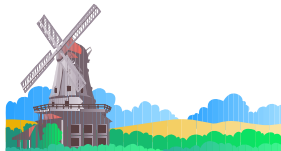


STUDENT MANUAL
PSY.D. CANDIDATES IN
SCHOOL-COMMUNITY PSYCHOLOGY
2007 - 2008

DEPARTMENT OF PSYCHOLOGY
HAUSER HALL
HOFSTRA UNIVERSITY



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



MANUAL FOR

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I.

WELCOME TO THE PSY.D. PROGRAM

COMMONLY ASKED QUESTIONS ABOUT THE PSY.D.

WORKING WHILE IN THE PROGRAM

PROFESSIONAL LIABILITY INSURANCE

PROFESSIONAL ORGANIZATIONS

***** STUDENT PSY.D. ASSOCIATION AT HOFSTRA *****

SIGNIFICANT FINDINGS - NEWSLETTER



I.

HOFSTRA UNIVERSITY

Department of Psychology
College of Liberal Arts and Sciences**Psy.D. Program in School-Community Psychology****WELCOME**

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

The goals of the program are to prepare students to function as professional school psychologists, to function in health service settings that interface with schools, and to have a solid grounding in scientific methodology. We believe that our training program, which emphasizes evidence based, individual intervention and consultation skills, will prepare students for psychological practice as it is today and as it is likely to be in the future. The Psy.D. degree is a psychology practitioner's doctorate and current projections are that there will be an increasing need for psychology practitioners within our society. Therefore, job prospects are good for the well trained practitioner who is able to work with individuals and with organizations.

Our programs operate within the Guidelines for Doctoral Programs at Hofstra University. Hofstra University is accredited by the Middle States Association of Colleges. You are encouraged to read the *Hofstra University Bulletin* in order to familiarize yourself with the

general guidelines for the various doctoral training programs within the University, and to become acquainted with the specific requirements for the Psy.D. Program in School-Community Psychology.

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

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

Commonly Asked Questions About Our Psy.D. Program

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

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

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

Your chances of obtaining the doctorate are actually better than your chances of having obtained your bachelor's degree. One third to one half of those entering bachelor's degree programs do not finish. Approximately 95% of those who start psychology doctoral programs at Hofstra obtain the doctorate. This high success rate is primarily due to careful selection of students. We receive over 100 applications from which 10-12 are enrolled. Everyone we admit has the

potential to finish the program and the vast majority does so. Usually when a beginning student reads this manual they are overcome by a sense of “I can’t do all of that!” Our statistics show that you can and will. Just take one step at a time, one assignment at a time, and one day at a time. Median time to complete the program is 5 years with a mean of 6 years.

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

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

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

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

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

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

Many programs throughout the nation continue to turn out master’s level psychologists. Those with the Master’s degree are able to find employment in school districts, in state psychiatric facilities, and in some mental health centers. We offer a master’s degree in Industrial Organizational Psychology and our students have successfully competed in the job market in that area. However, a number of studies have documented that, when master’s level psychologists

were compared with doctoral level psychologists and those with a master's of social work (MSW) degree, functioning in the same clinical setting, the sub-doctoral psychologists received significantly lower salaries than the MSW or the doctoral level psychologists, and were also considered by clinical directors to contribute significantly less to the agencies than the other two professional groups.

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

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

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

General Knowledge Base

Psychology 209 - Classical Concepts in Psychology
Psychology 253 - Advanced Developmental Psychology

Psychological Testing

Psychology 231 - Intellectual Evaluation
Psychology 232 - Intellectual and Vocational Evaluation
Psychology 234A Theory and Application of Personality
Evaluation

School and Community Psychology - Organizational Structures

Psychology 258A-Social Psychology and the School System
Psychology 224 - Research Design for Health Service Programs
Psychology 280 - Community Intervention Programs

Counseling Skills

Psychology 220 - Consultation in Schools and Health Service
Settings
Psychology 227 - Interviewing and Counseling

Statistical/Research Design Skills

Psychology 201 - Graduate Statistics
 Psychology 202 - Graduate Statistics II

6. Why Give a Qualifying Examination?

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

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

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

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

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

Colloquia are seminars on various topics that are attended by doctoral candidates. The material presented at these seminars often represents the latest developments in the field of psychology.

All first level students are required to attend colloquia. We often include questions relevant to the colloquia on our qualifying examination. Colloquia are usually held on Friday afternoons. The following topics and speakers are a sample of our colloquium series:

	<u>Topic</u>
<u>ISABELLE HERNANDEZ (4/07)</u>	Developing bi-Lingual Programs
<u>JINYAN FAN, PH.D. (4/06)</u> Hofstra University	Integration of Asian University Students
<u>ROBERT MOTTA, PH.D. (3/06)</u> Hofstra University	PTSD & Secondary Trauma Practice & Research
<u>JANE BERRY, PH.D. (2/05)</u> University of Richmond	Self-Efficacy and Memory Loss in the Elderly
<u>JILL RATHUS, PH.D. (9/04)</u> L.I.U.-C.W. Post	Understanding Partner Violence
<u>JASNKER BORZAN (3/04)</u> Johns Hopkins University	Neural Mechanisms of Pain and Analgesia
<u>WILLIAM SEELEY (9/03)</u> Yale Univeristy	Neurophysiology of Aesthetic Experience
<u>RICHARD PLEAK, M.D. (4/03)</u> Long Island Jewish Medical Center	Adolescent Gender Identity Variations
<u>THOMAS DOWD, Ed.D. (4/00)</u> Kent State	Critical Types of Memory Formation
<u>ALBERT ELLIS, PH.D. (4/99)</u> Albert Ellis Institute	REBT & Personality Disorders
<u>DAWN FLANAGAN, PH.D. (2/99)</u> St. John's University	Wechsler Based Gf-Gc Cross Battery Intellectual Assessment
<u>USHA RAM, PH.D. (7/97)</u> University of Poona, Pune, India	Anger and Aggression from the perspective of The Bagadvathgita
<u>LEN WHITE, PH.D. (4/97)</u> Clinical Neurosciences Center, Pilgram Hospital	Advances in Schizophrenia Research
<u>STEVEN HAYES PH.D. (2/97)</u> University of Nevada	Acceptance and Commitment in a Managed Care Environment
<u>LAWRENCE M. SCHIER, PH.D. (2/97)</u> Cornell University, Department of Public Health	Developmental Aspects of Vulnerability to Adolescent Drug Abuse: Lessons for Prevention
<u>WOLF LAUTERBACH, PH.D. (10/96)</u> University of Munich, Germany	Measurement of Intrapersonal Conflict by Computer

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

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

Working While in the Psy.D. Program

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

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

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

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

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

TITLES DESIGNATING TRAINING STATUS, SUCH AS “PSYCHOLOGICAL INTERN,” “RESIDENT,” OR “PSYCHOLOGIST-IN-TRAINING,” MAY BE USED BY STUDENTS

PURSUING A DOCTORAL DEGREE IN AN APPROVED PROGRAM AS LONG AS THE ACTIVITIES AND SERVICES THEY ARE PERFORMING ARE DONE AS PART OF THEIR SUPERVISED COURSE OF STUDY.

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

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

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

Maintaining Enrollment

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

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

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

Professional Liability Insurance

You are expected to behave in an ethical and lawful manner at all times. Nevertheless, in an increasingly litigious society, it is important to be covered by appropriate liability insurance. In order to protect psychologists and doctoral students, the American Psychological Association has developed a Psychologist Professional Liability Insurance Policy. This policy is designed to

protect you against a number of liability problems which could drastically affect your career. The policy is low cost for students and is available for personnel enrolled in registered doctoral training programs. This policy is strongly recommended for all students in our doctoral programs. **Hofstra University does not provide liability insurance for you and you may find yourself uncovered and the subject of a lawsuit if you do not purchase this policy.** The policy is available from the American Psychological Association in Washington D.C. **It is your obligation to obtain this coverage.**

Professional Organizations

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

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

Student Psy.D. Association at Hofstra

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

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

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

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

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

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

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

Significant Findings: the Psy.D. Student Newsletter

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

Significant Findings also highlights student and faculty accomplishments such as book and article publication, receipt of scholarships, and charitable pursuits. In addition, each issue draws attention to one student and one faculty member, who describe their work, their professional focus, and their experience at Hofstra University. In keeping with the

close-knit spirit of the program, the newsletter also celebrates personal events such as birthdays, engagements and birth announcements. In the interest of professional development, students are invited to submit articles about topics of interest within psychology which they may have come across in their studies or work.

II.

PROGRAM HISTORY

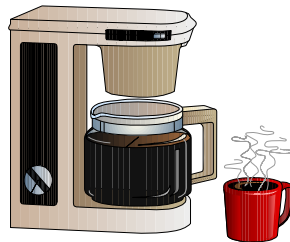
Change from Ph.D. to Psy.D. Model



PROGRAM HISTORY

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

The university has committed itself to sustaining a Psy.D. Program of the highest quality and will continue to add new faculty members and resources as needs arise. The Psy.D. Program received Full Accreditation by the American Psychological Association as a Psy.D. Doctoral Program in School Psychology on March 18, 2003. APA accreditation is a nationally recognized standard that shows a program has reached the highest standard of quality. Future plans and commitments include funding for professional development such as scholarly meetings and conferences, student fellowships, and the development of programs in conjunction with our law school.



III.

DEPARTMENT FACULTY

Core Program Faculty

Professional Faculty Associates

Contributing Faculty



DEPARTMENT FACULTY

The Psychology Department at Hofstra University is budgeted for 38 psychologists. This includes 34 full-time faculty members and 4 psychologists with professional responsibilities. There are 27 men and 11 women in the Department, and about 75% are tenured. A relatively high tenure rate such as ours means that students can expect the faculty to be relatively stable during their years at Hofstra.

In addition to the full-time faculty members, the other psychologists who are members of the department are likely to play a part in your education. They include the Director of our campus clinic (the PERCC), the Director and the full-time psychologist in the Student Counseling Services, and full-time psychologists in other parts of the university such as the School of Education and the Center for Organizational Excellence. We are fortunate that Hofstra is located in a geographic region with many psychologists. We use them to provide you with a variety of types of skill development. Thus, our 38 psychologists are supplemented by more than 75 community associates in psychology (adjuncts, school and community supervisors, etc.) who are available to participate in your training.

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

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

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

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

Below is a list of faculty members. There is a Program Director who reports to the Department

Chairperson who, in turn, reports to the Dean of Hofstra's College of Liberal Arts and Sciences.

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

CORE PSY.D. PROGRAM FACULTY

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

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

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

Kim Gilbert, Ph.D. Kim Gilbert, Ph.D. Dr. Gilbert received her Ph.D. in Clinical/School Psychology and is a licensed Clinical Psychologist and certified School Psychologist. Dr. Gilbert is the Director of the Diagnostic and Research Institute for Autism Spectrum Disorders, a specialty clinic of the Psychological Evaluation and Research Center at Hofstra University. Dr. Gilbert's expertise is in the area of pervasive developmental disabilities, particularly Autism Spectrum Disorders, and special needs assessment. She has explored the efficacy of behavior and language interventions for children with special needs within various National Institute of Mental Health grants at Vanderbilt University. Dr. Gilbert supervises doctoral students in the techniques of Applied Behavior Analysis and functional behavioral assessments, as well as in objective assessments for diagnosis along the Autism Spectrum, such as the Autism Diagnostic Observation Schedule (ADOS). Dr. Gilbert's current research interests include exploration of the phenotypic expression of children along the Autism Spectrum to further delineate early onset predictive behaviors of Autism Spectrum Disorder. Additionally, her research interests include

prelinguistic interventions, social skills training, behavior and language interventions, parent training and stress management.

