accepted a student from Leningrad into the PhD Program and he added significantly to the formal and informal development of Hofstra students while he was in training. He graduated and is currently an Associate Research Scientist at the Yale University Child Study Center. This initial success, led to 17 additional trips to Russia. As of 2003, more than 100 Hofstra PhD candidates and 8 faculty members have joined these trips. A summary of this program is given below and is described fully in the *PhD Manual* (Section D). All trips were made by faculty members and PhD students.

Year	*Purpose and location*
1. April 1991	Scientific lectures at Leningrad's *Bekhterev Psychoneurological Institute.*
2. Summer 1991	Scientific lectures at *Leningrad State University* and *Tallin, Estonia.*
3. November 1991	Lectures at *St. Petersburg University-Political Psychology*. Visit *to School for Gifted Children*
4. June 1992	Trip to *Moscow, Valaam, and St. Petersburg State University,* for the *International Conference on Crime, Justice, and Social Order.*
5. January 1993	Research in *Novgorod , Nizhny Novgorod* and *St. Petersburg,* for studies on *Optimism and*

Pessimism in Russian School Children.

6. Summer 1993   Scientific trip to *Archangelsk, Moscow State University,* and *St. Petersburg University.*
7. January 1994   Lectures on anger at the *Pavlov Medical School* and the *School of Law of St. Petersburg Univ.*
8. Summer 1994   *International Conference* to *Lake Baikal/Krasnayorsk (Siberia), and St. Petersburg* and *Moscow.*
9. December 1994 Scientific trip to *Tyumen (Siberia),* to give lectures at the *First Congress of the Russian Psychotherapy Association.* Visit *to School for Gifted Children* in St. Petersburg.
10. July 1995   Lectures at the *World Congress of Cognitive and Behavioral Therapies Copenhagen* and *St. Petersburg*. A member of this trips was behavior therapist, Joseph Wolpe, M.D.
11. April 1997   Lectures at the *International Symposium on Anger, Crime, and Addictions* at the *Russian Academy of Sciences-Institute of Sociology., St. Petersburg.*
12. July 1997   Presentations at the annual meeting of the *International Association of Political Psychology* in *Poland* (Krakow, Warsaw, and Zakopane) and conference at *St. Petersburg State University.*
13. March 1998   Conference on *Contemporary Trends in Cognitive and Behavior Therapy* in St. Petersburg.
14. March 1999   Presentations at the *International Conference on Research Design in Psychology*. *V. M. Bekhterev Psychoneurological Institute, St. Petersburg University.*
15. April 2001   Presentations at the conference on *Abnormal and Deviant Behavior: Legal, Psychological, and Criminological Perspectives* at the *St. Petersburg State University School of Law.*
16. June 2002   Conference on *International Perspectives on Psychology Education* in St. Petersburg.
17. April 2003   Presentations at a conference on *Clinical Behavior Therapy for Emotional Disorders: Cultural Perspectives* held at the *National Center for Mental Health Research* in *Moscow.* Visit to a School for Gifted Children in St. Petersburg (see announcement in Appendix D6).

India Program: Following a ten year correspondence about the nature of anger, Indian Professor Usha Ram, PhD and Hofstra Professor Howard Kassinove, PhD, ABPP initiated a travel and research program between our two universities. Five trips have been completed and the sixth will occur in January 2004.

January 1996   Students and faculty members [Drs. Schare, Kassinove, and Scardapane] lectured at the *University of Bombay, University of Poona,* and the *World Congress on Biological Psychiatry*

January 1998   Presentations at the University of Poona. The group went to *Bombay, Madras,* and *Singapore.*

January 1999   Presentations in *Osmania Univ., Hyderabad* at the *Conference on Emerging Issues in Psychology*

January 2000   Presentations at the *Indian Science Congress* in Pune, and a trip to *Kerala,* a rural southern state.

January 2001   Drs. Shapiro, Kassinove, and Shahani-Denning, and PhD students presented at the meeting of the *Bombay Psychological Association,* and the Assam Rotary Club. Tour of a *school* in *Meghalaya.*

January 2004   Drs. Kassinove and Scardapane and four PhD students are scheduled to give presentations at an *International Seminar on Eastern and Western Ideas on Mind and Consciousness.* The group will go to the Far East to present in *Assam* and tribal *Nagaland* (*Institute for Social Science).*

Local Conferences: We also hold local conferences on multicultural issues. In particular, our students have been involved in SAMMI - the *Student Alliance for Multicultural and Mental Health Issues.* Appendix D7 shows the 2002 brochure from the 7th annual conference that was held at Hofstra University. Many PhD students were in attendance.

These activities (courses, colloquia, and international conferences), show our commitment to the development of a broad world-view of human behavior and one which recognizes the importance of individuality and diversity.

