

PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

**LONG ISLAND UNIVERSITY
BROOKLYN CAMPUS
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2007-2008

INFORMATION HANDBOOK FOR PROSPECTIVE STUDENTS

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In its commitment to the education and training of professional psychologists, the Department of Psychology at Long Island University's Brooklyn Campus offers the degree, Doctor of Philosophy, Ph.D. in Clinical Psychology. The Ph.D. Program in Clinical Psychology was founded in 1968 and has been continually accredited since 1974. Its most recent APA accreditation site visit occurred in 2000, and the next accreditation site visit is scheduled for November, 2007. Accreditation information is available through the American Psychological Association, 750 first Street, NE, Washington, D.C. 20002-4242 (phone: 202-336-5979).

In accordance with the regulations of the American Psychological Association the following information (APA Disclosure) is provided to inform prospective applicants about the Ph.D. program in order to facilitate informed decision making.

Time to completion of degree. For students who graduated during the past 7 years (2001-2007), the mean and median number of years to complete the program from time of entrance into the program to completion of all degree requirements including one year of predoctoral internship are listed below along with the percentages of students completing the program in five years, six years, seven years and more than seven years. Since the Ph.D. Program in Clinical Psychology allows only 6 credits to be transferred into the program of study for students who have done previous graduate work, there is no distinction made between those students who began as bachelor's level graduates and those who have previously completed a separate master's program in psychology.

1. Mean = 6.6 years
2. Median = 6.0 years

Percentage of students completing in:

5 years = 25.3 %
6 years = 31.3 %
7 years = 20.5 %
More than 7 years = 22.9 %

Program costs. For students entering the program in 2007-2008, the cost of tuition is charged at the flat fee of \$34,126 and fees assessed beyond tuition costs are approximately \$1,250 per year. Students are charged the flat fee for the first three years of residence until the fourth year when they are charged by the credit. The current cost

per credit is \$1,091. During the fourth year students are required to pay only for the three credits for dissertation seminar each semester. The cost for the current fourth year students is \$6,546. The cost for the fifth year and beyond remains at the rate of six credits for dissertation committee or \$6,546.

Students must complete 90 credits for completion of the Masters of Arts and the Doctor of Philosophy degrees. Each of the 16 students entering the Ph.D. program in 2007 received a minimum of one half-tuition remission (valued at \$17,063) plus a stipend of \$1,400 for the year for work as research assistants in the department of psychology or in other offices on the Brooklyn Campus for 10 hours a week. Of these 16 students 3 were awarded full tuition waiver (valued at \$34,126) plus a \$4,000 stipend as Minority Fellows for work as research assistants. Six others in the 2007 entering class received $\frac{3}{4}$ tuition waiver (valued at \$25,595) plus a \$1,400 stipend for 15 hours a week of work in both the psychology department and another office on the Brooklyn Campus.

It is expected that each of the Minority Fellowships will be continued throughout the students' 2nd and 3rd years and that many of those students receiving $\frac{3}{4}$ tuition remission will receive this award during their second year of training. It is also expected that there will be 3 full-tuition waiver Minority Fellowships available to students entering the Ph.D. Program in 2008-2009 and a minimum of five (5), three-quarter ($\frac{3}{4}$), tuition remission awards to the entering class of 2008-2009.

Internships: Over the past seven years (2001-2007), 114 students applied for a predoctoral internship in clinical psychology. Of these students 108 obtained an internship during their first year of application, 6 did not, although all six received an internship during the next year of applying. Consequently of the 114 students who applied for an internship during the past seven years, 95% received an internship on their first application attempt. All of the internships (100%) obtained by students were paid, and 111 (97.4%) were APA accredited, two (1.7%) were in APPIC member only sites and one (.9%) was in Kuwait because the student was Kuwaiti national who wanted to return to do clinical work in his native country. During the 2006-2007 year, 19 students applied and 19 were placed in full-time, fully paid internships.

Attrition: Of the 83 students who entered the Ph.D. program during the past seven years (entering between 2001-2002 and 2007-2008), three (3.6%) left the program for any reason before completion.

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GENERAL PROGRAM DESCRIPTION

The Ph.D. Program in Clinical Psychology at Long Island University's Brooklyn Campus offers a full-time course of professional and scholarly education leading to the degree of Doctor of Philosophy. Since its inception in 1968 the Ph.D. Program has consistently emphasized a course of study which fosters the training and development of a spectrum of skills in intervention techniques, the integration of sophisticated skills in psychological assessment, and the mastery of research skills. This integration prepares the future clinical psychologist to diagnose, treat and study a broad range of psychological phenomena. The research emphasis of the program provides graduates with the scholarly credentials necessary for positions in academic and research settings as well as clinical settings.