Jeffrey Froh, Psy.D. Dr. Froh specializes in the area of positive psychology, namely gratitude and subjective well-being, and has been highly active in research in this area. He supervises and trains students in both the practice and research of positive psychology. Dr. Froh is a former school psychologist who was on staff at the Half Hollow School District in Long Island, New York. Dr. Froh's research agenda focuses on the well-springs, mechanisms, processes, and outcomes of gratitude in youth. Dr. Froh has completed an experimental investigation of gratitude and subjective well-being in early adolescents, which examined the effects of counting blessings. He is validating a positive indicator of youth development, called the Tripartite Happiness Scale-Adolescent (THS-A). The THS-A measures authentic happiness based on Seligman's (2002) model. Dr. Froh also led a novel investigation elucidating the manifestation of gratitude in adolescence. In addition to contributing to *The Encyclopedia of Positive Psychology*, *The Positive Psychology Perspective Series* and the *Handbook of Positive Psychology in the Schools* he has published his findings in *The Journal of Positive Psychology*, *The Journal of School Psychology*, etc.

PROFESSIONAL PSY.D. FACULTY ADJUNCTS

Listed below are those who are our Professional Faculty Adjuncts. Professional Faculty Adjuncts are psychological practitioners who are well known within the community and have established themselves as exemplars of professional practice.

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

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

CONTRIBUTING PSY.D. FACULTY and FACULTY ADJUNCTS

Brian Cox, Ph.D. - History of Psychology

Charles Dill, Ph.D. – Statistics

John Guthman - Ethics & Director, Student Counseling Services

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

Amy Maznick, Ph.D. - Cognition and Perception

Norman Miller, Ph.D. - Psychological assessment

FACULTY OF THE PSYCHOLOGY DEPARTMENT

The remaining faculty members listed below **may** serve as **contributing faculty** within the Psy.D. Program in that they may teach and/or be involved in doctoral dissertations and research projects. The listing includes both full time faculty and regular adjuncts.

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

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

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

Cong Liu, Ph.D. – Industrial Psychology

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

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

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

William Sanderson, Ph.D. Cognitive Behavioral Approaches

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

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

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

Mark Serper, Ph.D. - Adult Psychopathology

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

Craig Johnson, Ph.D. - Social Psychology

Oscr Pineno, Ph.D. - Learning

Keith Shafritz, Ph.D. – Neuroscience

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

Kristin Weingartner, Ph.D. – Cognitive Psychology

Sarah Carol, Ph.D. – I/O Psychology

William Metlay, Ph.D. - Program Director, Applied Psychology

Sarah Novack, Ph.D. - Social Health Psychology

Comila Shahani, Ph.D. - Program Director I/O Psychology

Teri Shapiro, Ph.D. - Customer Satisfaction, I/O

Jinyan Fan, Ph.D. – I/O Methodology

PART-TIME TEACHING FACULTY

Sheryl Carl, Psy.D. - School Psychology

Bernard Gorman, Ph.D. - Statistics

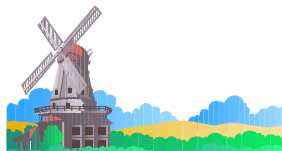
Fugen Neziroglu, Ph.D., ABPP - Psychotropic Medication, OCD

Glenn Pollack, Ph.D. – School Psychology

Frank Vaccaro, Ph.D. - Gerontology

Thomas Capone, Ph.D. - Addictions

Lisa Caselli, Ph.D. - School Psychology Assessment



III.

FACULTY RESEARCH INTERESTS



FACULTY RESEARCH

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

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

- 1. Post Traumatic Stress Disorder**
- 2. Secondary Trauma**
- 3. Effects of Exercise on Emotions and Behaviors**

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

- 1. High Risk Families/Divorce**
- 2. Prevention of Psychopathology in Children**
- 3. School Psychology**

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

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

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

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

Froh, Jeffrey (Psy.D., 2004, St. John's University)

- 1. Gratitude**
- 2. Subjective Well-being**

<p style="text-align: center;">RESEARCH INTERESTS OF NON- CORE PSY.D.PSYCHOLOGY DEPARTMENT FACULTY MEMBERS</p>

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

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

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

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

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

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

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

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

Miller, Norman (Ph.D., 1976, Hofstra University)

- 1. School Psychology**
- 2. Attachment Theory**
- 3. Family Dynamics**

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

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

Salzinger, Kurt (Ph.D., Columbia University 1954)

1. **Behavior Analysis**
2. **Verbal Behavior**
3. **Aging**

Sanderson, William (Ph.D., 1988, SUNY Albany)

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

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

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

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

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

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

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

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

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

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

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

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

1. **Industrial and Organizational Behavior: Customer Satisfaction.**

2. **Personnel Selection and Evaluation**
3. **Effectiveness of Time Management Behaviors.**

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

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

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

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

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

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

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

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

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

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

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

1. **Attitudes Towards Minority Persons.**
2. **Racial Preference and Awareness.**
3. **Self Esteem and Academic Achievement of Black Children**
4. **Campus Racism**

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

1. **Cognition and Perception**
2. **Group Cognition and Brainstorming**

3. **Computational and Mathematical Models of Cognitive Processes**
4. **Visual Attention**

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

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

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

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

Levinthal, Charles F. (Ph.D. 1971, University of Michigan; *Department Chairperson*)

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

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

1. **Cognitive Development**
2. **Thinking and Reasoning**
3. **Science Education**

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

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

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

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

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

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

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

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

Wright, M. Joann (Ph.D. 1996, Hofstra University) Sexual Minorities, Sexual Victims,
Borderline Personality Disorder

V.

LIBRARY AND UNIVERSITY FACILITIES

**PERCC
(Psychological Evaluation Research & Counseling Clinic)**

University Resources



LIBRARY AND UNIVERSITY FACILITIES

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

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

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

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

PERCC

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

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

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

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

In the *Community Services Division*, approximately 350 children, adolescents, and adults are seen each year for diagnostic evaluations. In addition, 150 to 200 patients/clients are seen for over a thousand sessions of psychological therapy including individual behavior therapy, rational-emotive therapy, psycho-educational counseling, and family therapy.

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

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

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

psychological report on each case. The actual psychological treatment is carried out by students in the third and fourth year internship classes, who work under the supervision of Core Program Faculty.

Testing, Psychotherapy, and Service Facilities

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

Testing Supplies and Equipment

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

Audio and Video Equipment

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

Computers

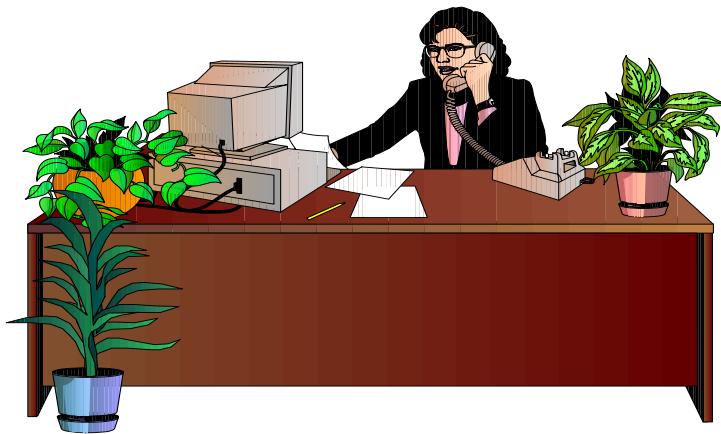
The University IBM 9121 mainframe and DEX VAX 4600, 6410 and 8550 systems are connected to more than 200 terminals throughout the campus, including 35 in the psychology building.

The Psychology department owns well over 50 IBM desktop clones, seven Macintosh's, and two high speed HP laser printers, seven normal speed HP laser printers, ten color printers, three scanners and an LCD projector.

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

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

SUPPORT STAFF



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

administrative secretary, Mrs. *Earleen Dalto*, and a full-time general secretary, Mrs. *Joan Brady*..

The *Psychological Evaluation, Research and Counseling Clinic (PERCC)* has one full-time

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



Undergraduate Studies Program and as general department secretaries.

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

a) General University Services

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

i. Student Services and Facilities- Advisement, Ambassadors, *Bookstore, Chaplains, *Child Care, *Counseling Center, Dean of Students, *Food Services, *Health Services, Hofstra USA, *Athletics, *International Students, Marine Laboratory, *Parking, *PHED (Disabled Program), *Placement Services, *Recreational, *Residence Life, Student Activities, *Student Center, Study Abroad, *Swim Center, TV Institute, *University Club, *University Technical Services.

ii. Educational Services- *Computing Facility, Language Laboratory, *Library. *Psychological Evaluation and Research Center, Reading/Communication Resource Center, Reading Learning Center, Special Education and Rehabilitation Center, Speech and Hearing Center.

iii. Cultural resources- Hofstra Cultural Center, Institute of the Arts, Music Listening Room, Musical Organizations, Radio

b) Technical Services

University Technical Services are described in the University Bulletin.

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

c) Classrooms, Offices, Research and Study Space

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

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

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

d) In-house Laboratories and Training Facilities

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

e) Hofstra Student Counseling Service Division of PERCC

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

Placement for Psychology Doctoral Students. The student counseling center provides counseling services to both graduate and undergraduate students at Hofstra University.

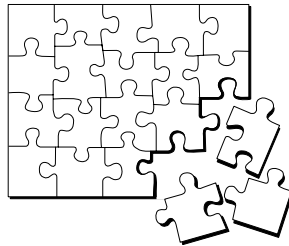
f) **Hofstra Day Care Center**

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



PLAN OF STUDY

Beginning and Advanced Level Students



PLAN OF STUDY (Beginning Level)

FIRST YEAR (30 credits)

Fall

- Psychology 201 Graduate Statistics I (3)
- Psychology 231 Theory and Practice of Intellectual Evaluation (3)
- Psychology 227 Interviewing and Counseling in Professional Psychology (3)
- Psychology 253 Advanced Developmental Psychology (3)

Winter

- Psychology 274 Ethics and Professional Practices in Psychology (1)

Spring

- Psychology 202 Graduate Statistics II (3)
- Psychology 232 Intellectual, Academic, and Vocational Evaluation (3)
- Psychology 220 Consultation in Schools and Health Service Settings (3)
- Psychology 254 Childhood Psychopathology (3)

Qualifying Examination

Summer I

- Psychology 209 Classical Concepts in Psychology (2)
- Psychology 258A Social Psychology & The School System (3)

SECOND YEAR (25 credits)Fall

- Psychology 251 Assessment and Intervention Strategies (3)
- Psychology 224 Research Design for Health Service Programs (3)
- Psychology 210 Current Literature in Psychology (2)
- Psychology 280 Community Intervention Programs (3)

AWARD OF MS IN SCHOOL-COMMUNITY PSYCHOLOGYSpring

- Psychology 223 Research Design II, Independent Projects (4)
- Psychology 214 Neural Bases of Behavior (3)
- Psychology 275 Cross-Cultural and Diversity Issues in Psychology (3)
- Psychology 240 Personality Assessment (3)
- Psychology 251 Independent Study in Psychology – Assessment (1) Psy.D.
Candidates begin PERCC assessments in the Fall of the second year.

THIRD YEAR (24 credits)Fall

- Psychology 330 School Psychological Services Internship I (3)
- Psychology 269 Psychology and the Criminal Justice System (3)
- Psychology 257 Psychology of the Emotionally Disturbed Child (3)
- Elective (3)

Spring

- Psychology 331 School Psychological Services Internship II (3)
- Psychology 207 Cognition and Perception (3)
- Psychology 251 Prevention Programs in the Schools and Community (3)
- Psychology 601 Dissertation Seminar (3)

AWARD OF CERTIFICATE OF ADVANCED STUDY**FOURTH YEAR (15 credits)**Fall

- Psychology 349 School-Community Internship I (3)
- Psychology 602 Dissertation Proposal Preparation (3)

Spring

- Psychology 350 School-Community Internship II (3)
- Psychology 604 Dissertation Advisement (3)
- Elective (3)

SAMPLE PLAN OF STUDY - ADVANCED LEVEL**FIRST YEAR (13 credits)**Fall

- Psychology 201 Graduate Statistics I (3)
- Psychology 253 Advanced Developmental Psychology (3)

January

Psychology 341 Ethics and Professional Practices in Psychology (1)

Spring

Psychology 202 Graduate Statistics II (3)

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

Qualifying Examination

SECOND YEAR (12 credits)Fall

Psychology 224 Research Design for Health Service Programs (3)

Psychology 210 Current Literature in Psychology (3)

Spring

Psychology 214 Neural Bases of Behavior (3)

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

THIRD YEAR (9 credits)Fall

Psychology 330 School Psychology Services Internship I (3)

Spring

Psychology 207 Cognition and Perception (3)

Psychology 601 Dissertation Seminar (3)

FOURTH YEAR (12 credits)Fall

- Psychology 349 School-Community Internship I (3)
 Psychology 602 Dissertation Proposal Preparation (3)

Spring

- Psychology 350 School-Community Internship II (3)
 Psychology 604 Dissertation Advisement (3)

COURSE DESCRIPTIONS

FIRST YEAR

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

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

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

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

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

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

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

Psychology 274 - Ethics and Professional Practices in Psychology (1 s.h.) A review course in all areas such as schools, universities, mental health centers, mental hospitals, community centers, private practice, government service and in the area of research. This review course presents and analyzes ethical issues which are likely to occur in a variety of health settings. Students are expected to interview professionals from these settings so as to acquaint themselves with real world ethical concerns.

