PH.D. PROGRAM IN CLINICAL PSYCHOLOGY

LONG ISLAND UNIVERSITY BROOKLYN CAMPUS (718) 488-1164

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INFORMATION HANDBOOK FOR PROSPECTIVE STUDENTS

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Ph.D. PROGRAM IN CLINICAL PSYCHOLOGY LONG ISLAND UNIVERSITY BROOKLYN CAMPUS

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 Dialectical Behavior 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 and dialectical behavior 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 25 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 next 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 They also commented on how well versed the difficult clients. 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."

The most recent APA Site Visit in December of 2007 again resulted in Full Accreditation from the Commission on Accreditation for a full seven years. The Site Visit Team again commented on the excellence of the Ph.D. Program's clinical and research training. The team noted:

"...Understanding and competence in psychodynamic theory and practice is achieved through required courses, practicum experience at the Psychological Services Clinic, externships, and research opportunities.....The New York Metropolitan Area offers an array of practicum opportunities for LIU students...The program's long history, location in metropolitan New York City, and well managed practicum arrangements have led to rich set of potential practicum placements for students in all phases of their training....The site visit team met with representatives from Beth Israel Hospital, Jewish Family Services, Maimonides Hospital, Kings County Hospital and Bellevue Hospital who described LIU students as "well trained" with a solid foundation in assessment, "conversant with cognitive behavioral and psychodynamic theories", culturally sensitive, well versed in empirical literature and open to learning various treatment modalities....Two aspects of practicum training are particularly noteworthy. First, the program has done an excellent job of structuring the required practicum experience to be cumulative, sequential and graded in complexity....Second the program has established a unique collaboration with Beth Israel Hospital... where students are accepted for the entire three year sequence...The LIU Psychological Services Clinic has on ongoing program of psychotherapy process and outcome research under the direction of Drs. Samstag and Penn which is a clear program strength and closely ties intervention efficacy to students' practicum experiences...LIU has a strong core faculty with a strong leader in the Director of Training, Nick Papouchis...The core faculty, along with several adjuncts is sufficient in number to cover required and elective courses in the program curriculum as well as provide supervision to students....Both new faculty and new students reported that a draw of the program for them was the strong qualifications of the doctoral students and the program's reputation for producing well trained psychologists.... Cultural and individual diversity is highly respected at LIU, as it forms part of a core value of the training and mission of the program. The cultural and individual diversity of the students is sought after, appreciated, and encouraged as students find their own way as psychologists-in- training...The program has made systematic efforts to attract, recruit ethnically and racially diverse students and has been successful in doing so....The Program also addresses issues of diversity throughout the training curriculum.... A significant strength of the Program is its continued and increased engagement in research with diverse populations...The focus on

informed practice, scientific inquiry, and direct service to under-served communities is an exemplary quality of the Clinical Program and highlights the Program's commitment to train scientifically informed practitioners."(Finally),the site visit team found abundant evidence supporting the notion that faculty are highly accessible to doctoral students for guidance and supervision...In meetings with the site visit team, students reported that core clinical faculty (as well as practicum/externship supervisors) are excellent role models.

As the APA and New York State Education Department site visits have consistently indicated, the program is noted as one of the finest in the New York area and it continues to grow in quality and stature. The following highlights summarize the major comments made during the five APA visits over a 20 year period:

- Clinical training is excellent, well thought out, graded in complexity and available in a rich array of practicum sites throughout the New York City metropolitan area including the Brooklyn Campus Psychological Services Center.
- Ph.D. clinical students are exceptionally well thought of throughout the area and considered among the best in the city by externship and internship supervisors.
- Research training continues to demonstrate the quality of the Program's research emphasis and especially in the areas of psychotherapy research and research with multicultural populations is exemplary.
- Cultural diversity and individual diversity are a core value of the Program and are evident throughout the curriculum and in both clinical practice and research.
- Doctoral faculty are a cohesive and high functioning group and highly accessible to students for guidance and clinical and research supervision. There is a great deal of mutual respect between faculty and students. The core clinical faculty serve as excellent role models of the "scholarpractitioner" training model of the Ph.D. Program.

These highlights and the excerpts from the APA and New York State reports cited above underscore the consistent quality of excellence that has characterized the training that LIU Ph.D. students receive. This reputation is widely known throughout the greater New York- New Jersey metropolitan area and has resulted in an increasing number of doctoral applicants eager to accept our offer of admission to the Ph.D. Program. The Program receives approximately 250 applicants each year, of which 38% are interviewed. A small number of those interviewed are offered acceptance into the Program. In 2010 86% of those offered admission into the Program decided to enroll, while in 2011 65% of those accepted

into our Program, accepted the offer of admission similarly as did 65% of the applicants in 2012.

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 sub specializations 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 predissertation 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.
- 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 a single clinical case treated by the doctoral student. Completion of the examination paper for the oral examination takes place no later than the middle of January 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 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.