The training model of the Ph.D. program is best described as "scholar-practitioner." Our program's philosophy is that a clinical psychologist is first a psychologist and secondly, a clinical specialist. The faculty believes that the science of psychology provides the foundation upon which the clinician's skills develop. Consistent with this belief, the program provides students with a firm grounding in the basic theories, findings, and issues of psychological research, design, and methodology. To facilitate this goal students begin an independent research project in the first year of the program.

The dominant clinical theoretical orientation of the program is centered on psychodynamic approaches to therapy. However, consistent with the program's emphasis on theoretical integration, students are also introduced to and offered training in Cognitive Behavioral Therapy and Family Systems Theory. Students are introduced to both psychodynamic and cognitive-behavioral approaches to clinical work in the first year of the program, while in the second and third years they are intensively exposed to the spectrum of psychodynamic approaches to therapy. During these latter years, students are taught Relational, British Object Relational, Ego Psychological, Interpersonal, and Integrative approaches to clinical theory, assessment, and treatment. Most externship settings where students elect to do their practicum work during these years offer training in variants of these approaches. For those students who have a special interest in pursuing cognitive-behavioral approaches to treatment, advanced coursework and practicum work in this area is possible.

The Ph.D. Program is fully accredited by the American Psychological Association (it was first accredited by A.P.A. in 1974). During the last 15 years the program has received glowing reports from both the APA and the New York State Department of Education. In the report following its site visit in May of 1987, the A.P.A. Site Visit team commented:

“The clinical training provided by this program continues to be regarded as excellent. Early exposure to practicum experiences is highly valued by students and faculty alike. The variety and high quality of clinical settings available to students are important factors in the high quality of training afforded by the program... Students from this program are recognized for their clinical preparation by routinely receiving acceptances to the finest A.P.A.-approved internship sites in the New York area in spite of intense competition... As for the faculty, we were very impressed with their exceptional quality, cohesiveness, professionalism, high morale, respect for each other, and their unusually high commitment to the Program and students.”

Five years later in May of 1992 the A.P.A. conducted its next site visit. That site visit report noted:

“...The 1987 report indicated a considerable strengthening of the research component and that trend appears to have accelerated since the last site visit. Both research and professional training appears to be approached more pragmatically... In fact, the research training program is as strong as many programs who describe themselves as within the ‘Scientist-Practitioner’ model... This emphasis has shortened the time for completion of the program with most students now completing the degree within six years.”

The New York State Education Department’s evaluation of our program was conducted in March of 1994. The report stated:

“Faculty members serve as excellent models of the scholar-practitioner the program intends to produce... The program has developed not only a strong research training base but a student attitude that science and practice represent an interactive approach to being a clinical psychologist... It is clear that the atmosphere of the department is such that the integration of research and clinical activities has been successfully melded... The students rotate to an extensive and rich array of clinical practica with very strong psychologist supervision... (They) are gifted and all are making reasonable progress to complete their degrees.”

As the New York State site visit report highlighted, “the program can be considered as having the type of esprit one hopes to see in graduate education.”

At the next A.P.A. site visit in May of 1997, the site visit team consistently ranked the Ph.D. program in the “exemplary” range on most of the categories evaluated for purposes of accreditation. That report noted:

“The clinical training is excellent in both coursework and in practical training experiences provided to the students....Students were quite satisfied with their education, this was particularly true with respect to their clinical training and increasingly true with respect to their research training....Students receive rich clinical supervision and diversity in modeled case conceptualizations....They (internship and externship supervisors) described the LIU students as being clinically the best trained in the City, as being broadly-based clinicians clearly ahead of their peers in clinical skills and testing capabilities, and as having the highest ethical standards....Overall, the faculty members and students both report a high level of mutual respect and courtesy. The Program is genuinely committed to excellence in training.”

The most recent A.P.A. site visit in November 2000, resulted in the Ph.D. program’s continued accreditation for a full seven years. The site visitors again commented on the level of excellence of the clinical and research training.

“The program labels itself as a “scholar-practitioner model, which is a modest self description considering the degree of focus on research that occurs within the program. For instance, students conduct a second year research project which they are encouraged to present at a professional conference; dissertations are empirical; the new hires in the department are strong research faculty; the program has just begun a large scale research program focusing on the effectiveness of the in-house clinic; and outside supervisors comment on how well prepared the students are in research...Practicum training is well thought out in this program. As noted, first-year placements are carefully chosen. In the second year, students are exposed to two faculty supervisors, as well as a case conference in which (at least) three faculty discuss their different orientations to cases...Externship supervisors were very positive about their experiences with LIU clinical students. All six supervisors indicated that they had worked with students from several doctoral programs and rated LIU students as the top students. They stated that the LIU students had the most preparation in clinical theory and were best prepared to work with difficult clients. They also commented on how well versed the

students were on issues of diversity and cultural differences....Students are amply trained for their internship experience. They have had no difficulties in receiving internships at excellent sites.”