Domain E: Student - Faculty Relations

1. The program recognizes the rights of students and faculty to be treated with courtesy and respect.

In order for our students to see themselves as professionals, we believe it is best that they be treated in the same manner as any other professional. The following statement about our position on student-faculty relations appears in the *PhD Manual*:

> The faculty members and staff associated with the Combined Clinical & School Psychology Program consistently strive to create a collegial atmosphere in which students can feel respected. Although it is important for students (and faculty) to be evaluated, and although there are age and experience differences between faculty members and students, the Hofstra atmosphere has often been characterized as *informal* and *collegial* (p. 70).

The closing statement on page 106 of the *PhD Manual* also reflects respect:

> WE WISH YOU SUCCESS IN YOUR PURSUIT OF THE PhD DEGREE AT HOFSTRA. Remember, hard work on your part will be personally and professionally fulfilling, and will provide you with skills you will be able to use for many years to come. *The faculty members are ready to help you if problems arise and we urge you to consult with us if you have questions. Above all, be cooperative and respectful* of your *fellow students, of the faculty and staff, and of those members of the community who will serve as participants in your research studies or patients in your practica and internships.* Remember, we take in bright students and would like each of you to achieve the PhD.

We also inform students in many places about the *APA Code of Ethics,* which addresses issues of respect. In fact, the *2002 APA Code of Ethics* is reproduced in the *PhD Manual,* beginning on page 104. Appendix E1 contains other program and institutional documents that discuss student rights. It includes the Hofstra University regulations for graduate programs, regulations governing doctoral programs, grievance procedures from the *Hofstra Graduate Bulletin (p. 16),* and the course grade appeal policy (Appendix E2; http://www.hofstra.edu/senate/senate_fps42.cfm).
There is also a formal university statement (*Faculty Policy Series #99)* that discusses the *Responsibility of teachers to students.* This can be found at: http://www.hofstra.edu/senate/senate_fps99.cfm, and is reproduced in Appendix E3

Of course, it is not enough to simply write about collegiality and respect. We would also like to present evidence that informal interactions actually occur between faculty and students. Thus, we note that for many years, *Core Program Faculty* member Dr. Richard O'Brien has managed and coached our *department student - faculty softball team, the "Straight Jackets"* (p. 69 in the *PhD Manual).* PhD students play on the team as do some of our more agile faculty members. Program graduates often continue to be involved on the team for many years after graduation. Although the goal is to socialize and win the game, much informal discussion surrounds the practice of psychology. In addition, an annual party is hosted at the home of Dr. and Mrs. Vincent Guarnaccia for second year students, faculty and staff. Appendix E4 shows some of the many other social activities that have involved faculty and PhD students. These include an annual boat trip, holiday party at the Waterzooi restaurant, Halloween Happy Hour, a trip to a Mets baseball game, and a listing of activities sponsored by CLASP (Clinical and School Psychology student organization).

2. Faculty are accessible, provide guidance and encourage timely completion of the program.
Accessibility: The Program Director is at the university *almost every day of the week* and his door is always open to students. Students often come in to discuss formal matters or simply to catch up informally on personal issues.

All members of the *Core Program Faculty* are full-time employees of the university. They are readily accessible to the PhD students because they are on campus from 3 to 5 days per week. Although university rules mandate a minimum of three days on campus, many faculty are on campus for clinical or research work on additional days. Our doors are always open. We welcome students dropping in to discuss concerns or simply to "schmooze" and socialize.
The *Director of PERCC*, Dr. Scardapane, is also a full-time employee. He is often on campus during evenings or on Saturdays and is, thus, available for guidance. Also, many clinical cases require evening work and faculty supervisors are sometimes in PERCC until 9PM. As noted above, many PERCC supervisors are full-time Hofstra employees.

As noted in Domain C, faculty availability is rated annually in the *first year student survey*. On a 1 to 5 scale, anchored by "Always available" to "Rarely Available," the mean this year was 2.1, which was very similar to what is traditionally reported. Students seem very happy with their access to faculty members.

Role Modeling: Faculty members serve as appropriate role models in that they are licensed, have independent practices, and publish and present regularly at national and international conferences. The licensed members of the Core Program Faculty *all* supervise in PERCC and some work with students at other practicum sites. For example, Dr. Serper often works with PhD candidates at Bellevue Hospital and Dr. Schare works with them at St. John's Episcopal Hospital. They provide regular guidance to enhance the development related to the program objectives- assessment skills, intervention skills, research skills, consideration of diversity, and a commitment to continuing education.

We take pride in our easy accessibility for students and our desire to work with them The availability of our faculty and their willingness to help students, when combined with high student motivation, has resulted in a program completion rate of well more than 90 percent, in an average of approximately 5.8 years.

3. The program shows respect for cultural and individual diversity among students.
Three examples will illustrate our respect for cultural and individual diversity.

1) Our 2001 and 2003 trips to Russia were held in April to coincide with scholarly conferences there. However, they also overlaped with the Jewish holiday of Passover and the Catholic holiday of Palm Sunday. Therefore, special ceremonies were planned so that students and faculty who observe these holidays had an opportunity to do so, even though they were in a foreign country. In both years, we held a special Jewish Passover Sedar in St. Petersburg.

