

The Derner Institute of Advanced Psychological Studies

**Adelphi University
Garden City, NY 11530**

Clinical Psychology Ph.D. Program

Student Handbook

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1 Introduction and History

1.1 Biography: Gordon F. Derner

(1915-1983)

Stricker, G. (1985). Obituary: Gordon F. Derner. *American Psychologist*, 40, 368-369.

Gordon F. Derner was born on April 9, 1915, in Buffalo, New York, the older of two children. He finished high school at age 15 but was too young to go to college, and so he spent a year doing graduate work at his sister Gwynevere's high school. He then spent a year at Grosvenor Junior College and two at Buffalo Collegiate Center. Before he was 20 years old he had two bouts with tuberculosis, both occurring while he was in college. After the second one, his physician instructed him not to return to school until the disease was cured, a process that took him through two hospitalizations in local sanatoriums. The disease ravaged his lungs, presaged his chronic emphysema, and eventually took his life.

It was during this period of time that Gordon entered the phase of life that he always nostalgically referred to as his time in show business. He served as manager for a neighborhood friend who did a high wire act and also filled in as a ringmaster in traveling circuses. It should come as no surprise to those who followed his later career that he spent time as a ringmaster for a high wire act, and much of the time he seemed to be working, successfully, with no net. It was also during this time, with the amount of time he had to spend in outdoor parks, that he discovered cowboy boots, initially worn for their functional value, and later to become an unmistakable trademark.

The year 1942 was a memorable one for Gordon Derner. At the age of 27, with the tuberculosis seemingly arrested, he returned to what was now known as the State University College of Buffalo and completed his undergraduate degree. Forty years later he was to receive the Distinguished Alumnus Award from that school. On September 17, 1942, he married Margaret Rafter, and the two were inseparable companions for the balance of his years. As widely as he traveled, professionally and personally, it was almost always with Margaret and, later, their son, Kurt, for this man of the world was, first and foremost, a family man.

Following the wedding, Gordon and Margaret left, by bus, for New York and Columbia University. His years at Columbia were always a source of great pride for him, and he spoke with wide-eyed enthusiasm of his time there. It was at Columbia that he met and first worked with Bruno Klopfer, a man he referred to as his mentor and whose picture was always on his desk. Thus, it was a source of particular satisfaction when the Society for Personality Assessment, of which he had been president, awarded him, in 1982, the Bruno Klopfer Distinguished Contribution in Personality Assessment Award. At Columbia he also became president of the Graduate Club and arranged, with great enthusiasm, for Eleanor Roosevelt to address the club, only to miss the occasion because he had again been hospitalized with tuberculosis. He served as an instructor at Columbia while completing his Ph.D., which he earned in 1950. In this same year, his first son, Jonathan, died at the age of 10 days after surgery for an obstructed bowel, and it was only a number of years later that it was revealed that the child had cystic fibrosis, the disease that would eventually claim the life of his second son, Kurt.

Although Gordon probably would have remained happily at Columbia for the balance of his career, a frozen job structure forced him to look elsewhere. A position at Adelphi College was recommended to him by Len Goodstein. Gordon's first question was "What's Adelphi?," and he spent the balance of his life making sure that nobody else would ever ask that question. He was appointed as an assistant professor at Adelphi College in 1951, with the task of forming a clinical training program, and eventually he became the Dean of the Derner Institute of Advanced Psychological Studies at Adelphi University.

On September 30, 1952, Kurt Derner was born, unfortunately with cystic fibrosis, a disease that claimed the lives of most children well before adolescence. Not only did Kurt survive until September 14, 1980, but he lived an incredibly full and rich life because Gordon, who gave no quarter to his own health, ensured that his son would also partake of all the experiences that could be made available to him.

Remarkably, the small college with no doctoral programs or tradition to speak of spawned a clinical training program that was fully accredited by the American Psychological Association before the decade was out. The battle over accreditation was not easily won, and Gordon delighted in telling of how he had been told that there would be trouble because the program was 20 years ahead of its time. The program at Adelphi, the brainchild and creation of Gordon Derner, was the forerunner of professional education in psychology. This contribution was recognized when he was elected the founding president of the National Council of Schools of Professional Psychology.