We would underscore as both the A.P.A. and New York State site visits have highlighted, the Ph.D. Program in Clinical Psychology has not only been established as one of the finest in the New York area, but continues to grow in quality and stature.

The program offers excellent training in both research and clinical practice in accordance with A.P.A. guidelines. Students in the program are eligible to receive a Master of Arts degree upon the completion of 36 graduate credits.

The Ph.D. program offers students the opportunity to study, conduct research and develop their clinical skills in an atmosphere of scholarship, empirical work, and close supervision and support. Students interested in academic careers have the opportunity to develop their teaching skills in psychology as instructors in undergraduate courses or teaching assistants in graduate courses at the University. All students work toward their unique career goals by developing an independent research project, The Second Year Research Project, under the close supervision of a faculty member, and by carefully selecting elective courses and seminars from the many offered. Students may also elect to pursue practicum training with a specialized clinical population, and many do additional practicum training in research during their fourth year.

Doctoral students master the body of theory and skills relevant to intervention techniques and clinical assessment with individuals, families and groups. They also become thoroughly familiar with the ethical issues relevant to both empirical work and clinical practice. The program provides students with the opportunity for concentrations in psychotherapy and research with adults as well as children and adolescents. In addition, the opportunity for subspecializations in clinical neuropsychology and child pathology and child therapy are offered.

Research training and experiences are designed to offer students the opportunity to do research in a number of different areas, although recently students have begun to do more research in the area of psychotherapy process and outcome and issues related to cultural issues and acculturation. The topics chosen for both pre-dissertation research projects and dissertations have traditionally reflected empirical investigations in a number of areas: clinical phenomena and clinical populations; studies of psychotherapy and the therapeutic process; developmental studies using both observational and experimental approaches; social psychological field studies; issues related to the psychology of women; problems in cognitive functioning and language development; and issues in neuropsychology.

THE COURSE OF STUDY

The Doctoral Program in Clinical Psychology ordinarily requires a minimum of five years of full-time academic study. The basic program requirements are:

1. The completion of 90 credits of graduate study.
2. The development, completion and presentation of an independent research project, The Second Year Research Project, which is initiated in the first year of training and completed no later than the beginning of the third year.
3. Successful completion of three years of training at a clinical practicum site. All students in the second year of the program are trained in the Psychological Services Center under the supervision of the doctoral faculty.
4. Completion of the Clinical Qualifying Examinations designed to assess the student's mastery of the empirical and theoretical literature related to the treatment and assessment of a single clinical case treated by the doctoral student. Completion of the examination paper for the oral examination takes place no later than the beginning of February of the third year of training and the oral examination ordinarily takes place within two months.
5. Successful completion of a full-time, twelve-month clinical internship at an A.P.A. accredited institution (hospital, community mental health center, etc.) usually during the fifth year.
6. A doctoral dissertation, which must be completed no later than the eighth year after entering the program.

The first year begins the course of study by exposing the student to the basic theories, findings and empirical methods of psychology. This curriculum provides the necessary foundation for students as they begin the conceptualization and design of their independent research projects. In addition, students are introduced to the fundamentals of psychopathology from a psychodynamic perspective, psychological assessment, clinical interviewing and cognitive behavioral and psychodynamic intervention techniques in the first semester of training. All students do a practicum placement in a clinical setting one day a week. Students are required to develop and submit the research proposal for their Second Year research Project in Research Design I by the end of the second semester of the first year.

The second year exposes students to more intensive work in the clinical area as students continue the Psychological Assessment sequence, are introduced to Psychodynamic Psychotherapy and participate in the two-and-a-half day a week practicum at the Psychological Services Center. Students also take more advanced courses in research design and the general experimental areas in psychology. The collection and analysis of data for the independent research project are conducted during this year.

In the third year, students take the advanced course in Psychodynamic Psychotherapy and other clinically relevant electives, as well as more coursework in the general-experimental area of psychology. They also participate in the 16 to 20 hour a week third year practicum at a New York area mental health facility. In addition, doctoral candidates are strongly encouraged to formulate and develop a dissertation topic proposal by the end of the third year. The academic requirement of 90 graduate credits is generally completed by end of this year.

Students spend the fourth year of study working on their dissertations, and complete their clinical internship in the fifth year. Many students may elect to do advanced practicum work in specialized clinical areas or research during the fourth year of study.