2) In July of 1997, one of our Orthodox Jewish students wanted to join the trip to Poland and Zakopane, to present at the *International Association of Political Psychology*. She was welcomed, and joined us, even though she had to bring her own food (kosher) and make separate flights as she could not travel on Saturdays. The entire Hofstra group agreed to visit an Orthodox Jewish Synagogue in Warsaw and went to kosher restaurants to accomodate her religious practices.

3) Recently, one of our female students became pregnant while in the fourth year of the program. She was concerned about faculty reactions, since we speak about the importance of continuity in patient care in PERCC and on internship. After she had the baby, she wrote a spontaneous email to us, which reflected her thoughts about how well she was treated at Hofstra. It is reproduced in Appendix E5.

4. Written policies exist regarding student performance. Students receive written feedback.
Prior to, or at the time of admission, all students receive written materials that supplement verbal interactions regarding both program and university requirements and expectations. These are found in the following documents or locations:

> * 2003 *Manual for PhD Candidates in Clinical and School Psychology*,
> * Web site for the PhD Program in Clinical and School Psychology (www.hofstra.edu/clinicalschool), and the
> * 2003-2004 *Hofstra University Graduate Studies Bulletin* (pp. 9-26 provide general information;
>   63-68 provide information regarding the PhD Program).

Students receive an annual letter regarding their performance in the program. Appendix E6 provides a series of examples of letters that are sent to students. It includes:

> * End of the first, second, and third year letters of congratulations for students with *satisfactory* academic progress.
> * Example of a letter that was sent to a student with *unsatisfactory* academic progress.
> * Example of a termination letter, which informs the student of the *right to appeal*.

* Letter of congratulations for students who pass the Qualifying Examination.
* Letter sent to students who do not pass the Qualifying Examination, suggesting they meet with a
   faculty member to discuss their performance before retaking the examination.

At the university level, the *Hofstra University Senate* has a *Grievance Committtee.* Its rules can be found at: http://www.hofstra.edu/senate/senate_bylaws.cfm#GAAC. On page 16 of the *Hofstra University Graduate Bulletin* grievance procedures for graduate programs can be found under the heading, "Dismissal from Graduate Progams." Also, on page 66 of the *Hofstra University Graduate Bulletin*, item 6 of Graduation Requirements also spells out the steps that are taken in cases of students misconduct. These documents are reproduced in Appendix E1.

5. The program keeps information and records of all formal complaints and grievances.
We know of no formal complaints against the program, or individuals associated with the program, which have been filed since the last site visit. However, if a complaint or grievance was filed, we would keep a complete record so that it could be made available to the Committee on Accreditation.

Domain F: Program Self-Assessment and Quality Enhancement

1) The program demonstrates a commitment to excellence through self-study.
We engage in on-going self-assessment to enhance the quality of education and training provided to students and to assure that we are meeting our objectives. Assessment results are discussed by the *Core Program Faculty* and lead to specific courses of action. Our commitment to excellence is shown by university level, department level, and program level assessments.

University level assessment

Every professor is mandated to give out a *Course and Teacher Rating* (CRT) form, each semester in every course (Appendix F1). The data obtained from the CTRs are returned to both the instructor and the department chairperson. These are public data and all students in the university can ask to see them. When the ratings are poorer than expected, the Chairperson holds a conference with the instructor to discuss the problem. This program is managed by our *Center for Teaching and Scholarly Excellence* (Appendix F2). In order to be reappointed and to be awarded tenure, the Dean of HCLAS and the Provost examine the credentials of candidates in the areas of teaching excellence, scholarly productivity, and service. In tenure cases, a college-wide faculty personnel board also evaluates candidates.

Department level assessment

In addition to CTRs, untenured faculty members and those seeking promotion are *observed while teaching by a higher ranking faculty member*. This observation takes place at least once per year. A written report is given to the faculty member and the department chairperson. A copy is placed in the faculty members file so that it is available to the personnel committee and to the tenure committee . The *department chair also conducts a classroom observation* in cases involving reappointment, promotion and tenure. In addition, every faculty member completes a yearly written self-study (Appendix F3) and an *annual evaluation is written by the department chairperson* (example of a good evaluation is in Appendix F4; example of a poor evaluation is in Appendix F5).

We also believe it is critical that faculty members in the PhD program have research experience and skill to serve as role models for students. This will enhance our ability to produce graduates who are competent producers and consumers of research (Program Objective 4). Thus, we have *department criteria for research productivity* (Appendix F6). Research productivity is then taken into consideration in the process of reappointments, tenure, and promotion.

Program level assessment

Our program level self-evaluations relate to students, faculty, and the program itself.