Over the years, it seemed as though Gordon could not belong to an organization without having his leadership qualities recognized by election to the presidency. He earned that office in the Nassau County Psychological Association, the New York State Psychological Association, the Division of Clinical Psychology, the Division of Consulting Psychology, the Division of Psychotherapy and the Division of Psychoanalysis, as well as the Society for Personality Assessment and the National Council of Schools of Professional Psychology. He was further recognized by Division 29, through the receipt of the Distinguished Professional Psychologist of the Year Award in 1979.

It seems clear that Gordon Derner's greatest contribution to psychology was as an administrator and teacher. Over 400 graduates of the Adelphi program owe their careers to his vision, but more than that, so do the hundreds of graduates of professional programs that followed suit, Gordon's greatest pride was in his students, and he glowed as he spoke of their accomplishments. Curiously, although his program was decidedly professional in orientation, his kindest words were reserved for graduates such as Marcia Guttentag and Paul Ekman, who earned their reputations for their research contributions. He took great pride in other, more professionally oriented graduates, such as Nick Cummings and Mel Gravitz, but it would never have been appropriate to ask Gordon in which student he took the most pride. They were all his children, and no one was favored over another. He had the capacity to see and value the accomplishments of a graduate who returned to the community, offered services in a quietly competent manner, and was unknown outside of the community. When student evaluation meetings would question the candidacy of a particular student, he would often remind us that every distribution has to have a bottom, and that did not mean the person was not a potentially valuable psychologist. Nothing seemed more painful than dropping a student, an event that was rare because of the encouragement and support that he offered.

Although his professional career centered on Adelphi, his scope was always international. A world traveler who visited every state and 52 countries on six continents, it was natural that his attention would be drawn by the Peace Corps. He also consulted with the Japanese government about the possibility of establishing a Japanese version of the Peace Corps.

His concerns extended readily to minority students, and he was an ardent champion of their cause. His influence led Adelphi to an admissions policy that was designed to seek out minority students, provide support for them, and help them to graduate. Large numbers of black, Hispanic, and foreign students have been educated at Adelphi, and they always found Gordon to be a friend and supporter.

Gordon was a clinical psychologist who practiced what he preached. His clinical skills were recognized by the earning of diplomates in two areas (clinical and hypnosis) and by being named a charter laureate of the National Academy of Practice. Originally trained in psychoanalysis at the William Alanson White Institute, his clinical interests and skills extended well beyond that area. He was a practitioner of hypnosis, family therapy, sex therapy, and biofeedback long before each of those approaches became popular. His later interests in biofeedback led to the development of a laboratory and clinic at Adelphi, established in conjunction with the neighboring Franklin General Hospital. His interests in hypnosis and biofeedback converged in a successful approach to habit control, particularly to help people stop smoking and not do injury to their lungs.

Gordon Derner died quietly, of respiratory arrest, at his home in San Diego on September 11, 1983, just a few days short of three years after the death of his beloved son. He had lived a life filled with illness and tragedy, yet lived in disregard of those aspects. He was as vibrant, optimistic, and generous of spirit as any person could be, attracting friends and admirers wherever he went. At the memorial service held at Adelphi, words were repeated that were originally used by Roger Kahn to eulogize Jackie Robinson, another charismatic pioneer. "He did not merely play at center stage, he was center stage, and wherever he walked, center stage walked with him."

When Gordon Derner came to Adelphi, it was a small liberal arts college with no doctoral tradition. When he died, it housed an APA-approved program in clinical/school psychology, a program in human psychology research, an opportunity for students to combine the two in a clinical/research program, a respecialization certificate program, and a postdoctoral psychotherapy program, which offers certificates in psychotherapy and psychoanalysis, group psychotherapy, and child and adolescent psychotherapy. The university mourned his loss and expressed its gratitude and recognition of his leadership by renaming the school he founded the Gordon F. Derner Institute of Advanced Psychological Studies.

Stricker, G. (1985). Obituary: Gordon F. Derner. *American Psychologist*, 40, 368-369.