FIRST YEAR

Required courses:

- | | |
|---|----------------------|
| 1. Psychopathology I & II | (Year-long sequence) |
| 2. Statistics I & II | (Year-long sequence) |
| 3. Research Design | (Spring semester) |
| 4. Psychological Assessment I | (Spring semester) |
| 5. Tests and Measurements | (Fall semester) |
| 6. Professional Ethics | (Fall semester) |
| 7. Intervention Techniques | (Fall Semester) |
| 8. Introduction to Clinical Practice I & II | (Year-long sequence) |

Courses required for licensure as a psychologist by New York State and by the program available during the first year include:

1. Developmental Psychology
2. Social Psychology

SECOND YEAR

Required courses:

- | | |
|--|---------------------------|
| 1. Psychological Assessment II | (Fall semester) |
| 2. Dynamic Psychotherapy I | (Fall semester) |
| 3. Contemporary Theories | (Spring semester) |
| 4. Clinical Practicum III & IV | (Year-long sequence) |
| 5. Research Design II | (Fall or Spring semester) |
| 6. Contemporary Psychological Theories | (Spring Semester) |
| 7. Research in Psychotherapy | (Fall semester) |
| 8. Cross-Cultural Issues in Psychology | (Spring semester) |

Courses required for licensure as a psychologist by New York State and by the program include those listed for the first year, as well as:

1. Clinical Neuropsychology
2. Cognitive–Affective Issues in Psychology
3. Personality Theory

Other elective courses available include:

1. Neuropsychological Assessment
2. Family Therapy
3. Psychology of Women
5. Individual Research I & II
6. Freudian theory

THIRD YEAR

Required courses:

1. Clinical Practicum V and VI (Year-long sequence)
2. Psychodynamic Psychotherapy II (Fall semester)

Elective courses include those listed for the first and second years, as well as:

1. Clinical Research Methods
2. Clinical Research Issues and the Theory of Trauma
3. Research in Schizophrenia and/or Depression
4. Child Psychopathology
5. Psychotherapy of Children
6. Psychopathology and Psychotherapy of Adolescents
7. Borderline and Narcissistic Psychopathology
8. Group Techniques
9. Integrative and Empirical Approaches to Psychotherapy
10. Psychopharmacology (1 credit)

Please note, some electives are offered every year while others are offered every other year as curriculum needs dictate.

RESEARCH EXPERIENCE

Students begin the first year of coursework with classes in research design and statistics. These two courses provide them with the necessary skills to understand research methodology as well as critically evaluate research. In these courses students are expected to develop their own research proposals and use computer-based statistical packages to analyze data. These experiences have proven invaluable as the doctoral students begin to focus on their own research interests through the

development of the “second year research project” which is closely supervised by individual faculty. Submission of the research proposal for the “Second Year Research Project” is a requirement for Research Design I offered in the spring semester. These research projects provide students with the opportunity to collect data, conduct sophisticated statistical analyses and present their findings to the doctoral faculty and student body at the Annual Poster Session upon completion of their projects. Our students are also encouraged to present their research at regional and national conferences.

In addition to coursework, students have the opportunity to work with faculty on their research through Graduate Research Assistantships. There are also opportunities for students to develop and/or participate in research projects in selected courses such as Advanced Psychopathology, Advanced Dynamic Psychotherapy, Research in Psychotherapy and Research Design II. There is also an active research program in The Psychological Services Center for student to use for research projects in psychotherapy.

The Weekly Research Group Case Conference

Beginning in the 2005-2006 academic year the doctoral faculty reorganized the academic schedule to include weekly research group meetings at 4:00 on Wednesday afternoons. These group meetings, chaired by small groups of doctoral faculty, are held regularly on a bi-weekly basis and required of all first and second year students. The research group meetings are designed to serve as a “research case conference” at which faculty and doctoral students can talk informally about their mutual research interests. It is hoped that these groups will provide a forum for our doctoral students to discuss the basic elements of psychological research in a setting that allows for comfortable discourse about these issues. There are currently three such groups. One group focuses on research issues related to attachment phenomena, the assessment of reflective functioning, psychotherapy process and outcome research and issues related to culture. A second group centers on research related to experimental psychopathology, while a third group discusses more general issues concerning the nature of psychological research. These groups alternate weeks in order to allow students to attend as many different groups as they can. A fourth group is in the process of forming and will be centered on experimental social psychology.

The Psychological Services Center & Psychotherapy Research Program

Psychological Services Center

During their second year of the program, students staff the Psychological Services Center. This on-campus clinic, which opened in 1978, provides consultation, psychological assessment, and psychotherapy to individuals and couples who are members of the LIU community. Graduate students work a minimum of 12 hours per week at Psychological Services. They see a wide variety of patients for initial intake interviews who present with different levels of pathology and come from varied ethnic and

socioeconomic backgrounds. In addition, second year graduate students see this ethnically diverse group of patients in individual dynamic psychotherapy under close supervision and have the opportunity to do psychological testing using a full battery of tests. They also have the opportunity participate in the interpretation of a number of other batteries in a weekly psychological testing supervisory group. Each second year student sees two supervisors from whom they receive one hour a week of individual supervision, attends a two-hour weekly therapy case seminar, and a one hour weekly intake conference. Emergency support services are provided by the University Hospital at Downstate Medical Center.