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

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

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

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

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

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

Summer I

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

Psychology 258A - Social Psychology and the School System (3 s.h.) This course involves a review of social psychological theories with a particular emphasis on how these theories apply in educational settings. Organizational structures are examined and an evaluation is made in terms of how these structures effect service delivery. The role of the psychologist as a consultant and provider of direct service is examined.

SECOND YEAR

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

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

Psychology 251 – Assessment and Intervention Strategies (3 s.h.) General orientation to personality testing. A review of evidence approaches to personality assessment. The course also examines the specific use of evidence based cognitive-behavioral interventions for children, adolescents, and adults across a variety of settings.

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

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

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

neuropsychological principles and practices.

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

Psychology 240 - Personality Assessment (3 s.h.) A review of personality measurements and theories as used in applied research: actual tests, scoring and interpretation required.

This course reviews personality measurements and theories as used in applied research. Psy.D. students are placed in a variety of practicum settings where these objective measures are administered and later scored and interpreted. In addition to competency in administration and scoring, students must also be able to construct written summaries of findings.

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

THIRD YEAR

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

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

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

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

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

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

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

Elective (3)

FOURTH YEAR

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

Psychology 602 - Dissertation Proposal Preparation (3 s.h.) Through individual consultation with a sponsor, students fully develop their doctoral research proposal and

present it for approval to their three person dissertation project committee. The course may be taken twice. This course does not meet as a class but is a one to one mentoring interaction in which the students progress is closely supervised and monitored.

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

Elective (3)

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

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

Anthropology Fundamentals of Anthropology (ANTH 200)

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

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

Elementary Education Elementary School Curriculum (ELED 227)

Secondary Education Perspectives on Secondary Education (SED 205)

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

Sociology Sociology of Juvenile Corrections (SOC 272)

Speech Aphasia (SPCH 242), Language Disorders and Learning Disabilities (SPCH 243)

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

VII.

THE QUALIFYING EXAMINATION



THE QUALIFYING EXAMINATION

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

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

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

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

1. Data Analysis and Research Design in Applied Settings

Understanding data analyses and methods as might be used in applied settings..

2. Psychological Assessment

Issues related to formal assessment and interviewing techniques.

3. School Consultation and Interviewing

Understanding indirect and direct service intervention for given school problems.

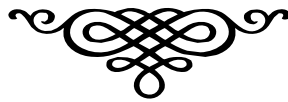
In Part II, each question is graded by two members of the faculty. Students place only a code number, such as their Social Security Number, on the paper so the faculty are unaware of the name of the person who has written the essay being read. Results are posted one week after the examination is given.

The student below just passed the qualifying examination.



VIII.

PRACTICUM TRAINING



PRACTICUM TRAINING

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

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

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

Last year 2006-2007, our practica included the following sites:

School Practica:

- Plainedge School District, Plainedge, New York
- Amityville School District, Amityville, New York
- Plainview Old Bethpage School District, Plainview, NY
- Westchester School for Special Children, Yonkers, NY
- Hempstead Public Schools, Hempstead, NY
- Uniondale Public Schools, Uniondale, NY
- Wantagh Public Schools, Wantagh NY
- East Meadow Public Schools, East Meadow NY
- St. Mary School, East Islip, NY

IX.

INTERNSHIP PLACEMENTS

Internship Criteria

The School Psychology Internship

The Community Psychology Internship



INTERNSHIP

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

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

IMPORTANT NOTE !!!

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

Internship Criteria

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

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

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

health and psychological needs of the clients.

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

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

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

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

THE SCHOOL PSYCHOLOGY INTERNSHIP

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

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

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

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

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

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

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

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

School Internship Placements

Name of Setting	Location	Supervisor	Student Intern
Commack School District	Commack	John Kelly, Ph.D	Kathleen Ozimkowski
Farmingdale School District	Farmingdale	Stephen Kearney, Ph.D. Michell Richards	Jessie Poveromo

Herricks School District
Floral Park Memorial H.S.

New Hyde Park Steven Shatz, Psy.D. Victoria Roger

Rockville Center School District

Rockville Centre Janine Rose, Ph.D. Daniel Rinaldi

Oakdale-Bohemia School Dist.

Oakdale Lenore Violis, Psy.D. Kerri Lombardo

Half Hollow Hills Scholl Dist.

Dix Hills Rhonda Williams, Ph.D. Nicole Alstatt

Fort Lee School District

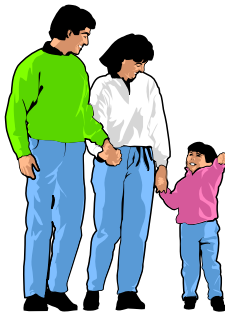
Fort Lee, NJ Jean North, Ph.D. Yesinia Flores

Clarkstown Central School Dist.

New City Howard Mandel, Ph.D.; Kathleen O'Keefe
Centre

PLEASE NOTE !

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



PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

HOFSTRA UNIVERSITY DEPARTMENT OF PSYCHOLOGY

Evaluation of Student Performance on the **School Psychology Internship**

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

Name of student _____ Date _____

Dates of Experience _____

School _____

General Nature of Student's Responsibilities _____

Please evaluate student's competence:

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

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

Definitely, Probably Yes, Probably No, No _____

What are the student's strengths? _____

What are the student's weaknesses? _____

Comments _____

Signature _____

Your Position _____

Member APA? Yes _____ No _____; Licensed Yes _____ No _____

HOFSTRA UNIVERSITY

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

Student's Evaluation of School Psychology Internship

Intern's Name _____ Date _____

Placement _____

Principal Supervision _____

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

Psychological Testing _____

Counseling of Students _____

Consultation Activities _____

Parent Conferences _____

Report Writing _____

CSE Meetings _____

Curriculum Planning _____

Grades Served: K-6 ___; 7-9 ___; 10-12 ___

Hours of Supervision you received each week _____

Quality of Supervision: Excellent ___; Good ___; Fair ___; Poor ___

Would you recommend this placement to other students? Yes ___; Maybe ___; No ___

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

COMMUNITY PSYCHOLOGY INTERNSHIPS

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

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

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

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

Objectives of the Community Psychology Internship:

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

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

Community Internship Placements

Placement	Supervisor	Students
Saint Christopher Otile Services for Children and Families	Leonard Gries, PhD.	Karen Gordon
The Holliswood Hospital	Marc Lazarus, Ph.D.	Ross Gellman
Angelo J. Melillo Center for Mental Health, Inc.	Daniel Vogrin, Ph.D.	Randie Taylor, Caren Newman, Matthew Silverman
South Nassau Communities	Rosemary O'Regan, Ph.D.	Allison Teta Danielle Aloisio
Long Island Center for Cognitive Therapy	Dominic Candido, Ph.D.	Toni Ann Serpe
Hofstra University Student Counseling Services	John Guthman, Ph.D.	Samantha Schwartz
Long Island Counseling Center	Claudaline Charles, Psy.D.	Melissa Bennett and Lindsay Rich
South Oaks Hospital	James Zaikowski, Ph.D.	Virginia Scott
Long Island Center for Cognitive Therapy	Dominic Candido, Ph.D.	Erin Gartland
Mercy First	Stephen Migden, Ph.D., ABPP; Rachel Boyd	
Tikveh at Ohel	Len Smith; Psy.D.	Fay Russ
Interborough Developmental & Consultation Center	Leon Gersten, Ed.D. Steven Gersten, Psy.D.	Yosef Posy

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

North Shore Mental Health Center, Brunswick Hospital Center, Brooklyn Children's Center, Association for Children with Down's Syndrome, Central Nassau Guidance & Counseling Center, Free Family Residence and Essential Enterprises, North Suffolk Center, South Oaks Hospital, Elmhurst Hospital, Hillside East (LIJ) Queens, Heartshare Human Services, Astor Child Guidance Center, St Vincent's Hospital, and others.



PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY
Community Psychology Internship Rating Form

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

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

Name of Student _____
 Dates of Experience _____

Agency _____

General Nature of Student's Responsibilities _____

Please evaluate student's competence:

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

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

Definitely_____, Probably Yes_____, Probably No_____, No_____

What are the student's strengths? _____

What are the student's weaknesses? _____

Comments _____

Signature _____ Date _____ Your
 Position _____

Member APA? Yes____ No____; Licensed? Yes____ No____

HOFSTRA UNIVERSITY

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

Your name _____
Date _____

Name of Agency _____

Primary Supervisor _____

Stipend: Yes ___; No ___; Hours Per Week at Placement _____

Describe Your Responsibilities at this Placement _____

Describe the Population Served _____

Describe the variety of problems treated at this placement _____

What specific skills were you taught _____

Hours of individual supervision received each week _____

Hours of group supervision received each week _____

Overall quality of supervision: Excellent ___; Good ___; Fair ___; Poor ___

OVERALL RECOMMENDATION OF THIS PLACEMENT TO OTHER STUDENTS

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

Reason for your overall recommendation and additional COMMENTS:

X.

**FINANCIAL SUPPORT
FOR PROFESSIONAL ACTIVITIES
& CONFERENCES**

PSY.D. STUDENT PROFESSIONAL ACTIVITIES



FINANCIAL SUPPORT FOR PROFESSIONAL ACTIVITIES AND CONFERENCES

There are a number of sources of financial support for Psy.D. students but even with these supports, in most cases, the greater portion of the funding for graduate education comes from students themselves, through loans, or through family assistance. Practically all full-time Psy.D. students are awarded assistantships following their application to the program director. Approximately \$98,000 is awarded annually in assistantships. Assistantships come in the form of partial tuition remission. In receiving an assistantship, the student is given the opportunity to work with one of the department's professors on research or on professional projects. Some students are allowed to work at our clinic, PERCC where children, adults, and families are seen for diagnostic evaluation and treatment by upper level doctoral candidates. Memorial awards and research awards are also available for those students showing exemplary academic standing.

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

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

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

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

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

Frequently attended conferences include:

The American Psychological Association

The National Association of School Psychologists

The Eastern Psychological Association

The Association for Advancement of Behavior Therapy

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



PSY.D. STUDENT & FACULTY PROFESSIONAL ACTIVITIES

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

PUBLICATIONS OF PSY.D. STUDENTS

Lancer, R. (2007). The effect of aerobic exercise on OCD, anxiety, and depression. *The Behavior Therapist*.

Kassai, S. (2006). An investigation of the spread of potential Holocaust related secondary traumatization to the third generation. *International Journal of Emergency Mental Health*.

Schnepf, C.M. (2006, Winter). School Crisis Plans: Other ways to improve them. *The Nassau County Psychologist*, (33), 3.

Kassai, S.C., & Motta, R. (2006). An investigation of potential Holocaust related secondary traumatization to the third generation. *International Journal of Emergency Mental Health*, 8(1), 35-47.

Shatz, S. (2005) The psychometric properties of the behavioral inhibition scale in a college-aged sample. *Personality and Individual Differences*, 39(2), 331-339.

Manger, R., & Motta, R.W. (2005). The impact of an exercise program on PTSD, anxiety, and depression. *International Journal of Emergency Mental Health*, 8(1), 49-57.

Shatz, S. (2004). The relationship between Horney's three neurotic types and Eysenck's PEN model of personality. *Personality and Individual Differences*, 37(6), 1255-1261.