1.2 Psychologist's Oath

In his early days as Dean of the Derner Institute, Gordon Derner began the practice of having all incoming first-year students, plus the Dean and Associate Dean, read "The Psychologist's Oath" aloud during Orientation Day. The practice is as valuable today as it was forty years ago; it is an appropriate reminder of the essential nature of the profession of clinical psychology, its relevance to the human condition, and the demands required of its practitioners.

As I embark on a career as a psychologist, I vow to respect the dignity and worth of the individual and honor the preservation and protection of fundamental human rights. I will be committed to increasing knowledge of human behavior and of people's understanding of themselves and others and to utilize such knowledge for the promotion of human welfare. While I pursue these endeavors, I will make every effort to protect the welfare of those who seek my services or of any human being or animal that may be the object of my study. I will use my skills only for purposes consistent with these values, and will not knowingly permit their misuse by others. While demanding for myself freedom of inquiry and communication, I accept the responsibility this freedom requires: competence, objectivity in the application of skills and concern for the best interests of clients, patients, colleagues and society in general. I accept with pride these commitments I have made and will cherish this day of entry into the profession of psychology.

1.3 History of the Derner Institute

The Gordon F. Derner Institute of Advanced Psychological Studies of Adelphi University is the first university-based professional school in psychology. It developed from the graduate doctoral programs in clinical psychology and applied experimental psychology in the Department of Psychology of Adelphi University. Adelphi University, then Adelphi College, began doctoral education in psychology in 1950, and in 1951 formally organized the clinical psychology/school psychology program.

In 1957, the clinical psychology program was accredited by the American Psychological Association although there was official concern that “it was 15 years ahead of its time and might serve as a forerunner for clinical psychology programs which emphasize a strong professional orientation.” In 1966, the Department, per se, continued as a department of the College of Arts and Sciences and was given responsibility for undergraduate psychology and the master’s and doctoral programs in general experimental psychology. The Derner Institute of Advanced Psychological Studies was given responsibility for doctoral programs in clinical/school psychology, applied experimental psychology (Human Psychology Research Program), and the postdoctoral program in psychotherapy and psychoanalysis, which had been established in 1963. The Derner Institute functioned as a graduate department of the Graduate School of Arts and Sciences until 1972, when it became an autonomous professional school of the University, and its Director became its Dean. In 1984, it was renamed in memory of its founding Dean, and Dr. George Stricker, the Assistant Dean since the founding of the Derner Institute, was named Dean. Dr. Stricker retired as Dean of the Derner Institute in 1992, and Dr. Robert Mendelsohn was appointed Dean, followed by Dr. Louis H. Primavera in August 2000.

In 1998, the Department of Psychology separated from the School of Arts and Sciences, and became part of the Derner Institute. As a result of this integration, the Derner Institute now offers an undergraduate major in psychology. Therefore, the Derner Institute currently encompasses B.A., M.A., Ph.D. and Postdoctoral studies; all psychology programs offered at Adelphi University are now housed in the Derner Institute. B.A. students have the opportunity to receive a methodologically strong, data-based major in general psychology, which is enriched by the contributions of the Derner Institute’s doctoral faculty.

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2.3 Adjunct Faculty

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Allured, Elizabeth, Psy. D
Alter, Steven, Ph.D.
Amatore, Bridget, Ph.D.
Barbanel, Laura, Ph.D.
Belser, David, Ph.D.
Berger, Neil, Ph.D.
Blank, Lily, Ph.D.
Bonovitz, Christopher, Ph.D.
Braf, Rhoda, Ph.D.
Brown, Annegret, Ph.D.
Brunoski, Elizabeth, Ph.D.
Budick, Cynthia, Ph.D.
Cooperman, Susanne, Ph.D.
Creelman, Monica, Ph.D.
Danov, Rima, Ph.D.
Demos, Victoria, Ph.D.
DePinho, Connie, Ph.D.
Farrell, Robert, Ph.D.
Fosha, Diana, Ph.D.
Goldkopf, Diane, Ph.D.
Hahn, Hannah, Ph.D.
Harris, Gail, Ph.D.
Hedgepeth, Ron, Ph.D.
Hentel, Allison, Ph.D.
Jaffe-Caplan, Linda, Ph.D.
Karliner, Rachel, Ph.D.
Kayne, Robert, Ph.D.
Kelley, James, Ph.D.
Kopka, Michael, Ph.D.
Landino, Thomas, Ph.D.
Lapidos, Eva, Ph.D.
Levi, Alex, Ph.D.
Means, Lynn, Ph.D.
Mellinger, Mark, Ph.D.
Mendelsohn, Robin, Ph.D.
Mougios, Vivian, Ph.D.
Muras, Andrea, Ph.D.
Mutterperl, Carol, Psy.D.
Newman, Neil, Ph.D.
O'Donnell, Joan, Ph.D.
Rapoport, Estelle, Ph.D.
Rehm, Marc, Ph.D.