Assessment of Students

Sections E and F of the *PhD Manual* address the evaluation of students. Relevant forms are shown in those sections.

a) Yearly feedback. Following discussion by the *Core Program Faculty,* individual meetings are held with students and they receive a letter from the Program Director (samples in Appendix E6). Most often this letter reviews student progress and indicates the academic and professional expectations that lie ahead (Program Objectives 1,2,3,4, and 5). However, when a student is judged to be deficient in an area, the written evaluation addresses the weaknesses and indicates remedial actions. Students have a right to appeal (*Hofstra University Graduate Bulletin*, p. 16).

b) Course grades   Students are expected to maintain a "B" average each semester and may receive no more than three "C's" in total. A student who receives a "D" is automatically placed on Probation. An "F" results in termination from the program (p. 66, *Hofstra University Graduate Bulletin*). Grades relate to Program Objectives 1 to 5.

c) Qualifying Examination   This is required of all students in May, at the end of their first year. It covers materials in school and clinical psychology (Program Objectives 2 and 3), data analysis and design (Program Objective 4), and general knowledge of psychology (Program Objective 1). The examination, composed of multiple choice and essay questions, stimulates independent study and encourages additional investigation of issues discussed in first year courses. Passing the examination indicates that the student has successfully acquired basic knowledge of professional and scientific issues in psychology. If the examination is not passed, it may be taken again in August. A student who fails a second time is dismissed (2003 *PhD Manual*, p. 74).

d) Evaluations of pre internship, professional skills in the PERCC practicum. In PERCC, students receive individual face-to-face supervision on the 12 -15 psychodiagnostic evaluations they conduct and in the individual and family intervention cases they see. Students work with four to five different supervisors, all of whom are licensed as Psychologists in New York. They are required to administer a battery of psychological tests to referred persons, to write full reports, to meet individually before and after the case with their supervisors, and to hold an informing conference with the referred patient/family. The supervisor is present in the room during this conference. Students are given written feedback with regard to their performance (Appendix F7; and page 86 of the *PhD Manual*). By observing and supervising the student in actual diagnostic and informing conference activities, we are able to evaluate their level of skills in assessment (Program Objective 2 and related competencies of case formulations and communication). In addition to conducting diagnostic evaluations, students also engage in behavioral counseling with children, their families, and adults. Each session is written up and evaluated by a faculty supervisor. Students are given written and verbal feedback and critical commentary with regard to their management of the case (Program Objective 3).

e) Evaluation of Professional Skills by Internship Supervisors.   Twice a year, internship supervisors provide both written and verbal feedback to the intern and to the Program on the *Internship Competency Evaluation Form* (Appendix F8; and pages 81-84 of the *PhD Manual)*. Since we use a 24 month diversified school and clinical internship, we receive formal feedback at least four times. Students are evaluated with regard to the specific *objectives* and *competencies* of the program. Thus, supervisors evaluate students on skills related to cognitive assessment, personality assessment, behavior analysis and functional assessment, case formulation and diagnosis, communication of findings and recommendations, consultation, individual intervention, couple and family intervention, group intervention, ethics, and attention to multicultural issues and diversity, etc. The evaluation covers objectives 2, 3, 4, and 5.

f) Core Program Faculty Evaluation of Students. This takes place at every one of our program meetings. Most often, students are making adequate progress and extended discussion is not required When there is a student concern, all members of the *Core Program Faculty* are invited to discuss the problem.

Assessment of the Program

The program itself is evaluated in a number of ways to examine whether it is effective in achieving its goals and objectives. We examine both education and training while students are in the program (i.e., processes) and we look at their functioning after graduation (i.e., outcomes). We rely on feedback from students, faculty members, field supervisors and others. Indeed, as noted below, the faculty have made many modifications in the program since it began more than 35 years ago. Students, graduates, faculty members, university administrators, APA and New York State site teams have made suggestions which have been incorporated into the present program.

a) First year survey. At the end of their first year, after completing 12 courses and the Qualifying Examination, students are asked to complete a survey about their experiences with their professors, and to provide feedback about other elements of the program. Although there is always much informal discussion between students and faculty members during the first year, we use this annual survey as a formal source of input from students at this critical stage in their training. The results are given to the students and are published in the *PhD Manual* (p. 79; and Appendix F9).

Students are asked to rate the quality of each instructor and each course they took during the first year. This supplements university administered CTR's. *On a 1 to 5 scale, anchored by 1=excellent and 5=very poor, the mean rating in 2003 was 2.1.* This indicates high satisfaction. Over the years, in cases where a particular course or professor receives poorer ratings, a meeting is held and changes in either the instructor or the course materials is made.

With regard to our goal of providing high quality combined and integrated training, using a scientist-practitioner perspective, in an atmosphere of respect for students, we found the following:

		Mean
Program emphasis	1= Science & Research vs. 5= Practice	3.0
Program emphasis	1= School Psychology vs. 5= Clinical Psychology	3.0

These results indicate that students believe we are providing balanced training, as we desire.