Psychotherapy Research Program

The Psychotherapy Research Program, which began in the fall of 1999, integrates an empirical perspective into the second year student's clinical experience. The mandate of the Psychotherapy Research Program is to address questions related to the training of graduate student therapists in the development of therapeutic relationships and clinical skills that lead to lasting psychological change.

Empirical evaluation has been introduced into the Psychological Services Center in two ways. First, a number of client self-report symptom measures are included as part of the intake evaluation procedure. These measures are well-validated scales often used in psychotherapy research studies and include symptom inventories, target complaint ratings, and assessment of current interpersonal functioning. Therapists complete the Global Assessment of Functioning Scale from the Diagnostic and Statistical Manual IV. The self-report instruments provide student clinicians with potentially valuable information regarding their patients' level of distress and clues to particular transference-countertransference dynamics which may surface in the course of treatment. The same client and therapist measures are completed again at the end of treatment, providing an assessment of change in the client's symptomatology and functioning over the course of treatment.

The second way in which an empirical perspective has been integrated into the clinic is through the ongoing evaluation of therapy process. Clients and therapists independently complete a post-session questionnaire once per month. This brief questionnaire is made up of standardized instruments assessing therapeutic alliance and session impact, as well as open-ended questions regarding helpful and or hindering experiences in sessions. All therapy sessions are audio taped and coded for later process assessment and research. While student

clinicians do not have access to their own patients' process data, questions on this instrument have been stimulating to therapists in sensitizing them to important treatment and supervision issues.

Students begin to develop their dissertation proposals during their third year of training. They are then able to devote themselves full-time to work on their dissertation prior to their internship experience in the fifth year. Beginning work on the dissertation early in their third year enables students to complete the program within a five year period.

THE CENTER FOR STUDIES OF ETHNICITY AND HUMAN DEVELOPMENT

The center for studies of ethnicity and human development was founded in December, 1996. Its overarching mission is to promote and facilitate research on the role of culture and ethnicity on issues of human development and aging. Under the auspices of Professor Carol Magai, its director, the center promises to be a resource for doctoral trainees and other graduate students who want to do community based research in areas related to culture, ethnicity and human development. A large number of doctoral students have worked in the center since its inception and participated in the research experiences provided.

CLINICAL EXPERIENCE

Students are expected to begin their practicum training in the first year. The first year practicum, available in a variety of excellent institutions is required for all doctoral students. The Ph.D. program maintains ongoing affiliations with Beth Israel Medical Center, Pathways to Housing, The Heights Hill Clinic of South Beach Psychiatric Center and The Brooklyn Veteran's Administration Hospital. All students participate in the testing practicums associated with the Tests and Measurements and the Psychological Assessment courses offered in the Fall and Spring semesters of the first year. The first year of training minimally requires one day a week in one of the various facilities although some placements require more time.

In the second year, students begin more intensive clinical training working in Long Island University's Psychological Services Center which serves a multicultural population of college students. The Ph.D. students participate in this practicum two-and-a-half days a week during which they conduct intake interviewing, psychotherapy, and psychodiagnostic testing. Second year students participate in weekly intake conferences, with clinical faculty and meet in small groups with other students and faculty supervisors to discuss and evaluate psychological test batteries. Students receive two hours a week of one-on-one clinical supervision from both L.I.U. faculty and carefully selected practicing psychologists in the community. Clinical work in the

Psychological Services Center requires a minimum of 12 hours per week. Students also have the opportunity to continue working with their clients through the third year and beyond and are strongly encouraged to do. Those students who elect to continue with patients are provided one hour per week of supervision with a practicing psychologist in the community.

Third year clinical training takes place in many of the finest hospital and clinical settings in the metropolitan area. This year of training introduces students to even more intensive work in a variety of community settings. This advanced training offers exposure to a broad range of clinical populations. For those students interested in developing expertise with children and adolescents, placements such as Beth Israel Medical Center, Bronx Children's Psychiatric Center, Cornell Westchester Medical Center, and Jewish Board of Family and Children's Services provide intensive training in this specialty. Students seeking intensive training in family therapy may be placed at Morrisania Hospital, Gouverneur Hospital or other treatment facilities offering specialized training in this intervention modality. For those students interested in more general clinical training, placements include Beth Israel Medical Center, Bronx Municipal Hospital Center, Lenox Hill Hospital, Long Island Jewish Medical Center-Hillside Hospital, Maimonides Center, Montefiore Medical Center, Mount Sinai Hospital, Nassau County Medical Center, North Shore Child Guidance Clinic, and other equally outstanding training facilities.

THE INTERNSHIP YEAR

The internship normally takes place during the fifth year of a student's training. This year of clinical training allows the student to greatly expand and consolidate his/her skills in therapy and assessment as well as to experience being a full-time clinical psychologist in a professional setting.