Kerasiotis, B. & Motta, R.W. (2004). PTSD related symptoms in emergency room nurses. *International Journal of Emergency Mental Health*, 6, 121-133.

Kerseriotis, B. (2004). Dealing with the loss of a spouse. *Mental Fitness*, January.

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

- Demaria, T., Barrett, M., Kerasiotis, B., Rohlih, J., & Chemtob, C. (2005). Bio-Psychosocial assessment of 9/11 bereaved children. New York Academy of Sciences, Abstract, October.
- Sciancalepore, R.S., & Motta, R.W. (2004). Gender related correlates of PTSD in a World Trade Center sample. *International Journal of Emergency Mental Health*, 6(1), 15-31.
- Motta, R.W., Newman, C.L., Lombardo, K.L., & Silverman, M.A. (2004). Objective assessment of secondary trauma. *International Journal of Emergency Mental Health*, 6, 67-74.
- Motta, R.W., Chirichella-Besemer, D., Maus, M., & Lombardo, M. (2004). Assessing Secondary. *The Behavior Therapist*, 27(3) 54-57.
- Hafeez, S., Sciancalepore, R., Diaz, A.B. (2002) (with R. Motta) Discriminant Validation of the Secondary Trauma Questionnaire. *Psychotherapy in Independent Practice*.
- Basile, D. (Book Chapter) Pica. In L.Phelps (Ed.) *A Practitioners Handbook of Health Related Disorders*.
- Orly Calderone-Klausner (1994). Individuals in Relationships. Duck S (ed) in *What Is New In Psychology*, London.
- Ginn, G. (1997). Cultural issues in the intellectual assessment of children from diverse cultures and backgrounds. *Journal of Social Distress & the Homeless*, 6(2).
- Laura Leiderman (1997) Journal Publication(Co-author) Assessment of secondary trauma with a modified Stroop procedure. *Journal of Clinical Psychology*, 53, 895-903.
- Lois L. Lehner (1997) Journal Publication (Co-author)
Improvement in academic screening instruments: A construct validity investigation of the K-FAST, MBA, and WRAT-3. *Journal of Psycho-Educational Assessment*
- Gloria Madden (1997) Journal Publication. Factor analysis of handedness items in left and right handed intellectually gifted children. *Cortex*.
- Donna Neary (1996) Newsletter Publication (Co-author) Demonstrating the cost effectiveness of the school psychologist. *The School Psychologist*,
(1997) Newsletter Publication (Co-author)
School psychologists help students attain higher standards. *The School Psychologist*.

PROFESSIONAL PRESENTATIONS OF PSY.D. STUDENTS

- Gawyrich, A., Kuligowski, J. & Kaminsky, G. (2007). Trauma and secondary trauma. Student Psychological Research Conference. Rockville Center, Molloy College.
- Gawyrich, A., Marino, D., & Kaminsky, G. (2007). The Secondary Trauma Scale. Eastern Psychological Association, Philadelphia, PA
- Kaminsky, G. (2006) Objective assessment of secondary trauma: The Secondary Trauma Scale. Behavior Research Conference, NYC.
- and Landaas, J. (2005). The effect of aerobic exercise on self-efficacy, body-esteem, anxiety, and depression. Behavioral Medicine Symposium, NY City.
- Lombardo, K., Henderson, K.A.(2005). Objective assessment of secondary trauma. With R. Motta. **Association for the Advancement of Cognitive & Behavioral Therapies.** Washington, DC.
- Lancer, R. (2005). The effect of aerobic exercise on OCD, anxiety, and depression. With R. Motta. **Association for the Advancement of Cognitive & Behavioral Therapies.** Washington, DC.
- Perez, James (2004). Counseling and psychological services for GLB youth. **19th Annual Long Island Gay and Lesbian Youth Conference.** Hofstra University, New York.
- Sciancalepore, R. (2004, November).– Gender differences in precursors of PTSD in a World Trade Center Sample. **Association for the Advancement of Behavior Therapy.** NewOrleans .
- Landaas, J., McElroy, J., Middleton, D. Nouryan, L., Raymar, D., & Woythaler, K. (2004). Hofstra University, *A Comparison of Models of Collaborative Classrooms for Children with Multiple Disabilities* **New York State Psychological Association.** Saratoga Springs, New York.
- Sciancalepore, R.S. & Motta, R.W. (2003). Gender related mediators of PTSD. **Association for Advancement of Behavior Therapy,** Boston, Mass.
- Chirichella-Besemenr, D., Maus, M., Lombardo, M., & Newman, C. (2003). Secondary trauma cutoffs and emotional disturbance. **American Psychological Association,** Toronto, Canada.
- Hafeez, S. & Motta, R. (2003). PTSD in Emergency Medical Service Technicians. **American Psychological Association.** Toronto
- Lucero, M. & Motta, R. (2003). PTSD in World Trade Center Therapists. **American Psychological Association.** Toronto.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Melissa Zvirbulis, Meg Coyne, & Lenore Sakaris (1997) (Co-presenters)
Developing community internships. Creating a Niche. **American Psychological Association**, Chicago.

SPECIAL AWARDS & PROFESSIONAL ATTAINMENTS OF PSY.D. STUDENTS

Amanda Landes (2007). **Ted Bernstein Memorial Award** (Outstanding school psychology practitioner in training).

Jenna Kuligowski (2007). **Provost Scholarship Award** (Outstanding academic attainment).

Mary Salustri (2006). **Ted Bernstein Memorial Award.** (Outstanding school psychology practitioner in training).

Ann Eckardt Kelly (2006). **Best Student Presentation.** Third Annual Psychology Conference. Hofstra University. Topic was Autism Spectrum Disorders.

Ann Eckardt Kelly (2006). **Clarence G. Robinson, M.D. Memorial Scholarship Award.** Presented by the Honorary Society of Police Surgeons, New York City.

Melissa Levine (2005). Appointed to the **Board of Directors.** Suffolk County Psychological Mental Health Association.

Melissa Levine (2005). **Representative & Liaison to Suffolk County Mental Health Association; and Suffolk County Representative to New York State Psychological Association.**

Megan Cunningham (2005). **Provost's Scholarship.** Superior academic attainment.

Kerri Lombardo (2004). **Provost's Scholarship.** Superior academic attainment.

Maria Lombardo (2004). **Camelot Grant Award for Research with Children; New York State Psychological Association's**

Maria Lombardo (2003). **Ted Bernstein Memorial Award.** (Outstanding school psychology practitioner in training).

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

Caren Newman (2003). **Provost's Scholarship**. Superior academic attainment.

Danielle Alosio (2003). **Provost's Scholarship**. Superior academic attainment.

Maria Evola (2001). **Hofstra University Scholarship Award**. Superior academic attainment.

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

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

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

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

Thomas Turchiano (1995-1996) **Tina & Howard Kassinove Research Award**.
(1994) **American Psychological Association Student Travel Award**

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

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

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

1996-1997 Co-chair Reorganization sub-committee.

1996-1997 Conference Committee, Co-chair

1995-present Legislative Committee

1997-present Fiscal Advisor Committee

1997 Treasurer-elect

1995-1996 Co-chair Children's Issues Committee

1995-1997 **Nassau County Psychological Association** - Membership Co-chair and School Psychology Committee. Co-chair.

1996-1997 Shared decision making committee -

Massapequa Public Schools.

RECENT PSY.D. FACULTY PUBLICATIONS &

PRESENTATIONS

Publications

- Flanagan, R., & Motta, R.W. (2007) Figure drawings:
A popular method. *Psychology in the Schools*, 44(3), 257-270.
- Lancer, R., Motta, R.W., Lancer, D. (2007, March) The effect of
Aerobic exercise on OCD, anxiety, & depression. *The Behavior Therapist*.
- Newman, C.L., & Motta, R.W. (in press). The effect of aerobic exercise on
childhood PTSD, anxiety, and depression. *International Journal of Emergency
Mental Health*.
- Li, C. E., DiGiuseppe, R. A., & Froh, J. J. (2006). The roles of sex, gender, and coping
in adolescent depression. *Adolescence*, 41, 409-415.
- Froh, J. J., Fives, C. J., Fuller, J. R., Jacofsky, M. D., Terjesen, M. D., & Yurkewicz, C.
(2007). Interpersonal relationships and irrationality as predictors of life
satisfaction. *The Journal of Positive Psychology*, 2, 29-39.
- Froh, J. J., Miller, D. N., & Snyder, S. (2007). *Gratitude in children and adolescents:
Development, assessment, and school-based intervention*. Manuscript submitted .
- Froh, J. J., & Yurkewicz, C. (2007). *Elucidating the manifestation of gratitude in early
adolescence*. Manuscript submitted for publication.
- Froh, J. J., Sefick, W. J., & Emmons, R. A. (in press). Counting blessings in early
adolescents: An experimental study of gratitude and subjective well-being.
Journal of School Psychology.
- Froh, J. J. (2006). Review of the book *Positive psychology in practice*. *NASP
Communiqué*, 35(3), 32.
- Molony, T., & Froh, J. J. (2006). Positive school psychology: Past, present, and future.
NASP Communiqué, 35(4), 5.
- Sciancalepore, R.S. & Motta, R.W. (2004). Gender related Correlates of posttraumatic
stress disorder in a World Trade Center sample. *International Journal of
Emergency Mental Health*, 6(1), 15-31.

- Suozzi, J.M., & Motta, R.W.(2004). The relationship between combat exposure and the of trauma-like symptoms to offspring of veterans. *Traumatology, 10* (1),17-37
- Kerseriotis, B. & Motta, R.W. (2004). PTSD related symptoms in emergency room nurses. *International Journal of Emergency Mental Health,6*, 121-133.
- Manger, T, & Motta, R.W. (2005). The impact of an exercise program on PTSD, anxiety, and depression. *International Journal of Emergency Mental Health, 7*(1), 49-57.
- Motta, R.W. (2005). Secondary trauma in children: A call for research. *The School Psychologist, 59*, 8-12.
- Kassai, S.C., & Motta, R.W. (2006).An investigation of potential Holocaust-related secondary traumatization to the third Generation. *International Journal of Emergency Mental Health,8*(1), 35-47.
- Coleman, S.L., Brown, V.R., Levine, D.S., & Mellgren, R.L. (2005). A neural network model of foraging decisions made under predation risk. *Cognitive, Affective, & Behavioral Neuroscience, 5*, 434-451.
- Froh, J.J. (in press) From lab to clinic: Realizing positive psychology. [Book Review] *NASP Communique*
- Li, C.E., DiGiuseppe, R.A., & Froh, J.J. (in press). The roles of sex, gender, and coping in adolescent depression. *Adolescence*.
- Brown, V.R., & Gorgein, D. (2004). A new look at recognition in the Brown-Peterson distractor paradigm: Towards the application of new methodology to unsolved problems of recognition memory. *Memory & Cognition, 32*, 674-685.

Presentations

Froh, J. J., & Sefick, W. J. (2006). *Gratitude and subjective well-being: Replicating Emmons and McCullough 2003*. Poster session presented at the 114th American Psychological Association Annual Convention, New Orleans, LA.

Yurkewicz, C., & Froh, J. J. (2006). *Cognitions predictive of life satisfaction: Support of a construal framework*. Poster session presented at the 40th Association for Behavioral and Cognitive Therapies Annual Convention, Chicago, IL.

Froh, J. J., & Yurkewicz, C. (2007). *Eudaimonia in adolescence: Gratitude trumps hedonism*. Poster session presented at the 2007 Society for Research and Child Development Biennial Meeting, Boston, MA.

Froh, J. J., & Yurkewicz, C. (2007). *Gratitude correlates in early adolescence* . Poster session presented at the 39th National Association of School Psychologists Annual Convention, New York, NY.

Froh, J. J., & Yurkewicz, C. (2007). *Initial validation of the Tripartite Happiness Scale-Adolescent*. Poster session presented at the 2007 Society for Research and Child Development Biennial Meeting, Boston, MA.

*Froh, J. J. (2007). *Counting blessings in early adolescents: An experimental study of gratitude and subjective well-being*. Invited lecture to be presented at the 6th Annual International Positive Psychology Summit, Washington, DC.