In order to maintain good standing in the Program, students must maintain a grade point average of 3.25. Failure to do so automatically places the student on academic probation.

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)

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 (Spring Semester)

Theories

7. Research in Psychotherapy (Fall semester)

8. Cross-Cultural Issues in Psychology

Courses required by the program and for licensure as a psychologist by New York State include the following courses and are typically taken in either the second or third years depending upon the student's schedule:

- 1. Developmental Psychology
- 2. Social Psychology
- 3. Clinical Neuropsychology

- 4. Cognitive-Affective Issues in Psychology
- 5. Personality Theory

THIRD YEAR

Required courses:

1. Clinical Practicum V and VI (Year-long sequence)

2. Psychodynamic Psychotherapy II (Fall semester)

Elective courses available include:

- 1. Neuropsychological Assessment*
- 3. Family Therapy*
- 4. Psychology of Gender
- 5. Individual Research I & II*
- 6. Freudian theory
- 7. Child Psychopathology*
- 8. Psychotherapy of Children*
- 9. Psychopathology and Psychotherapy of Adolescents
- 10. Borderline and Narcissistic Psychopathology
- 11. Group Techniques
- 12. Object Relations Theory
- 13. Issues in Trauma Research and Treatment

Please note, some electives are offered every year while others are offered every other year as curriculum needs dictate. Those notated by an asterisk are offered every year.

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.

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.

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, the New York University Child Study Center, 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.

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, and meet in small groups with other students and faculty supervisors to discuss and evaluate psychological test batteries. Students receive one-on-one clinical supervision from both L.I.U. faculty and carefully selected practicing psychologists 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, Jewish Child Care Association 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 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, 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. **Internships:** Over the seven years between 2007- 2013, 111 students applied for a predoctoral internship in clinical psychology. Of these students 103 obtained an internship during their first year of application. Consequently of the 111 students who applied for an internship during that past seven year period, 93% received an internship on their first application attempt. All of the internships (100%) obtained by students were paid, and 101 (98%) were APA accredited, two (1.9%) were in APPIC member only sites.

During the previous 7 years from 2001 to 2007, 95% of the students applying received an internship on their first attempt. All of the internships (100%) were paid

In these 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:

Albert Einstein College of Medicine:

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

and 99% were APA accredited with two approved by APPIC.

Beth Israel Medical Center Bronx VA Medical Center Columbia Presbyterian Medical Center Cornell Westchester Medical Center Creedmoor Psychiatric Center Gouverneur Healthcare Services Interfaith Medical Center Jewish Board of Family and Children's Services

Kings County Hospital Center

Lenox Hill Hospital

Long Island Jewish-Hillside Hospital

Maimonides Medical Center

Manhattan Psychiatric Center

McLean Hospital, Belmont Massachusetts

Mt. Sinai Services/ Elmhurst Hospital

Nassau University County Medical Center

New York Harbor VA Medical Center, Manhattan

New York Psychiatric Institute

New York University Bellevue Hospital

North Shore University Hospital

Pennsylvania Hospital

St. Louis VA Medical Center

St. Luke's Roosevelt Hospital Center

Seacoast Mental Health Center, Portsmouth, N.H.

Springfield Hospital Center, Maryland

Trinitas Hospital, Elizabeth, New Jersey

UMDNJ-Robert Wood Johnson Medical Center, Piscataway, NJ

VA Medical Center, Brooklyn, NY

VA New Jersey Health Care System, Lyons, NJ

Yale Psychiatric Center

THE STUDENT BODY

Each year the program receives between 225 and 250 completed applications. Approximately 100 applicants are interviewed and from this group a final class of 15 to 17 students is selected. In the past several years, some students have entered the program directly from their undergraduate institutions, while the largest 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 half tuition remission plus a minimum stipend of In addition to the Psychology Department's Research \$1250. 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. Psychology department also awards Fellowships which are awarded 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 Minority Fellowships provide financial aid in the form entering class. 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. Students should fill out the necessary forms for these loans as soon as they have been accepted 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.

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 PH.D. PROGRAM 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.

<u>Theoretical Interests:</u> 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.

<u>Research Interests:</u> 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 late adolescence and emerging adulthood; evaluating the effectiveness of the psychotherapy process with troubled adolescents.

Seymour Pardo, Associate Professor and Director, L.I.U. Psychological Services Center

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

<u>Areas of Interest.</u> Ethical issues, cultural issues and individual psychotherapy

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.

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

<u>Research Interests:</u> (same as above)

Nicole Cain, Assistant Professor

Ph.D. 2009, Clinical Psychology, The Pennsylvania State University; Postdoctoral Fellow, The Personality Disorders Institute, New York Presbyterian Hospital, Weill Cornell Medical College, 2009-2011.

<u>Theoretical Interests</u>: psychodynamic theories of personality development, object relations theory, interpersonal theory and the interpersonal circumplex.