In previous years L.I.U. students have obtained internships at the finest A.P.A. approved internship facilities in the New York area as well as other areas in the country. Among these internship sites are:

Over the past seven years (2001-2007), 114 students applied for a predoctoral internship in clinical psychology. Of these students 108 obtained an internship during their first year of application, 6 did not, although all six received an internship during the next year of applying. Consequently of the 114 students who applied for an internship during the past seven years, 95% received an internship on their first application attempt. All of the internships (100%) obtained by students were paid, and 111 (97.4%) were APA accredited, two (1.7%) were in APPIC member only sites and one (.9%) was in Kuwait .

The following is a list of Internships

Albert Einstein College of Medicine:

- Bronx Municipal Hospital Center
- Bronx Psychiatric Center
- Montefiore Medical Center
- North Central Bronx Hospital Center

Columbia Presbyterian Medical Center

Cornell Westchester Medical Center

Gouverneur Hospital

Jewish Board of Family and Children's Services

Kings County Hospital Center

Lenox Hill Hospital

Long Island Jewish-Hillside Hospital

Maimonides Medical Center

Nassau County Medical Center

New York Psychiatric Institute

New York University Bellevue Hospital

North Shore University Hospital

Roosevelt Hospital

St. Luke's Hospital

UMDNJ-Robert Wood Johnson Medical Center

Yale Psychiatric Center

THE STUDENT BODY

Each year the program receives between 200 and 250 completed applications. Approximately 100 applicants are interviewed and from this group a final class of 16 students is selected. In the past several years, some students have entered the program directly from their undergraduate institutions, while a larger proportion of applicants have been admitted after completing their Master's degree (several from the L.I.U. program) and working in the psychological community for several years. Others enter the program following a career change, having done additional preparatory work in psychology prior to acceptance. All applicants are expected to have worked in research and clinical settings in addition to completing the required coursework. In instances when disabled students have been accepted, the program and the university have been committed to meeting the students' special needs.

Students in the program represent the diverse group described above, and come from a broad spectrum of undergraduate institutions many of which are among the finest institutions in the country. Over the past five years, students accepted into the program have averaged a combined score of above 1250 on the verbal and quantitative sections

of the Graduate Record Examinations, although the minimum combined score suggested for application is 1100. Applicants to the program also typically have varying degrees of experience in research and clinical work. The program is especially interested in increasing the number of aspiring minority scholars. To that end, there are three minority fellowships available to these students.

FINANCIAL AID

Most of the students entering the program receive some kind of financial aid in the form of departmental research assistantships or assistantships in other departments on the Brooklyn Campus such as the University Honors Program or the Career Counseling Department on the Brooklyn Campus. These assistantships provide financial aid in the form of one quarter to one half tuition remission plus a minimum stipend of \$1200, although some students of exceptional promise are eligible for more tuition remission. In addition to the Psychology Department's Research Assistantships advanced students are eligible for Departmental Teaching Assistantship in Statistics and Psychological Assessment. These fellowships are not available until the second or third year of training. The Psychology department also awards Teaching Fellowships to advanced graduate students who teach undergraduate courses. Teaching Fellows earn three credits of tuition remission and a \$2,400 stipend. Three Minority Research Fellowships are available to promising minority scholars in each entering class. Minority Fellowships provide financial aid in the form of full tuition remission plus a minimum stipend of \$3,500 a year. Research assistantships and Graduate Teaching Assistantship are assigned by the Director of the Ph.D. Program while undergraduate Teaching Fellowships are assigned by the Chairperson of the Psychology Department. Students are also eligible for financial aid through governmental loans. Applications for these student loans are available through the office of Financial Aid. All students should fill out the necessary Financial Aid Forms at the same time that they are applying to the program.

CAREER PATHS OF GRADUATES OF THE L.I.U. PH.D PROGRAM

Most graduates of the of the Long Island University Ph.D. Program in Clinical Psychology have distinguished themselves after graduation by gaining employment in a variety of the finest University Hospitals and Medical Centers. Among these are Beth Israel Hospital, Bronx Children's Psychiatric Center, Albert Einstein College of Medicine, Columbia Presbyterian Hospital, Cornell Westchester, New York Hospital, , Jacobi Hospital Albert Einstein College of Medicine, Jewish Board of Children's and Family Services, Montefiore Hospital of the Albert Einstein College of Medicine, Nassau County Medical Center, New York University, Bellevue Hospital, Post Graduate Center for Mental Health, University Of Chicago Medical School, St. Luke's-Roosevelt Hospital Center, Yale Psychiatric Center. More senior graduates of the program have gone on to assume important administrative positions at many of these institutions reflecting the high esteem that Long Island University Ph.D. program graduates hold in the mental health community. Other graduates have gone into full-time faculty positions in college or university settings. Among these are Long Island University, the University of Hartford and the University of South Dakota. Many of our graduates have pursued careers as adjunct professors at local colleges.