*Froh, J. J. (2007). J. Froh (chair), *Flourishing and subjective well-being: Assessment, interventions, and outcomes*. Symposium to be presented at the 41st Association for Behavioral and Cognitive Therapies Annual Convention, Philadelphia, PA.

Tsytsarev, S.V. (2006). Culture and psychotherapy in changing societies. Paper presented at the Internatoinal Conference, *Psychotherapy in the System of Medical Sciences in the Era of Evidence-Based Medicine*, St. Petersburg, V.M. Bekhterev Psychoneurological Institute.

Tsytsarev, S.V. (2006). Terrorist's Behavior: from anger and despair to hatred and fanaticism. An invited speck presented at the Second International Conference on *Psychology and Psychopathology of Terrorism*. Eastern European Institute of Psychoanalysis, St. Petersburg.

Tsytsarev, S.V., & Shiraev, E. (2005). Addictive nature of control : Towards the psychopathology of power. *Psychology of Power*, St. Petersburg.

Summers, M. (2005). The emotional and social needs of the gifted. Association for Gifted and Talented Education. C.W. Post College, Long Island, New York

Nouryan, L. (2005). Disclosure of mental health disability in the workplace. Conference on Behavioral Research. New York City.

Doboli, S. & Brown V. (2005). A neural network model of creative idea generation in groups. Ninth Annual Conference on Cognitive and Neural systems. Boston.

Brown, V. & Gorfein, D. (2005) Order effects in the semantic priming of homographs: An application of the activation-selection mode. 77th Annual Meeting of the Midwestern psychological Association. Chicago.

Cox, B., Wanda, T., & Brown, V. (2005). A multinomial source-monitoring analysis of preschoolers ability to distinguish described from experienced events. Society for Research in Child Development. Atlanta.

Brown, V., Levine, D., & Gorfein, D. (2005). The role of inhibition in the activation-seletion model of semantic processing. APA sponsored conference. Arlington, TX.

Brown, V. Gorfein, D. (2004). Another look at recognition in the distractor paradigm: PI build-up and release mediated by operation span. Psychonomic Society, Minneapolis.

Brown, V. An Associateive Memory Model of group Brainstorming. Hofstra, Hempstead, NY.

Froh, J.J., & Sefick, W.J. (2006) Gratitude and subjective well-being: Replicating Emmons and McCullough 2003. APA, New Orleans, LA.

Yurkewicz, C., & Fron, J.J. (2006) Cognitions predictive of life satisfaction: Support of a construal framework. Association for Behavioral and Cognitive Therapies. Chicago.

Froh, J.J. (2005) Conjoint therapeutic treatment: A primer of happiness. Association for Behavioral and Cognitive Therapies, Washington, DC.

Froh, J.J. & Terjesen, M.D. (2005) Quality of life enhancement and symptom relief as complementary goals in psychotherapy. Association for Behavior and Cognitive Therapy, Washington, DC.

Terjesen, M.D., & Froh, J.J. (2005). Expanding our conception of clinical psychology: The role of adaptive cognitions in life satisfaction. Association for Behavior and Cognitive Therapy, Washington, DC.

Motta, R.W. (2004) – Community sample validation of the Secondary Trauma Scale. American Psychological Association. Hawaii.

Motta, R.W. (2004) – Gender differences in precursors of PTSD in a World Trade Center Sample. With R. Sciancalepore. Association for the Advancement of Behavior Therapy. New Orleans.

Motta, R.W. (2005) – Objective assessment of secondary: The Secondary Trauma Scale. With Kerri Lombardo, & Katherine A. Henderson. Association for the Advancement of Cognitive & Behavioral Therapies, Washington, DC.

Motta, R.W. (2005) – The effect of aerobic exercise on OCD, anxiety, & depression. With Robert Lancer. Association for the Advancement of Cognitive & Behavioral Therapies, Washington, DC.

Motta, R.W. (2006) – PTSD and secondary trauma: Practice and research. Research Seminar, Hofstra University, Hempstead, NY

Motta, R.W. (October, 2006) – School Psychology and Secondary Traumatization. Dix Hill School District, New York

Motta, R.W. (November, 2006) – PTSD & Secondary Trauma. Grand Rounds, MercyFirst Children's Developmental Center, Syosset, NY.

Motta, R.W. (November, 2006) – Secondary traumatization and PTSD. Behavioral Research Conference, NYC.

Motta, R.W. (November, 2006) – with Gayle Kaminski Objective assessment of

secondary trauma: The Secondary Trauma Scale. Behavior Research Conference, NYC.

Motta, R.W. (November, 2006) – Practice and Research Relevant to PTSD & Secondary Trauma. Massapequa, NY Public School District.

Motta, R.W. (March, 2007) – PTSD & Secondary Trauma: Practice and Research. Eastern Psychological Association, Philadelphia, PA.

Motta, R.W. (March, 2007) – The Secondary Trauma Scale. With Amy Gwyrich, Dawn Marino & Jenna Kuligowski. Eastern Psychological Association. Philadelphia, PA.

Motta, R.W. (2007)March, 2007 – Chair, Psychopathology Symposium. Eastern Psychological Association. Philadelphia, PA.

XI.

EVALUATION

University Level

Department Level

Outside Evaluation

Student Functioning in the Psy.D. Program



EVALUATION

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

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

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

a. Current Students

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

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

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

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

b. *Former Doctoral Students*

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

c. *Faculty Input*

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

d. *Other measures*

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

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

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

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

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

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

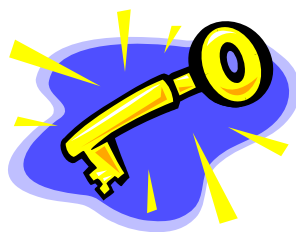
vi. Our programs are evaluated by outside consultants and their input provides a needed external perspective for us. In 1990 -1991, prior to the dissemination of the New Procedures for the *Review of Doctoral Program Proposals* (December 26, 1991, Donald J. Nolan - State Education Dept.), we contracted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

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

evaluation section.

- vii. In response to the New Procedures for the Review of Doctoral Program Proposals (Dec. 1991), two additional, nationally recognized consultants, Dr Jack Bardon and Dr. Jane Close Conoley, have evaluated this program and given it a highly favorable assessment. Further assessment of the program, as noted below, was conducted by The New York State Education Department following our first three years of operation.
- viii. In a recent evaluation by the New York State Education Department (1998) we received a highly favorable review. A suggestion was made in this evaluation that attention be given to a greater emphasis on research training and productivity within the program. The evaluation noted that by the year 2002 all programs producing license eligible graduates will have to show evidence of research productivity among students. Thus, we have added an additional research course to our program that precedes the doctoral dissertation.
- ix. **In March 2003, the Psy.D. Program was awarded Full APA Accreditation for 5 years as an accredited Psy.D. Doctoral Program in School Psychology.** Our continued interactions and evaluations with the APA are other ways by which we engage in continual self-study and program enhancement.

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



HOFSTRA UNIVERSITY

PSY.D. PROGRAM IN SCHOOL-COMMUNITY PSYCHOLOGY

GRADUATE COURSE AND TEACHER EVALUATION FORM

GENERAL QUESTIONS

1. The instructor's **MASTERY** of the subject matter was:
OUTSTANDING 1 2 3 4 5 BELOW AVERAGE
2. Instructor's **PRESENTATION** of subject matter in class:
ALWAYS CLEAR 1 2 3 4 5 ALWAYS UNCLEAR
3. Instructor **ENCOURAGES STUDENT PARTICIPATION**
ALWAYS 1 2 3 4 5 NEVER
4. Instructor's **RESPONSE** to questions from students
CLEAR 1 2 3 4 5 CONFUSING
5. Instructor's **GRADING POLICY**
CLEAR 1 2 3 4 5 CONFUSING
6. Were classroom sessions appropriately **PACED**?
TOO FAST 1 2 3 4 5 TOO SLOW
7. Instructor's **AVAILABILITY** to students outside of class.
READILY 1 2 3 4 5 RARELY

PROFESSIONALLY ORIENTED QUESTIONS

8. As a result of this course your **FACTUAL KNOWLEDGE** of psychology has:
GREATLY INCREASED 1 2 3 4 5 REMAINED THE SAME
9. As a result of this course your **PROFESSIONAL SKILLS** have
GREATLY INCREASED 1 2 3 4 5 REMAINED THE SAME
10. As a result of this course your **KNOWLEDGE OF SPECIFIC INTERVENTIONS**
has GREATLY INCREASED 1 2 3 4 5 REMAINED THE SAME
11. Instructor presents research findings **RELEVANT TO INTERVENTIONS**
OFTEN 1 2 3 4 5 RARELY
12. Instructor's willingness to provide **ASSISTANCE AND SUPERVISION**
WILLING 1 2 3 4 5 UNWILLING

SPECIFIC QUESTIONS

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

COMMENTS:

STUDENT FUNCTIONING IN THE PSY.D. PROGRAM

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

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

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

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

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

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

YOUR RIGHT TO APPEAL

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

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

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

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

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

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

Step 1:

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

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

Step 2:

The second appeal is at the Dean's level. The student may appeal in writing to the Dean within 15 days of the receipt of the Program's decision. If no letter is forthcoming, the right of the student to further appeal is waived.

The Dean shall conduct a full review of the appeal and as a result of his/her independent research, e.g., having discovered additional information pertinent to the decision making process or having found the decision making process flawed in any way, remand the decision back to the Program or shall inform the student in writing (certified return receipt requested) of his/her

decision of the appeal within 15 days from the date of the receipt of the appeal letter. (A copy of the letter shall be sent to the Program Director/Coordinator, the Chair, the Provost and the Office of Financial and Academic Records.) The student may appeal this decision in writing.

Step 3:

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

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

FOR FURTHER DETAILED DISCUSSION OF APPEALS POLICY SEE SECTION XIV OF THIS MANUAL.

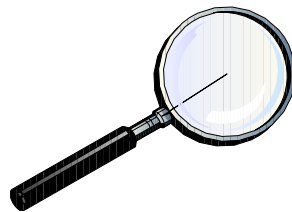


XII.

THE DISSERTATION SEQUENCE

Possible Psy.D. Dissertation Topics

Examples of Recent Dissertation Topics



DISSERTATION SEQUENCE

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

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

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

Possible Psy.D. Dissertations

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

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

3. Development, implementation, and evaluation of a program in a school or a community setting.
4. Evaluation of existing programs or approaches, e.g. evaluation of a local school district's "Inclusion" program for special education children by contrasting it with a similar district's program where special education children are placed out of district.
5. Analysis of archival data, such as national databases in drug addiction, homelessness, or AIDS prevention programs.

Examples of Recent Dissertation Topics

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

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

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

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

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

"PTSD symptoms in emergency room nurses."

"Cognitive variables associated with recidivism in substance abusing probationers"

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

"Resiliency in children of divorce"

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

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

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

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

“Factors influencing teacher attitudes and expectations toward the homeless student”

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

“Resiliency among children of alcoholics involved or non-involved in Alateen”

“The effects of Russell Barkely’s parent training program on parents with ADHD children”

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

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

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

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



XIII.

ETHICS

The APA Code of Ethics

Ethical Principles of Psychologists and Code Of Conduct 2002

[History and Effective Date Footnote](#)

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INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A – E), and specific Ethical Standards. The Introduction discusses the intent, organization,

procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee. APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not

intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code

standards does not by itself determine whether the psychologist is legally liable in a court action,

whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., *reasonably*, *appropriate*, *potentially*) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2) eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term *reasonable* means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

PREAMBLE

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work.

This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

GENERAL PRINCIPLES

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their

professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for, the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

ETHICAL STANDARDS

1. Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

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

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority.

1.03 Conflicts Between Ethics and Organizational Demands

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

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution

appears appropriate and the intervention does not violate any confidentiality rights that may be

involved. (See also Standards 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority, and 1.03, Conflicts Between Ethics and Organizational Demands.)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations, or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority.)

1.06 Cooperating With Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute non-cooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination Against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

2. Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies.

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may

provide such services in order to ensure that services are not denied. The services are discontinued

as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence, and 10.01b, Informed Consent to Therapy.)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently.