Program atmosphere	1=Very cooperative vs. 5= Very uncooperative	2.6
Faculty quality	1= Superior vs. 5= Mediocre	1.9
Faculty behavior	1= Supportive vs. 5= Threatening	1.9
Availability of Faculty	1= Always available vs. 5=Rarely available	2.1

These results indicate that students believe we are providing supportive, high quality training.

Qualifying examination	1= Encouraged studying vs. 5= Did not encourage	1.5

This results indicates that the examination meets our goal.

We also ask questions about program support.

Secretarial staff	1= Very helpful vs. 5= Very unhelpful	1.1
Library resources	1= Very good vs. 5= Very poor	2.5
Univ. computer facilities.	1= Very good vs. 5= Very poor	2.7
Student workroom	1= Very good to have vs. 5= Not at all needed	1.2

These results indicate that students believe there is good support for the program.

Overall satisfaction with the program (where the anchors are 1= Very positive and 5 = Very negative) was 1.9, indicating *high satisfaction.*

These data indicate that students believe we are doing very well in providing education that corresponds to our model.

b) Student ratings of the practicum supervision provided in PERCC. The PERCC experience involves individual supervision, and faculty and students often provide informal feedback to each other during the training process.

Nevertheless, students are asked to formally evaluate their supervisors on questions related to the objectives of the program (p. 87 of the *PhD Manual)*. Periodically, Dr. Scardapane presents the student ratings to the *Core Program Faculty.* Appendix F10 shows that for the years 1998 to 2000, mean ratings for how much students learned about the interpretation of test results, case conceptualization, oral presentation of findings, and written presentation of results was 4.2, 4.2, 4.3, 4.1. In each case a rating of "1" indicated the supervisor was "Not at all" helpful and a "5" indicated "Very much so." These results clearly show that students believe their supervisors helped them to increase their skills.

c) Student ratings of their internships. Students also provide feedback about their training experiences at their school and clinical psychology internships (pp. 84 and 85 of the *PhD Manual)*. These forms ask both for descriptive comments about the nature of training at the site and for evaluative comments about the supervision provided.

For the *School Psychology Internships,* the results are usually excellent. The June 2002 data, for example, showed that 39% of interns time was spent completing psychological assessments, 26% was spent in direct counseling of children, 11% was spent in meetings of the Committee on Special Education, 6% each was spent in teacher conferences and parent conferences, and 4% was spent in pupil personnel staff meetings. This is consonant with what we expect interns to be doing on their school psychology internships. When they were asked about their supervisors, all 17 students indicated they had at least one supervisor, 11 had two supervisors and 3 had three supervisors. The mean ratings of their supervisors (1=poor, 2=good, 3=excellent), was 2.8, 2.5, and 2.7. Thus, students believe that their supervisors provide very high quality supervision. Finally, when asked if their school psychology internship placements would be recommended to others (1=No, 2=Maybe; 3=Definitely), the mean rating was 2.9. Again, students believe that their school psychology internship experience is of very high quality.

For the *Clinical Psychology Internships,* 2002 student data based on 18 ratings also indicate excellence. Overall, 46% were in placements that serviced children and 62% also serviced adolescents while 97% serviced adults. Regarding patient populations, 28% saw geriatric patients, 50% saw families, and 70% of interns reported that they saw minority patients. Regarding clinical problems, 96% saw anxiety disorders, 97% affective problems, 87% impulse disorders, 53% sexual problems, 61% ADD, 55% conduct disorders, and 60% substance abuse disorders. Sixty-nine percent saw patients diagnosed with major psychoses and 92% saw patients with personality disorders. Regarding skills taught, we try to place students in placements that are consistent with our cognitive-behavioral intervention model. Thus, 91% reported that behavior therapy skills were taught and 96% indicated that CBT was taught. The interns reported a mean of 2.1 hours of individual supervision and 1.5 hours of group supervision per week. Supervision and learning also occurred during staff meetings and case conferences. Regarding intern perceptions of quality, supervisors were rated on a 1(Poor) to 5 (Excellent) scale. For the primary supervisor, the mean rating was 4.6. In cases where there was a second or third supervisor, the mean ratings were 4.7 and 4.0. Finally, interns were asked if they would recommend the placement to others (1= No; 3=Maybe; 5=Yes). The mean rating was 4.8. Overall, these data indicate that our students believe they are receiving high quality, broad spectrum, cognitive-behaviorally oriented training.

d) Formal survey of graduates. Formal surveys help us to assess program effectiveness in producing the desired attributes in graduates. After the data are collected, a report is written and distributed to the various "publics" that the program serves (Appendix F11). The questions asked are directly related to program goals and objectives and, thus, allow us to assess whether we are being successful.

With regard to their primary employment position, graduates reported they are in the schools (42%), mental health facilities (35%) and in academic positions (19%). Thus, our combined and integrated training model has been successful in that they obtain positions across the specialties, in the science and the practice ends of the field. Sixty-nine percent are applying for certification or are already Certified School Psychologists. Eighty-one percent are applying for licensure or are already Licensed Psychologists. Again, this shows their interest in both clinical and school psychology.