<u>Research Interests</u>: the influence of interpersonal functioning on the presentation, course, and outcome of Axis I and Axis II disorders, developing and testing treatment interventions to target specific interpersonal styles, outcome research demonstrating the effectiveness of psychodynamic treatments for borderline personality disorder, and pathological narcissism including both narcissistic grandiosity and narcissistic vulnerability.

Sara Chiara Haden, Assistant Professor

Ph.D. 2007, Clinical Psychology, Virginia Polytechnic Institute and State University (Virginia Teach); Postdoctoral Fellow, Forensic Inpatient Psychiatry Service, New York University- Bellevue Hospital Center, 2007-2008.

<u>Theoretical Interests</u>: Diathesis stress models, cognitive behavioral theories, interpersonal perspectives, psychobiological mechanisms of behavior. <u>Research Interests</u>: Community violence exposure, development of aggression, childhood animal cruelty, trauma and abuse, psychophysiological indices, testing risk and protective factors.

Marvin Hurvich, Professor Emeritus

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

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

<u>Research Interests:</u> 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.

<u>Theoretical Interests:</u> Piagetian theory; cognitive development; philosophical foundations of psychology.

<u>Research Interests:</u> 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, Department Chairperson

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

<u>Theoretical Interests:</u> 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 Emeritus

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

<u>Theoretical Interests:</u> Discrete Emotions Theory; Attachment Theory. <u>Research Interests:</u> 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 Emeritus

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

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

Kevin B. Meehan, Ph.D. Associate Professor

Ph.D. clinical Psychology, graduate Center of the city University of New York. Postdoctoral Fellow, 2007-2008 St. Luke's Roosevelt Hospital Center

Theoretical Interests: Psychoanalytic and developmental theories of personality formation; specifically the development of mental representations, affect regulation and mentalization, as well as the impact of impairment in these lines of development on personality and character structure across the lifespan.

Attachment and object relations theories of personality disorders.

Research Interests: Clinical research examining psychodynamic constructs as mechanisms of change in psychotherapy, including reflective functioning, transference, countertransference, and affect variables. Outcome research demonstrating the efficacy of psychodynamic psychotherapy. The etiology, phenomenology and process of change in patients with personality disorders and post-traumatic stress disorders. Manualized treatments for personality disorders, including Transference focused Psychotherapy (TFP), Dialectical Behavior Therapy (DBT), and Mentalization Based Therapy (MBT).

Linda S. Penn, Professor

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

<u>Theoretical Interests:</u> Psychodynamic/psychoanalytic theories of personality and psychotherapy; developmental theories; Psychopathology. <u>Research Interests:</u> Issues related to the process of psychotherapy; developmental issues; gender-related issues.

Paul Michael Ramirez, Professor

Ph.D. 1990, Clinical Neuropsychology, City University of New York. Sub specialization: Clinical Psychopathology.

<u>Theoretical Interests:</u> 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 Emeritus

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.

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

<u>Research Interests:</u> 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, Professor, Director of Psychotherapy Research

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

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

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

Benjamin Saunders, Assistant Professor

Ph.D. 2008, Social Psychology, University of Illinois at Chicago.

<u>Theoretical Interests</u>: Social identity, optimal distinctiveness theory, social categorization, self-affirmation, stereotype threat, contingency theory of justice reasoning.

<u>Research Interests</u>: In-group dynamics, racial stereotypes and prejudice, racial identity, self-worth contingencies, academic identity and achievement, social justice, morality, entitlement and fairness reasoning, political tolerance.

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.

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

<u>Research Interests:</u> 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.

<u>Areas of Interest:</u> Child and adolescent; group psychotherapy; psychoanalysis; bereavement and AIDS.

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.

Jessica R. Houser

Ph.D. 2011, Clinical Psychology, Long Island University, Brooklyn. Postdoctoral Psychology Fellow, Comprehensive Adolescent Rehabilitation and Education Services (CARES) at St. Luke's and Roosevelt Hospitals.

<u>Areas of Interest:</u> Psychological assessment, adolescent development and group treatment

Lawrence M. Zelnick

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

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

Inga Resnick

Ph.D. 2001, Clinical Psychology, New York University. Research Fellow in Psycho-oncology, 2001-2002, Memorial Sloan-Kettering Cancer Center. Clinical Fellow in Psycho-oncology 2002-2004. Memorial Sloan-Kettering Cancer Center. Advanced specialization in Couples and Family Therapy 2008, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis. *Areas of Interest:* Psycho-oncology, medical family and couple's therapy, coping with chronic and terminal illness. Family and couples therapy. Young adult career and relationship issues.

Further inquiries about the Ph.D. program should be directed to Dr. Nicholas Papouchis, Director of the Ph.D. Program in Clinical Psychology, Long Island University, University Plaza, Brooklyn, New York, 11201. 718-488-1164