(See also Standards 2.02, Providing Services in Emergencies; 3.05, Multiple Relationships; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in

Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

3. Human Relations

3.01 Unfair Discrimination

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

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

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

3.04 Avoiding Harm

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

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person.

A psychologist refrains from entering into a multiple relationship if the multiple relationship could

reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in

performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the

person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

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

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm, and 3.07, Third-Party Requests for Services.)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships, and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships; 6.04, Fees and Financial Arrangements; 6.05, Barter With Clients/Patients; 7.07, Sexual Relationships With Students and Supervisees; 10.05, Sexual Intimacies With Current Therapy Clients/Patients; 10.06, Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy With Former Sexual Partners; and 10.08, Sexual Intimacies With Former Therapy Clients/Patients.)

3.09 Cooperation With Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also

Informed Consent to Therapy.)

3.11 Psychological Services Delivered To or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

4. Privacy And Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally

incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent.)

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

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03,

Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for

Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

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

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services;

(2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01,

Maintaining Confidentiality.)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

5. Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

(a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.

(b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)

(c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs

To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent

with this Ethics Code; and (3) do not indicate that a professional relationship has been established

with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

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

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

6. Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records.) (b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers. (c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

(a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.

(b) Psychologists' fee practices are consistent with law.

(c) Psychologists do not misrepresent their fees.

(d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)

(e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment; and 10.01, Informed Consent to Therapy.)

6.05 Barter With Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements.)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees,

charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation With Other Professionals.)

7. Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching(a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)(b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)**7.04 Student Disclosure of Personal Information**Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs.)(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)**7.06 Assessing Student and Supervisee Performance**(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships With Students and Supervisees Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

7.07 Sexual Relationships With Students and Supervisees Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

8. RESEARCH AND PUBLICATION

8.01 Institutional Approval When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research.)

8.03 Informed Consent for Recording Voices and Images in ResearchPsychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research.)

8.04 Client/Patient, Student, and Subordinate Research Participants(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing With Informed Consent for Research Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter With Clients/Patients.)

8.07 Deception in Research(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective non-deceptive alternative procedures are not feasible.(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing.)

8.08 Debriefing

- (a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.
- (b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.
- (c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

- (a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.
- (b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.
- (c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)
- (d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.
- (e) Psychologists use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational, or applied value.
- (f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.
- (g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

- (a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)
- (b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

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

8.12 Publication Credit

- (a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit.)
- (b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.
- (c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit.)

8.13 Duplicate Publication of Data

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

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

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

9. ASSESSMENT

9.01 Bases for Assessments (a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)(b) Except as noted in 9.01c, psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results.)(c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

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

(b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.

(c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

(a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.

(b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.

(c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony,

discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to

Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

9.04 Release of Test Data

(a) The term *test data* refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of *test data*. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security.)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

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

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences, that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

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

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11. Maintaining Test Security

The term *test materials* refers to manuals, instruments, protocols, and test questions or stimuli and does not include *test data* as defined in Standard 9.04, Release of Test Data. Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

10. Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

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

10.05 Sexual Intimacies With Current Therapy Clients/Patients

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

10.06 Sexual Intimacies With Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy With Former Sexual Partners

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

10.08 Sexual Intimacies With Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all irrelevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy (a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service. (b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship. (c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date Footnote This version of the APA Ethics Code was adopted by the American Psychological Association's Council of Representatives during its meeting, August 21, 2002, and is effective beginning June 1, 2003. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA web site, <http://www.apa.org/ethics>. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints regarding conduct occurring prior to the effective date will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred. The APA has previously published its Ethics Code as follows: American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author. American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14, 279-282. American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60. American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361. American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23. American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author. American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638. American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395. American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. *American Psychologist*, 47, 1597-1611. Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510. © 2002 American Psychological Association



XIV.

Hofstra University

Psy.D. Program in School-Community Psychology

Grievance and Appeals Policies and Procedures

STUDENT GRIEVANCE AND APPEAL PROCEDURES

Hofstra University's Psy.D. program in School-Community Psychology seeks to promote an educational environment that values communication, fair treatment and respect among students, faculty and staff. Despite these efforts, differences of values and goals between individuals and groups, and in the evaluation of students, may occasionally lead to circumstances that require a process for resolving these issues.

Informal Resolution Procedures

The faculty of the doctoral program strongly believes that problems in human relationships can best be resolved informally and locally between or among the parties involved. Thus when a student has a concern about the action(s) of a particular individual it is best if those concerns are discussed directly with the individual in question. Students may wish consult their advisors, another faculty member, the program director or the department chairperson to aid in opening this discussion. Hopefully, through direct dialogue differences will be examined and a fair resolution of the matter will

be achieved resulting in better communication and understanding among all parties involved.

Formal Resolution Procedures

General Procedures

When a student has a concern about the action of a particular individual, program or department and informal attempts to resolve the grievance have been unsuccessful then the individual may wish to initiate a grievance or appeal according to formal university policy. These policy categories include 1) violations of ethics and professional behavior, 2) course grade appeals, 3) violations of academic honesty, 4) alleged discrimination, 5) sexual harassment, and 6) appeal of dismissal from graduate study. Procedures to redress these specific grievances are outlined below.

1) Ethics and Professional Behavior

Students are expected to behave in an ethical and professional manner according to the guidelines for student conduct and academic honesty at Hofstra University, and the *Ethical Standards for Psychologists* published by the American Psychological Association. Satisfactory interpersonal behavior and professional performance in classes and meetings, on practica and internships, etc. is expected. When a report of an ethics violation or an interpersonal problem which may be impeding professional growth is received, the Program Director will convene a meeting of the Core Program Faculty to discuss the circumstances under which the violation or problem arose. After a faculty investigation, a report will be issued that may clear the student of any wrongdoing, place the student on probation with a plan for remediation, or dismiss the student from the program. A letter which reviews the deliberations of the Core Program Faculty will be generated by the Program Director with a copy sent to the student. Appeals to the findings of the Core faculty may be initiated by using the germane university appeal policy.

2) Course Grade Appeals

It is the right and responsibility of each faculty member to determine student grades at Hofstra University. Each instructor's right to determine the grades assigned in his or her classes shall not be abrogated except in the most extraordinary circumstances. Nothing in this policy shall be construed to apply to or affect an individual instructor's grading standards. Only final grades may be appealed. Appeals for grades received in the fall semester must be initiated by the end of the third week of the following spring semester. Appeals for grades received in January, spring, and summer must be initiated by the end of the third week of the fall semester.

If there is a disagreement between a student and an instructor about a final grade, it is expected that the problem will be resolved through discussion between the student and the instructor. If such discussion does not resolve the problem (or the instructor is no longer in residence or is otherwise unreachable) the chair of the department may be called upon to help. (If the instructor is the chair, then the dean's representative for student academic affairs, or the dean's designate, may be called upon.)

If discussion among the student, instructor and chair still does not lead to resolution, the student may appeal in writing to the dean's representative for student academic affairs, detailing the arguments for a change of grade. The dean's representative will review the issues and merits of the case. If discussion between the dean's representative and student does not lead to resolution, the dean's representative may elect to convene an ad hoc committee.

The ad hoc committee will review the final grade and decide whether it should be raised, lowered, or remain the same.

The ad hoc committee shall consist of three tenured members of the department (excluding the chair and instructor) selected by the department's personnel committee, and, in an advisory capacity, the dean's representative for student academic affairs. (In the event that there are not three tenured faculty members in the department available to serve on the committee, the additional members shall be selected from tenured members of related departments by the dean in consultation with the chair of the department.)

The student must submit a letter to the committee detailing the arguments for a change of grade. After selecting a chair from among its faculty members, the committee must invite the student, the instructor, and any other witnesses it deems relevant to appear before it and present any relevant evidence. The committee will not disclose to the student the grades of other students in the course or any other information it deems private. The committee may determine that a change of grade is appropriate only if one or more of the following is demonstrated to be true:

1. A demonstrated bias by the instructor is reflected in the grade.
2. The student's final grade is inconsistent with the other grades he or she earned in the course and cannot be justified by other pedagogical considerations.

If the committee by a unanimous vote determines that there is just cause to alter the grade, the three faculty members on the committee shall convene to determine, by a unanimous vote, the appropriate new grade. The full committee shall inform the student, instructor, chair and dean in writing of their decision, and of any change in the final grade that shall be made. The committee's decision shall be final.

A faculty member or student also has the right to appeal the decision of an Ad Hoc Grade Appeal Committee to the Provost. In all appeals to the Provost, the Provost shall begin with the presumption that the Appeal Committee's determination is correct. If the Provost determines that there is cause for re-consideration, the Provost (or his/her designate) shall re-convene and chair (without vote) the Ad Hoc Grade Appeal Committee to review the case. The Committee's final determination upon reconsideration shall be forwarded to the President.

3) Violations of Academic Honesty

I. Statement of Principles:

A University is a community of faculty, administrators and students dedicated to the pursuit of learning and to the creation of new knowledge. Every individual in this community has an obligation to uphold its intellectual standards, which alone make education worthwhile. It is the responsibility of the faculty not only to share its knowledge, but also to communicate understanding of, and respect for, the process by which knowledge is produced. The goal of most graduate study is individual synthesis and analysis, and the independent evaluation by students of others' work. Thus, students play an active role in their own education, and each student bears responsibility for his or her work. Anyone who refuses this responsibility both misses the point of a graduate education and proves unworthy of it.

A student who commits any act of academic dishonesty, including knowingly helping another student to commit such an act, is rejecting the responsibility that is inherent in the pursuit of learning and may forfeit the right to remain a member of the academic community, particularly if he or she is unwilling or unable to recognize the seriousness of the offense and fails to demonstrate such recognition by abstaining from further violation of academic propriety.

One learns and contributes to the body of knowledge by reviewing work already done and by using it as the basis for generating new ideas, discovering new data, and drawing new conclusions. Though the process of learning is undeniably collaborative, one's achievement in that process is assessed on the basis of one's individual contribution. Academic honesty requires carefully distinguishing one's own work from that of others. Each individual must fully acknowledge when, where, and how his or her work refers to or depends on that of others. This means carefully tracing the boundary between others' efforts and one's own, clearly noting where others' work leaves off and one's own begins.

The academic community assumes that work of any kind--whether a research paper, a critical essay, a homework assignment, a test or quiz, a computer program, or a creative assignment in any medium--is done, entirely and without assistance, by the individual whose name it bears. (If joint projects are assigned, then the work is expected to be wholly the work of those whose names it bears.) If the work contains facts, ideas, opinions, discoveries, words, or other elements found in sources, these must be fully and appropriately acknowledged, following a prescribed format for doing so. In general terms, the conventional format consists of a bibliography (a list of sources) coupled with footnotes or parenthetical citations that serve to identify the precise derivation of each idea, fact, paraphrase, or quotation that comes from another's work.

II. Guidelines:

It is particularly important for students to understand that it is not enough to identify the source of quoted material; it is also necessary to indicate when one is paraphrasing (restating in other words) material found in a source. Thus, the use of other's ideas as well as their words needs to be acknowledged.

The standard guides in these matters are the Publications Manual of the American Psychological Association for the social sciences, Style and Format: The CBE Manual for Authors, Editors, and Publishers for the natural sciences, MLA Handbook for Writers of Research Papers and Chicago Manual of Style for the humanities. Individual programs may designate more discipline-specific style manuals.

III. Violations:

Any violation of these principles constitutes academic dishonesty. Indeed, it is important for students to avoid even the appearance of dishonesty. In simplest terms, academic dishonesty refers to using unauthorized assistance or making false representations in work submitted for academic credit or knowingly helping others to use unauthorized assistance or make false representations in such work. It includes, but is not limited to the following offenses.