For the Program Objectives, the outcome data were very good. The full report presents data on the competencies within each objective. Here we report ratings for each objective. The anchors given to respondents were were 1-2 = Inadequate, 4= Good, and 6-7 = Excellent. Thus, we consider 3.5 to 4.5 to be good, and 4.5 to 5.5 to be very good.

> For Program Objective 1, the mean *knowledge base* rating was 4.9 indicating very good preparation at Hofstra.
>
> For Program Objective 2, *Assessment Skills,* the mean rating across the individual competencies was 5.6 for academic preparation and 5.9 for skills practiced while at Hofstra (both very good). Individual competency ratings indicate good to excellent outcomes.
>
> For Program Objective 3, *Intervention Skills,* the mean rating was 5.1 for academic preparation and 4.8 for skills practiced while at Hofstra (both very good). Individual competency ratings indicate good to excellent outcomes. The weakest ratings were given for family therapy skills, which is not a major focus of the program. Our goal is to simply introduce students to family therapy in one course and, since graduates spend little time doing family therapy (mean reported number of hours per week = 1.7) we will likely make no adjustment in the curriculum.
>
> For Program Objective 4, *Research Skills,* we want graduates to be both consumers and producers of knowledge. Reflective of this, they reported a mean of 2.6 publications in journals, 4.2 presentations as national or international conferences, and 3.5 presentations at local association meetings. In addition, they have given many informal presentations (e.g., mean of 16 grand rounds or case conference presentations) and many been interviewed by the media (TV/radio/newspaper).
>
> For Program Objective 5, *Diversity,* 100% of the respondents indicated that they take diversity issues into account. The full report gives specific examples that were reported by graduates in which they took diversity issues into account in their professional practice
>
> For Program Objective 6, *Continuing Education,* graduates gave a mean rating of 5.5 (very good) for Commitment to Lifelong Learning. In addition, the fact that 77% belong to APA , 69% subscribe to journals and 89% attend a convention at least every few years, suggests they are continually learning.

e) Informal follow-up on program graduates There is also informal follow-up on program graduates at conventions or by noticing achievements in newspapers or newsletters.   Hofstra always participates at the *APA Reunion Night,* which is held at their annual meeting. Because he has been with the PhD program since 1967 and, thus, knows the greatest number of graduates, funding is provided to Dr. Kassinove by the Dean of HCLAS to send him to the APA meeting to meet with graduates. Since informal data are less reliable, we mention these outcomes only to show that we continue to be aware of some of the achievements of program graduates. Thus, only five examples are given here.

> 1) In 2000, program graduate 88.36 was named *School Psychologist of the Year* by the New York Association of School Psychologists. He graduated in 1992.
>
> 2) In 2003, program graduate Dr. John Kelly was named as *School Psychologist of the Year* by the National Association of School Psychologists (Appendix F12) . His achievements fit well with our combined and integrated training model. Stimulated by the World Trade Center Attacks, Dr. Kelly developed a curriculum (an educational activity) for teachers and staff members relating to behavioral and emotional responses to trauma (a clinical problem). He is Chair of the School Psychology Division of the Suffolk County Psychological Association and is their representative to the NY Association of School Psychologists.
>
> 3) In the arenas of academia and diversity, Dr. George Hong won the 2003 *Distinguished Contributions Award* from the *Asian-American Psychological Association.* He notes that the Hofstra faculty were "very supportive" of his interests in multiculturalism, particularly Asian American Psychology (Appendix F13).
>
> 4) In the areas of clinical work and public service, we note the achievements of program graduate Elizabeth Carll, PhD. A clinical practitioner on Long Island, she is *2003 President of APA's Division 46* and founder of the *NYSPA Task Force on Violence.* In 1990, Dr. Carll founded *NYSPA's Disaster/Crisis Response Network* and she served on the *APA's National Disaster Response Task Force* for seven years.

5) Dr. Christopher R. Martell is Co-Chair of the Membership Committee of APA Division 44 (Lesbian, Gay, and Bisexual Issues) and was President of the Washington State Psychological Association.

f) Program Meetings Formal PhD *Core Program Faculty* meetings are held throughout the year to evaluate how effectively the program is meeting its goals, to deal with on-going problems, and to consider improvements. Given that our faculty members have regular interaction with psychological scientists and professionals at state, national, and international professional conference levels, we are in a good position to consider improvements in program quality.