A significant proportion of the Ph.D. program's graduates (close to 30%) continue their professional careers by doing Post-doctoral Fellowships, working as researchers on grants or teaching in academic settings. A significant number of the graduates of the Ph.D. program have contributed to the scholarship of the field of psychology by their presentation of scholarly papers, and authoring journal articles, book chapters and books. A number of graduates of the program have also gone to academic careers in university settings. Thus the typical graduate of the Ph.D. Program in Clinical Psychology is prepared for employment in both the public sector in hospital or community mental health settings as well as in more academic positions in university medical schools, and other research or academic settings.

FULL TIME DOCTORAL FACULTY

NICHOLAS PAPOUCHIS, PROFESSOR AND DIRECTOR, PH.D. PROGRAM

Ph.D. 1971, Clinical Psychology, City University of New York. Certificate in Psychoanalysis and Psychotherapy, New York University Postdoctoral Program in 1978. Diplomate in Clinical Psychology (ABPP) 2003.

Theoretical Interests: The role of the therapeutic alliance, cultural factors and supervision in psychotherapy; object relational theories of personality development, psychopathology and psychotherapy and especially the special place of attachment phenomena in development and mother-child interactions and the role that reflective functioning plays as a resiliency factor.

Research Interests: The study of mentalization and reflective functioning in psychological phenomena and assessing attachment phenomena in adults and mother-child interactions; psychotherapy process and outcome, with special emphasis on the working alliance, cultural factors and supervision; issues of normal and pathological development in adolescence; evaluating the effectiveness of the psychotherapy process with troubled adolescents.

Linda S. Penn, Professor and Director, L.I.U. Psychological Services Center

Ph.D. 1975, Clinical Psychology, Institute of Advanced Psychological Studies, Adelphi University. Graduate, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy, 1983.

Theoretical Interests: Psychodynamic/psychoanalytic theories of personality and psychotherapy; developmental theories; Psychopathology.

Research Interests: Issues related to the process of psychotherapy; developmental issues; gender-related issues.

Joan W. Duncan, Professor and Associate Director of the Ph.D. Program

Ph.D. 1977, Clinical Psychology, Clark University. Postdoctoral Fellow, Yale University, 1977-1978.

Theoretical Interests: Acculturation; humanitarian assistance, community-based psychosocial interventions for traumatized groups; victimization, ethics in psychological practice.

Research Interests: (same as above)

David Castro-Blanco, Assistant Professor

Ph.D. 1990, Clinical Psychology, St. John's University, New York.
 Postdoctoral Clinical Psychology Fellow, Department of Psychiatry, New York State Psychiatric Institute, 1991-1995. Diplomate in Clinical Psychology (ABPP), 1999.

Theoretical Interests: Cognitive-behavioral intervention with children, adolescents and adults. Developmental Psychopathology, cognitive vulnerability to internalizing disorders. Suicidology.

Research Interests: Treatment engagement with high-risk adolescents, mindfulness-based cognitive intervention with anxious and depressed patients, cognitive vulnerability models for internalizing disorders.

Roger Frie, Associate Professor

Ph.D. 1994, Phenomenology and Psychology, Trinity College, Cambridge University. Psy.D. 2001, Clinical Psychology, George Washington University. Certificate in Psychoanalysis, 2004, William Alanson White Institute.

Theoretical Interests: Interaction of psychology, psychoanalysis, and philosophy; cultural psychology; personality theory; history of psychology and psychoanalysis.

Research Interests: Process of acculturation and bicultural experience; the study of psychological agency and reflective functioning.

Marvin Hurvich, Professor

Ph.D. 1960, Clinical Psychology, University of Pennsylvania. Graduate, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy, 1968.

Theoretical Interests: Psychoanalytic theory; borderline and narcissistic pathology; ego functions; theories of anxiety and Psychopathology.

Research Interests: Psychopathology; ego function assessment, with special emphasis on the examination and measurement of annihilation anxiety.

Gary Kose, Professor

Ph.D. 1982, Developmental Psychology, City University of New York.

Theoretical Interests: Piagetian theory; cognitive development; philosophical foundations of psychology.

Research Interests: Imagination and imagery; the development of conscious regulations in children's problem-solving behavior; the role of authority and confusion in communication effectiveness; the indirect relationship between action and thought in very young children.

Elizabeth Kudadjie-Gyamfi, Associate Professor

Ph.D. 1998, Experimental Psychology, State University of New York, Stony Brook

Theoretical Interests: Self-control; judgment and decision-making; risk-taking, psychology of gender; cross-cultural factors in gender relations, women's studies

Research Interests: same as above

Carol Magai, Professor and Dean of Research

Ph.D. 1980, Lifespan Developmental Psychology, Rutgers University. Postdoctoral Fellow at the Human Emotions Laboratory, University of Delaware, 1982-1983.