Violations Regarding Exams:

- obtaining unauthorized information concerning an exam and/or giving such information to another student;
- communicating with anyone, other than the exam proctor, while taking an exam;
- reading or copying another student's examination sheet or book during an exam;
- possessing unauthorized material or tools (such as calculators or computers) in the examination room during an exam and/or consulting such materials or tools during an exam;
- without proper authorization, beginning an exam before the prescribed time or continuing to work on the exam after the prescribed time;
- failing to submit all bluebooks and examination materials at the end of an exam or removing bluebooks or examination materials from the exam room without the proctor's or faculty member's approval;
- having another person take an exam in one's place;
- submitting work produced with unauthorized collaboration or assistance;

Violations Regarding Plagiarism:

- copying or substantially copying someone else's words without both citing the author of the quotation and using either quotation marks or an indented block quotation;
- paraphrasing someone else's words or work without citing the source;
- using paid "research services";
- copying from another's term paper or computer disk;
- submitting work produced with unauthorized collaboration or assistance;

Other Violations:

- submitting the same or a significantly similar work for credit in more than one course without the consent of the faculty members involved;
- falsifying experimental data;
- using computer programs or data without proper authorization or acknowledgment;
- making one's own academic work available to others to present as the recipients' own;
- submitting work produced with unauthorized collaboration or assistance.

IV. Procedures for Handling Violations:

The names of all students involved in academic dishonesty issues shall be held confidential.

A. Any question of academic dishonesty should first be addressed through discussion between the student and the instructor. The faculty member must explain the nature of the alleged offense, inquire into the student's knowledge of its character and seriousness, ascertain the student's motivation, and take into consideration any relevant information the student wishes to provide.

B. When, after discussing the alleged offense with the student or making a good-faith effort to do so, a faculty member determines that a violation of academic honesty has occurred, the instructor shall determine the penalty (if any) within the context of the course and complete the "Report Form on a Graduate Student's Violations of Academic Honesty," sending copies to the Provost, the appropriate academic dean, Dean of Students, and the student within 10 days of determining that an infraction has occurred. That form shall specify the nature of the charges, the rationale for the penalty (if any) that the instructor has imposed, and the student's right to appeal. The instructor shall include a copy of Faculty Policy Series 11G in the mailing to the student. The Provost's Office shall keep a record of all such reports.

C. Penalties shall be assessed according to the following guidelines:

1. Graduate students guilty of gross and unambiguous violations of academic honesty (e.g., cheating on exams or graded projects, quoting a substantial portion of a source verbatim without citation) shall fail the course and be subject to suspension or dismissal by action of the Provost.

2. Students guilty of violations that require a more sophisticated understanding of the use of sources and development of an authorial voice shall be subject to a range of penalties: rewriting the assignment, failure of the assignment or of the course, or suspension/dismissal from the University. Such offenses include: a) reproducing the ideas of another (but not the precise language with which those ideas were previously expressed) without citing the source, b) presenting a paraphrase (with citation) that so closely resembles the language of the original that it fails to put the concepts in the student's own words.

3. A graduate student who commits a second violation of academic honesty shall be subject to suspension or dismissal. The Office of the Provost shall inform the student by letter of his or her status and of the right to appeal.

V. Procedures for Review and Appeal

A. The student has the right to appeal a charge of academic dishonesty, the grade resulting from the charge, or a suspension/dismissal decision. The student can appeal based on the following grounds: a) the evidence does not adequately prove that the student violated academic honesty; b) new evidence has come to light; c) the penalty imposed was not appropriate, reasonable, just, and consistent with the guidelines in this Faculty Policy Series; d) proper procedures were not followed in the case.

B. The Provost's designee shall review all reported violations of academic dishonesty. At her or his discretion, the Provost's designee may:

1. take no action (allowing the faculty member's report and the penalty imposed to stand);
2. impose the penalty of suspension or dismissal when appropriate under the guidelines of this Faculty Policy Series;
3. mediate between the student and the faculty member, (possibly involving the faculty member's dean or associate dean in that mediation);
4. encourage the student to appeal; or
5. (even if the student chooses not to appeal) convene an Ad Hoc Board of Review to examine a reported case of academic dishonesty when he or she finds that the evidence is inadequate or the penalty imposed is inappropriate.

C. Upon receipt of notification of charges and/or penalty the student must inform the Office of the Provost, in writing and within seven (7) University business days, of his or her intention to appeal the charges and/or penalty.

D. If mediation, undertaken by the Provost's designee, does not resolve the concerns of the student appealing or of the Provost's designee, the Provost will then appoint an Ad Hoc Board of Review consisting of the following voting members: a representative of the Office of the Provost, who will serve as chair; a representative of the Dean of the appropriate School or College; and the Dean of Students. The student may opt to have two graduate student representatives to be appointed by the Dean of Students. These graduate student representatives should not be enrolled in the same program or department as the student charged with academic dishonesty.

E. The Ad Hoc Board of Review will be governed by the following bylaws:

1. The presumption of innocence shall apply. The Board shall review the case de novo: The burden of proof of the violation and the justification of the penalty is upon the faculty member making the charge. In the case of suspension or dismissal, the burden of justification may also rest with the Provost's designee. The Board shall determine: a) whether the evidence adequately proves that the student violated academic honesty; b) whether the penalty imposed was appropriate, reasonable, just, and consistent with the guidelines in this Faculty Policy Series; and c) whether proper procedures have been followed in the case.
2. The student must have an explicit statement of the charges and a reasonable amount of time prior to the first formal meeting of the Board.
3. The student may have an adviser of his/her choice from within the University; however, that adviser may not address the Board.
4. Both parties (the student and the faculty member who has brought the charge) must be present when either party is presenting statements or evidence to the Board.
5. Both parties may elect to present evidence or call witnesses on their behalf.
6. Both parties must receive copies of written evidence presented to the Board.
7. Both parties may elect to cross-examine those who appear before the Board.

F. Decisions of the Ad Hoc Board of Review are final and binding and will be presented in writing to the student, with a copy to the Provost.

4) Cases of Alleged Discrimination

Members of the faculty, administration, and student body of Hofstra University all share in the responsibility of preserving and upholding the principles of academic freedom as defined in Section II of Faculty Statutes and the Statement of Academic Freedom and Civil Liberties of the students of Hofstra University. The public expression of prejudice and bigotry toward any member of the university community because of race, sex, age, physical condition, creed, color, and nationality and any unwarranted public accusations or charges against any individual or group within the university that might damage their character and reputation are a threat to the academic freedom of all members of the university community, and those most directly affected may seek redress of their grievances in the following manner.

I. Such cases as those described above that involve relations among students should be referred to the Student Judiciary Board.

II. Such cases as those described above that involve relations between students and faculty or administration, or that involve faculty members or administration should be brought to the Provost.

III. When cases are referred to the Provost, the Provost shall, after counseling the complainant and if the complainant wishes, refer the case to the University Judiciary Board.

IV. The University Judiciary Board shall consist of:

A. three members of the University Senate Special Committee on Grievances, shall be appointed jointly by the Chairpersons of the University Senate Executive and Faculty Committees for a term of one academic year;

B. a designate of the Provost, who will serve as chairperson;

C. three student members to serve for one academic year, including the Associate Chief Justice of the Student Judiciary Board, and two students appointed by the faculty advisor to the Student Judiciary Board.

V. In cases involving relations between students and faculty the full University Judiciary Board will meet. In all other cases only the faculty members of the University Judiciary Board will meet.

VI. The person bringing charges must assume the burden of gathering and presenting evidence to the University Judiciary Board. Students who bring charges may seek the assistance of a faculty member of their choice in presenting their case.

VII. If the University Judiciary Board finds the charges proven, it will recommend penalties to the Provost in cases involving faculty or administration, and to the Dean of Students in cases involving students.

5) Sexual Harassment

I. Introduction

As an academic institution of higher learning, Hofstra University is dedicated to providing an environment conducive to intellectual and personal growth, with all members of the community encouraged to participate to the fullest extent of their abilities. For Hofstra, this means a firm institutional commitment to academic freedom as defined in Section II of the Faculty Statutes. It also involves a commitment to norms of professional and interpersonal respect ensuring that no individuals are subjected to sexual or racial harassment or discriminated against in any way on the basis of race, color, religion, sex, sexual preference, age, national origin, physical or mental disability, politics, or professional interests.

Sexual harassment is a form of discrimination prohibited by both State and Federal law. It is the policy of Hofstra University that sexual harassment and all forms of discrimination or demeaning conduct are prohibited. Whenever a

violation of this policy is brought to the University's attention through appropriate channels, prompt corrective action will be taken. All members of the Hofstra community are encouraged to contact the appropriate University offices if infringements of this policy come to their attention.

II. Sexual Harassment Policy Statement

A. Sexual Harassment Prohibited

Hofstra University abides by the principle that its students, faculty, staff and administrators have a right to be free from sex discrimination in the form of sexual harassment by any member of the University community.

Generally, sexual harassment is conduct that exploits power or authority in order to elicit sexual submission, or inappropriate sexual conduct that creates an intimidating, hostile or abusive environment for working, learning, or enjoying other opportunities and activities. Sexual harassment can include a wide range of behaviors, from the actual coercing of sexual relations to the unwelcomed emphasizing of sexual identity. The definition of sexual harassment, discussed more fully below, will be interpreted and applied consistent with current legal standards, as well as accepted standards of mature behavior, professional responsibility, academic freedom, and freedom of expression.

Sexual harassment in any situation is reprehensible; it is particularly damaging when it exploits the educational dependence and trust between and among students, faculty, staff and administrators. When the authority and power inherent in certain relationships, whether overtly, implicitly, or through misinterpretation, is abused in this way, there is potentially great damage to all parties involved, and to the educational climate of the institution.

The highest standards of professional conduct pertain to all members of the University community in their dealings with one another; the relationships between and among students, faculty, administrators, and members of the staff at all levels should be governed by these standards. No member of the University community should feel that the fulfillment of his or her duties or the enjoyment of his or her opportunities is obstructed or impeded by sexual harassment from a faculty member, colleague, supervisor, student, or other member of the University community.

Therefore, conduct on the part of any member of the University community that inappropriately introduces sexual conduct into a teaching, learning, or working relationship, or into any other relationship arising from University activities, will not be tolerated. The University also will not tolerate conduct by a non-employee who sexually harasses any member of the University community on University premises or at any other location where the non-employee and the member of the University community are together because of assigned or University-sanctioned activities.

Individuals who believe they have been sexually harassed may obtain redress through the sexual harassment complaint procedure of Hofstra University, or, where applicable, the University's Student Judicial Code, as described below. Complaints about sexual harassment will be responded to promptly and equitably in accordance with these procedures. The confidentiality of all members of the University community will be respected in each step of the complaint procedure, insofar as that is reasonably practicable. In addition, this policy explicitly prohibits retaliation against individuals for bringing complaints of sexual harassment, or for participating in investigations of sexual harassment. Similarly, this policy prohibits retaliatory conduct against an individual simply because he or she has been accused of sexual harassment. An individual found to have engaged in sexual harassment or retaliation may be subject to disciplinary action for violations of this policy, including separation from the University, consistent with appropriate procedures.

B. Definition of Sexual Harassment

Sexual harassment is defined to occur when someone attempts to coerce another into unwanted or unwelcome sexual activity, or subjects that person to unwanted or unwelcome attention on the basis of sex or sexual preference. Repeated or egregious sexual suggestion or comments also constitute sexual harassment if these create an environment that is intimidating, hostile or offensive for an individual's working, learning, or enjoying other University opportunities, programs and activities. The definition of sexual harassment, discussed more fully below, will be interpreted and applied consistent with current legal standards, as well as accepted standards of mature behavior, professional responsibility, academic freedom, and freedom of expression.

For the purposes of this policy, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors, and other expressive or physical conduct of a sexual nature, when submission to such conduct is explicitly or implicitly made a term or condition of employment or status in a course, program or activity; or submission to or rejection of such conduct is used as a basis for an academic or employment decision affecting the individual, or for a decision regarding an individual's status in a course, program or activity; or such conduct has the purpose or effect, when judged from the perspective of a reasonable person in the position of the complaining individual, of substantially interfering with an individual's academic or work performance, or with an individual's enjoyment of other University opportunities, programs and activities; or such conduct has the purpose or effect, when judged from the perspective of a reasonable person in the position of the complaining individual, of creating an intimidating, hostile or offensive environment for working, learning, or enjoying other University opportunities, programs and activities. In determining whether sexual conduct creates an intimidating, hostile, or offensive environment or substantially interferes with an individual's academic or work performance or enjoyment of other University opportunities, the University recognizes that

unless the conduct is quite severe, a single incident or isolated incidents of offensive sexual conduct or remarks generally do not create an abusive environment. Further, if such conduct or remarks take place in the teaching context, to conclude that they create an abusive environment it must be shown that they are not germane to the subject matter. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material. So, a "hostile environment" generally requires a showing of a pattern of offensive conduct, not legitimately related to the subject matter of a course if one is involved. However, a single, unusually severe incident of harassment may be sufficient to constitute a violation of this policy; the more severe the harassment, the less need to show a repetitive series of incidents. This is particularly so when the harassment is physical.