Closing the loop. As noted above, feedback is used to change various elements of the program. We give four examples here. First, based on discussions and poor ratings of a PERCC supervisor by students, that psychologist was removed in 2000 from providing supervision. Second, based on informal feedback and comments in 2001 on CTR's from fourth year students, the behavior therapy sequence was moved up to the second year. Students thought that earlier preparation would be beneficial and we agreed. Third, informal interactions and comments from students on the CTR's in 2001 indicated they wanted a change in the sequencing of PERCC assessments. These used to be required in the Spring of the second year and the fall of the third year. Students wanted the experience completed earlier so that they would be more fully prepared for their third year school psychology internship. Thus, we changed the first year course sequence so that they would be prepared for PERCC by September of the second year. PERCC assessments are now initiated and completed in the second year. Finally, based on results from the first year survey, we realized that students had some concerns about library resources. Professors Schare, Kassinove and Scardapane met with the Dean of Library Services, Dan Rubey, and he agreed to meet with the students to learn more about what they desire. This responsiveness to feedback about the library also occurred earlier. Students were unhappy that they were not allowed to go into the stacks to peruse journals. After being made aware of this, the policy changed and PhD students now have full access to the stacks.

2. The program reviews its goals and objectives, training model, and curriculum to ensure appropriateness
Dr. Schare represents the program on university committees and functions. Most germane to the program being consistent with the mission of the university is his participation in the Provost's Graduate Directors Committee and the University Doctoral Director's Council. These groups discuss policy, procedures and implementation of programs within the context of the university and its governance structure. Dr. Guarnaccia represents the program as a member of the Hofstra University Council on Professional Education. This group meets regularly to discuss information relevant to school psychology and the National Council for the Accreditation of Teacher Education Programs.

In addition, individual faculty members and the program are supported to join and attend meetings of relevant organizations such as APA, COGDOP, CUDCUP and CIDPIP. Drs Schare and Scardapane, for example, attended the 2003 midwinter meeting of the *Assocation of Directors of Psychology Training Clinics* in Houston. Dr. Schare also consults *listservs* on a regular basis to keep abreast of issues of issues on this informal network. Information learned is discussed at regular meetings of the *Core Program Faculty* to assure that the program is aware of standards of education and practice, and that we prepare students adequately for careers in clinical and school psychology.

Provide information regarding how the program has responded to previous feedback from the CoA.
In order to be responsive to feedback provided by the COA in April 1999, we have made these specific changes:

Domain A. We were asked to articulate formal grievance procedures. These procedures now appear on page 16 of the 2003-4 *Hofstra University Graduate Bulletin.*
Domain B. First, it was noted that our objectives and competencies were not specifically delineated. This is now done in Domain B2. Also, in our current *2003 PhD Manual* (p. 12)*,* we list the six objectives of the program and describe the competencies within the objectives. In addition, our *Internship Competency Evaluation Form* (pp. 81-83 of the *PhD Manual*) shows that we now assess students performance on internships according to our competencies. In addition, our most recent *Survey of Recipients of the PhD* (pp. 88-93)

assesses program outcomes according to our objectives and competencies. Second, we now give written, as well as oral feedback to students in our primary practicum setting, PERCC. At the end of each of their cases, the supervisor fills out the *Patient Conference Evaluation Checklist* (p. 86 of the *PhD Manual*) and discusses it with the student.

Domain C. First, it was noted that there is limited financial assistance for students. At the time of the last site visit in 1998, we awarded $143,500 to PhD students. In 2003-4, we have $172,050 to award. In 1998, this money had to be divided among 130 students and, thus, we received $1104 per student ($143,500/130). At present we have 102 students in the program and, thus, we receive $1,687 per student ($17,2050/102). This increase of 46% per student now allows us to provide at least partial funding for *all* first year and *all* second year students. In addition to our other scholarships, we also have a new Korn award of $3000 per year that is specifically reserved for PhD students. Second, is was noted that the resources for testing supplies are limited. This had led to the necessity of asking students to purchase their own testing supplies, at substantial costs to them. At present, the PERCC supply budget is $24,000 per year and the Dean will augment this in years when new tests are published and costs to PERCC may be higher. Thus, students are no longer required to purchase testing supplies and they are relieved of a burden of approximately $1,750.

Domain D. It was noted that we have not been successful in recruiting a diverse student body. We continue to make efforts to do so, but have had limited success. In the 1998 report, the site visitors noted that "no men of color were evident." We now have one Black man and two Black women in the program. We also have five Hispanic/Latino women, and two Asian woman in the program, as well as eight foreign nationals. An Asian man recently graduated from the program. In our experience, it is particularly difficult to attract men of color. Nevertheless, we will continue to attempt to do so.

Domains E and F. We have instituted more formal evaluations of the PERCC practicum, including evaluations of students and supervisors.

Domain G. It was noted that there was an error with respect to the number of program applicants. Unfortunately, this number has been less stable than is desirable. For example, the current program brochure states that we receive approximately 125 applications per year. However, we had an unexpected surge of applicants this year (187). We do our best to be accurate in our public documents and will continue to make such efforts. In the future, we plan to list the number of applications received along with the number of acceptances for the prior five years. This information has already been added to the program website.

Domain H. No suggestions were made.

Planning

All *Core Program Faculty* members participate in the community of professional psychology at large and bring back relevant information and news which help guide our curriculum. Periodically, we schedule special meetings to review specific aspects of the curriculum (see Appendix F14 for an example). Regularly scheduled core faculty meetings and e-mail communication allow for a constant exchange of information.