Theoretical Interests: Discrete Emotions Theory; Attachment Theory.

Research Interests: Emotional development across the lifespan; the Study of aging processes; personality development; developmental psychopathology; adult attachment; cancer research; the role of self-disclosure in enhanced health and psychological wellbeing.

Howard Mcguire, Professor

Ph.D. 1972, Social/Personality Psychology, University of Illinois, Urbana.

Theoretical Interests: Interpersonal perception and cognition; decision making; interpersonal and intrapersonal assessment testing; cross-cultural influences on interpersonal behavior; human cognition and assessment issues.

Research Interests: The study of dyadic and small group process, especially on the group decision making process; investigations of dyadic interaction (friends, parent-child, etc.); statistic assessment techniques and mathematical modeling/simulation of interpersonal behaviors.

Seymour Pardo, Visiting professor

Ph.D. 1991, Clinical Psychology, Long Island University

Areas of Interest: Ethical issues, cultural issues and individual psychotherapy.

Paul Michael Ramirez, Professor, Department Chairperson

Ph.D. 1990, Clinical Neuropsychology, City University of New York.

Subspecialization: Clinical Psychopathology.

Theoretical Interests: Clinical neuropsychology; hypnosis; Psychopathology; psychopharmacology; research in schizophrenia; biofeedback; cognitive therapy; projective testing; psychoanalytic theory; clinical interviewing; couples therapy; cross-cultural issues.

Research Interests: (same as above)

Barry Ritzler, Professor

Ph.D. 1969, Clinical Psychology, Wayne State University. Yale University School of Medicine, Postdoctoral Fellow in Psychology, Department of Psychiatry, 1971. Diplomate in Clinical Psychology, ABPP, 1984.

Theoretical Interests: Ego psychology and ego-analytic psychotherapy; projective techniques and personality assessment; borderline and schizophrenic Psychopathology; the psychology of genocide

Research Interests: Continued development of the Rorschach Comprehensive System; Thematic Apperception test quantification for use in clinical assessment; the Picture Projection Test, an alternative to the TAT; personality assessment of the antisocial personality; multi-cultural personality assessment.

Lisa Wallner Samstag, Associate Professor

Ph.D. 1998, Clinical Psychology, City University of New York, Postdoctoral Fellow, City University of New York, 1998-1999.

Theoretical Interests: Psychoanalytic and interpersonal theories of personality and psychotherapy; the role of the therapeutic relationship in psychotherapy; adult attachment phenomena.

Research Interests: Psychotherapy process-outcome, particularly therapeutic alliance development and the study of treatment failures; relationships among adult attachment, alliance and psychopathology.

Philip S. Wong, Associate Professor, Coordinator of Externship Training

Ph.D. 1992, Clinical Psychology, University of Michigan. Postdoctoral Fellow, University of Michigan, Department of Psychiatry, 1991-1993.

Theoretical Interests: Psychoanalysis and cognitive science; emotional and motivational dimensions of unconscious process; anxiety; ethnic identity and psychotherapy.

Research Interests: Experimental investigation of unconscious processes using multiple, convergent methodologies from cognitive, social and neuroscientific perspectives.

ADJUNCT FACULTY**Seth Aronson**

Psy.D. 1985, Clinical Psychology, Yeshiva University. Certificate in Psychoanalysis, 1998, William Alanson White Institute.

Areas of Interest: Child and adolescent; group psychotherapy; psychoanalysis; bereavement and AIDS.

Mary Kim Brewster

Ph.D. 1999, Clinical Psychology, City University of New York. Externship Certificate, The Ackerman Institute for the Family, 2001.

Areas of Interest: Family and couple therapy, psychodynamic psychotherapy, acculturation and immigration, adult development.

Lawrence O. Brown

Ph.D. 1984, Clinical Psychology, Bowling Green State University. Certificate in Psychoanalysis, 1981, William Alanson White Institute.

Areas of Interest: Psychoanalysis; psychotherapy; couples and family therapy.

Elizabeth Suzanne Ochoa

Ph.D. 1990, Vanderbilt University. Fellowship in Clinical Neuropsychology 1990-1991, Beth Israel Medical Center. Candidate, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy 2003 to the present.

Areas of Interest: Relational psychoanalysis; cross cultural psychology; acculturation and immigration; social responsibility; creativity; child and adolescent psychotherapy.

Lawrence M. Zelnick

Psy.D. 1988, Professional and School Psychology, New York University. Graduate, 1998, New York University Postdoctoral Program in Psychoanalysis and Psychotherapy.

Areas of Interest: Psychoanalytic theory and infant research; applications of child-adolescent development to adult treatment in psychotherapy.

**Further inquiries about the Ph.D. program should be directed to
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Long Island University, University Plaza, Brooklyn, New York, 11201. 718-488-1164**