Examples of conduct covered by this policy (subject to the above conditions) include, but are not limited to: unwanted flirtation, advances or propositions of a sexual nature; insults, humor, jokes, or anecdotes (not legitimately related to the subject matter of a course, if one is involved) that belittle or demean an individual's or a group's sexuality or sex; unwelcome comments of a sexual nature about an individual's body or clothing; unwarranted displays of sexually suggestive objects or pictures; unwelcome touching, such as patting, pinching, hugging, or brushing against an individual's body; explicit or implied suggestions that submission to, or rejection of, sexual advances will affect decisions regarding such matters as an individual's employment, work assignments or status, salary, academic standing, grades, participation in programs or activities, athletic opportunities, receipt of financial aid, grants, leaves of absence, letters of recommendation, or other similar matters; and sexual assault.

III. Sexual Harassment Complaint Procedure

Any member of the University community who believes that he or she has been subjected to sexual harassment may pursue redress through the University's sexual harassment complaint procedure or the Student Judicial Code in the case of sexual harassment complaints by students against students. This complaint procedure is provided for the prompt and equitable resolution of student and employee complaints alleging sexual harassment by members of the University community, including faculty members, students, staff members, administrators, and other persons. However, this complaint procedure does not encompass complaints of sexual harassment by students against students. Such complaints shall be made to the Dean of Students Office and will be handled in accordance with the provisions set forth in the Student Judicial Code.

Resolution of complaints should always be attempted at the lowest level. If it is at all possible, such resolution should take place with a complaining party's immediate supervisor or other supervisory employee. If such an attempt at resolution is not feasible or is attempted and does not result in a

mutually agreeable solution or cessation of the offending behavior, use of this complaint procedure will be necessary.

A. Confidentiality

1. Generally: It is the policy of Hofstra University to protect the confidentiality of members of the University community who may be involved in sexual harassment complaint procedures, insofar as that is reasonably practicable. Specifically, the identity of the complaining party, the identity of the accused offender (hereinafter referred to as the "responding party"), and information relating to the sexual harassment complaint will be disseminated only to those individuals who have a legitimate need to know, or as reasonably necessary for the purpose of investigating or resolving the complaint.

Complaining parties should understand that, upon their advising a supervisor or the Equal Rights and Opportunity Officer of a sexual harassment complaint, the University may be legally required to investigate that complaint. Therefore, complaining parties should understand that the complaint may be disclosed, as necessary, to persons other than the one(s) to whom the complaint is made.

Although the University will endeavor to maintain the confidentiality of sexual harassment complaints and proceedings in accordance with this policy, it cannot absolutely guarantee against the further dissemination of information by individuals to whom such information was reasonably disclosed by the University in the course of a sexual harassment investigation.

2. Waiver of Confidentiality: A complaining party or a responding party may be deemed to have waived, directly or indirectly, the confidentiality provisions of this policy by voluntarily disclosing information about the complaint or the complaint proceedings to parties within or outside the University community who are not directly involved in the investigation or complaint process. For instance, if a complaining party or responding party makes any public statement tending to impute negligence, misconduct, unfairness or incompetence to the University in conducting a sexual harassment investigation or complaint proceeding, the University shall have the right to disclose whatever information it deems necessary to rebut or refute such allegations.

B. Retaliation

No individual shall be penalized or retaliated against in any way by a member of the University community for his or her participation in this complaint procedure. This includes both the complaining and responding parties. Every effort should be made to protect members of the University community so they may use or participate in the sexual harassment

complaint procedure without fear of reprisal or retaliatory action.

Threats, other forms of intimidation, and retaliation against a complaining or responding party or any other party involved in implementing or utilizing the University's sexual harassment complaint procedure are violations of this policy, and, thus, may be grounds for disciplinary action.

Individuals who believe they have been retaliated against in violation of Hofstra's sexual harassment policy must follow the complaint procedures outlined herein, and such complaints will be processed in accordance with those procedures.

Summary of Complaint Procedure

The procedures for bringing and investigating a complaint are explained in great detail in section III.C. of the Faculty Policy Series #43. The detailed version of the complaint procedures may be obtained online from the Hofstra University web site, from the university Equal Rights and Opportunity Officer or from the office of the Provost. For convenience, these procedures are outlined here. The numbering is the same as that used in section III.C. At any point during this procedure the parties, with the help of the Equal Rights and Opportunity Officer, may reach a mutually agreeable informal resolution.

1. Step One

a-c. Within six months of the most recent occurrence of alleged harassment, the complainant contacts the Equal Rights and Opportunity Officer. The Equal Rights and Opportunity Officer holds an initial discussion with the complainant. Students complaining about sexual harassment by other students contact the Dean of Students to initiate proceedings under the Student Judicial Code.

d-e. If the complainant wishes to proceed, he or she files a written Sexual Harassment Complaint Form with the Equal Rights and Opportunity Officer.

f-i. The Equal Rights and Opportunity Officer conducts an investigation to decide whether there is reasonable cause to believe that the sexual harassment policy may have been violated, and notifies the complaining and responding parties of his or her finding.

j. (1) If the Equal Rights and Opportunity Officer makes a finding of "no reasonable cause," the complainant may file an appeal with the President. The responding party may respond in writing to this appeal. The President will appoint a senior administrator to review the merits of the appeal. This administrator may either affirm the finding of no reasonable cause, in which case the complaint is dismissed, or reverse the finding, in which case the complaint proceeds as if there were a finding of reasonable cause.

(2) If the Equal Rights and Opportunity Officer makes a finding of "reasonable cause," or the Equal Rights and Opportunity Officer's finding of

no reasonable cause is reversed on appeal, the complaining party may ask, in writing, to initiate proceedings under Step Two.

2. Step Two

a. Step Two is initiated when the complaining party submits to the Equal Rights and Opportunity Officer a written statement of intention to proceed to this step.

b. The Equal Rights and Opportunity Officer notifies the Provost that Step Two proceedings have been initiated, and the Provost sees to the formation of the University Harassment Review Board (UHRB). (See below for more details on the composition of this board.)

c. The Equal Rights and Opportunity Officer gives the UHRB copies of the complaint, any relevant documents, and a written report of the Equal Rights and Opportunity Officer's factual findings made during Step One. The Equal Rights and Opportunity Officer meets with the UHRB to define the board's role and the issues to be considered by it. The UHRB commences a hearing into the merits of the complaint. Within three months of the filing of the original complaint, the UHRB makes a written finding as to whether the members of the panel believe that sexual harassment has occurred. If so, the finding also includes a recommended penalty. This written finding goes to the President.

d. If the responding party is a tenured faculty member and the UHRB recommends dismissal, the President forwards the UHRB's finding to the Chair of the Senate Executive Committee, who forwards it to the Senate's Special Committee on Grievances. This committee holds hearings, governed by the AAUP/AAC's 1958 joint Statement on Procedural Standards in Faculty Dismissal Proceedings, to decide whether adequate cause for dismissal has been established by the evidence. The Grievance Committee reports its findings in writing to the President.

3. Step Three

Within fifteen (15) days either party to the complaint may submit to the President a written objection to the UHRB's or Grievance Committee's findings. Either party may also request a hearing before the President, which the President may grant at his discretion. The hearing may be attended by both parties (with one advisor each), the President, the Equal Rights and Opportunity Officer, the Chair of the UHRB or his or her designated UHRB member, and the Chair of the Grievance Committee, if applicable. Within thirty (30) days of the submission of the UHRB's finding, submission of the Grievance Committee's finding, submission of objections, or the hearing, whichever is later, the President issues his final decision.

Any penalty shall be consistent with any applicable collective bargaining agreement or disciplinary provisions with respect to union-represented employees. The President's decision is final and binding on all parties.

Composition of the University Harassment Review Board

The University Harassment Review Board (UHRB) holds hearings in Step Two of the procedure in all cases except those in which both parties are students. Cases in which both parties are students are handled in accordance with the Student Judicial Code. The composition of the board is detailed in section III.C.2.c. of the policy, where it is also explained how the members of the board are chosen. For convenience, the composition of the board is summarized here.

The UHRB always contains the Provost or the Provost's designate as a non-voting chair. In cases in which one of the parties is a student, the Dean of Students or the Dean's designate is also a non-voting member of the board. There are five voting members, chosen from the faculty, the administration, the staff, and the Student Judiciary Board.

The particular representation depends on the parties involved in the complaint, as shown in the following table:

Number on UHRB

		Faculty	Administrators	Staff	Students
	student/student	<i>see text above</i>			
Parties involved	student/faculty	2	1	1	1
	student/administrator	1	2	1	1
	student/staff	1	1	2	1
	faculty/faculty	3	1	1	0
	faculty/administrator	2	2	1	0
	faculty/staff	2	1	2	0
	administrator/administrator	1	3	1	0
	administrator/staff	1	2	2	0
	staff/staff	1	1	3	0

6) Policy for Dismissal and Appeal of Dismissal from Graduate Study

The Director of a graduate program shall notify a student of his/her dismissal from that program in writing (certified return receipt requested) within 7 days following the decision to dismiss. The notification shall state the reasons for the dismissal and shall be as explicit as possible. The letter shall indicate the appeal procedures specified below. A copy of the letter shall be sent to the Chair, the appropriate Dean, the Provost and the Office of Academic Records.

The student is given 15 days after receiving notification of dismissal to decide whether or not to appeal the dismissal. During that time, the student is permitted to continue coursework in progress. If a student chooses not to appeal, 15 days after receiving notification of dismissal the student will no longer be permitted to continue coursework in progress, to sit in on classes, or to register for additional classes.

Appeals:

If dismissal occurs during the semester and the student appeals the decision, the student shall be permitted to continue coursework already in progress unless extenuating circumstances have been determined. Grades shall be withheld until the appeal process has been completed. Unless the appeal is successful, no grade or credit will be awarded. However, if a student is registered for a course that involves an outside internship (including but not limited to field experience, practicum, student teaching), the student may not continue the course during the appeal process unless extenuating circumstances have been determined.

If dismissal occurs at the completion of a semester and the student appeals the decision, the student may not register for or sit in on any courses unless extenuating circumstances have been determined.

Step 1:

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

An ad hoc committee of program faculty and the department Chair shall be constituted and chaired by the Director. The Director of the Program shall inform the student in writing (certified return receipt requested) of the date, time and location of the Program ad hoc committee meeting. The student must inform the Program Director if he/she chooses to appear before the committee. The student may be accompanied by one advisor of his/her choosing. Under no condition shall the advisor address the committee.

The Director shall inform the student in writing (certified return receipt requested) of the decision of the Committee within 15 days from the date of the receipt of the appeal letter. (A copy of the letter shall be sent to the Chair, the appropriate Dean, the Provost and the Office of Academic Records.) The student may appeal this decision in writing.

Step 2:

The second appeal is at the Dean's level. The student may appeal in writing to the Dean within 15 days of the receipt of the Program's decision. If no letter is forthcoming, the right of the student to further appeal is waived.

The Dean shall conduct a full review of the appeal, which may include independent research and/or discussion with the program's Ad Hoc Committee. The Dean shall inform the student in writing (certified return receipt requested) of his/her decision within 15 days from the date of receipt of the appeal letter. (A

copy of the letter shall be sent to the Program Director, the Chair, the Provost and the Office of Academic Records.) The student may appeal this decision in writing.

Step 3:

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

Recent Case: A student was recently (January, 2006) terminated from the program for failure to develop an acceptable dissertation proposal. This student had exceeded all deadlines and time extensions. After appealing at the program level and at the Dean's level she was granted a medical leave of absence in May, 2006. She will be allowed to continue in the program once she receives medical clearance to do so.



XV.**ANY QUESTIONS ???**

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