The program receives communications from local and regional organizations including the *New York State Psychology Board*, the *New York State Association of School Psychologists*, the *New York State Psychological Association*, and the *Nassau County Psychological Association*. Dr. Schare represents the PhD program at meetings of national training organizations such as the *Council of Combined and Integrated Doctoral Programs in Psychology*, the *Council of University Directors of Clinical Psychology* and, with Dr. Scardapane, has recently participated in the annual meeting of the *Association of Directors of Training Clinics*.

We keep an active database of alumni and conduct periodic surveys to examine their career development. As reported above, we recently conducted a survey of graduates that focused on program objectives and competencies so that we would be informed about the number of hours they spend in various activities on their jobs and how well they were prepared while at Hofstra. An earlier survey, conducted in the fall of 2001, assessed alumni from the past 15 years and

looked at issues of program satisfaction, job satisfaction and income level achieved by our graduates.

Domain G: Public Disclosure

The program is commited to public disclosure by providing materials that represent it to the relevant publics.

General position on disclosure
The *Core Program Faculty* of the *PhD Program in Combined Clinical and School Psychology*, along with Hofstra University, are committed to complete disclosure to prospective students, current students, and other "publics."   The program is fully described in a number of documents and on the program web site. The most recent documents are:
> * the *2003-2004 Hofstra University Graduate Bulletin*
> * the *2003 Manual for PhD Candidates in Combined Clinical and School Psychology*
> * *Procedures to Be Followed in Preparation of the PhD Dissertation* (Fall 2003)
> * the *PhD. Program Brochure* (2003-4)

These are included in our Self-Study package. The program web site is found at:
http://www.hofstra.edu/ClinicalSchool.

What is disclosed? When is it disclosed?
We provide clear information so that applicants can make informed decisions about the program. Disclosure includes statements about our goals and objectives, training model, requirements for admission, and requirements for graduation. We also describe the characteristics of our students and faculty, program resources, policies and procedures, practica and internship requirments and settings, faculty research interests and recent publications, outcomes of training, etc.   The web site has sections on Program Description (History and Overview), Objectives, Requirements, Faculty, Financial Aid, Admission Requirements, FAQ's, Contacts, and How to Apply.

These days, many applicants have consulted our web site before they apply. Thus, they are often familiar with program requirements before they call or arrive at the PhD program office or the admissions office. Nevertheless, copies of the *PhD Program Brochure*, *Graduate Bulletin*, and *PhD Manual* are given to applicants so they will have all relevant information, prior to applying for admission. These materials, along with the *Procedures to Be Followed in Preparation of the PhD Dissertation* are also made available to applicants who are brought in for an interview. Finally, all of our materials are readily avaliable in the PhD program office on open shelves for current students or others who may want the most recent copy.

Public disclosure also takes place during Hofstra's annual *Graduate Open House*. This is an event in which interested parties are invited to come to Hofstra to learn about our graduate programs, requirements, goals, objectives and outcomes, etc. During the *Graduate Open House* we provide interested parties with the program literature listed.

Accreditation Status
Information regarding APA accreditation can be found in the *PhD Program Brochure*, on the web site, and in the *PhD Manual.* They list the contact office, address, telephone number and email address for the Office of Program Consultation and Accreditation of the APA.

Domain H: RelationshipWith Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

Commitment

We are committed to the accreditation process and fulfill our responsibilities to the APA in a timely fashion. We abide by the APA's published policies and procedures and, in our annual reports, have informed APA of planned changes in our environment, resources, or operations that could alter the program's quality.

Perhaps the most important change since the 1998 site visit was the change in leadership of the program. In 1998, the Program Director was Professor Kurt Salzinger. He was responsible for filing all reports and interacting with APA until two years ago when he accepted a position as Director of the APA Science Directorate in Washington, D.C.

The current Program Director is Professor Mitchell L. Schare and there have been other personnel changes since 1998. We have noted changes in program leadership, core faculty, etc. for the Committee on Accreditation in our annual reports.

The departure of Professor Salzinger was unexpected and placed strain on the program because of the limited time available for transition to Dr. Schare. Thus, in order to be current about APA accreditation issues, we sent Dr. Schare to the August 2003 APA meeting in Toronto so that he could attend two relevant workshops. In the first, he received training to become an APA site visitor. Another senior member of the Core Program Faculty, Dr. Kassinove, is already a site visitor. The second workshop attended by Dr. Schare was related to writing a Self-Study.

In addition, we sent both Dr. Schare and Dr. Kassinove to the *Consensus Conference on Integrated and Combined Doctoral Training Programs* held at James Madison University on May 2-4, 2003. Representatives from all of the other combined programs were in attendance, allowing for significant exchange of information regarding accreditation.

Fees

Hofstra University and the *PhD Program in Combined Clinical and School Psychology* are in good standing in terms of payment of fees associated with the maintenance of its accredited status.