Reis, Bruce, Ph.D.
Rosenbach, Nancy, Ph.D.
Sammons, Mark, Ph.D.
Saskin, Mitchell, Ph.D.
Siemes, Mary, Ph.D.
Stern, Lisa, Ph.D.
Sternberg, Alessandra, Ph.D.
Udoff, Andrea, Ph.D.
Vivino, Melissa, Ph.D.
Wald, Michael, Ph.D.
Weber, Sarah, Ph.D.
Weiner, Carol, Ph.D.
Weisman, Sam, Ph.D.
Zaikowski, James, Ph.D.
Zuckerman, Janet, Ph.D.

3 Academic Training

3.1 Programs and Degrees Offered

The Derner Institute offers a Ph.D. in clinical psychology for students who have a primary career goal of community practice. A respecialization program for doctorate psychologists who wish to make a career shift from another area of psychology into clinical psychology grants a diploma in clinical psychology. Postdoctoral programs grant diplomas in psychotherapy and psychoanalysis and in child and adolescent and in group psychotherapy. In addition, the Derner Institute offers three programs at the Masters level: Master of Arts Program in General Psychology, Master of Arts Program in School Psychology, and Master of Arts Program in Mental Health Counseling. In September 1998, the Department of Psychology joined the Derner Institute as its undergraduate division, offering the Bachelor of Arts in Psychology.

About the Ph.D. program

The doctoral curriculum at the Derner Institute is based on an integration of rigorous academic scholarship, research, and highly focused professional instruction, with an emphasis on a psychodynamic approach to human behavior. The clinical program has been accredited by the American Psychological Association since 1957, and qualifies graduates for the New York State Psychology Licensing Exam.

The Ph.D. program in Clinical Psychology prepares men and women for community practice and for careers, such as university teaching, that include a significant research component. Clinical experiences are supervised by licensed psychologists, many of whom have had postdoctoral training. Ongoing faculty research programs and laboratories provide the opportunity for extensive research experience. Psychologists who publish and present at professional meetings regularly, thereby adding to the corpus of psychological knowledge, closely supervise each student's research training.

Graduates of the clinical programs of the Derner Institute occupy leadership positions in service agencies throughout the country, direct clinical service units in hospitals, teach at some of the nation's top universities, conduct imaginative and contributory research projects, and manage private practices.

3.2 Degree Requirements

M.A. en passant

The M.A. is not a terminal degree. The M.A. will be awarded only to students matriculated in the doctoral program who have completed the requirements indicated below.

1) Academic

Completion of first two years of required courses with a grade of B or better.
In order to receive the M.A. en passant, the student may not have any Incomplete grades.

2) Clinical

Completion of 13 assessment batteries.
Minimum nine month externship, 16 hours per week.

3) University procedures

Resolution of outstanding financial obligations to Adelphi University.

Ph.D.

In order to receive the doctorate in clinical psychology, all of the following requirements must be completed.

1) Academic

Completion of all required courses with a grade of B- or better.

2) Clinical

Completion of 13 assessment batteries.
Minimum nine month externship, 16 hours per week.
Four semesters individual psychotherapy supervision, caseload of three to five patient hours per week.
One-year internship.

3) Research

Completion of pre-dissertation research project.
Completion of dissertation.

4) University procedures

Submission of formal application for graduation.
Resolution of outstanding financial obligations to Adelphi University.

3.3 Doctoral Curriculum

Courses cover areas such as psychodynamic theory, developmental psychology, social psychology, cognition, physiological psychology, and personal ethics. Clinical theory courses and extensive, intensively supervised clinical practice also are required. Research and scholarship are emphasized throughout, with special preparation for a scholarly presentation of a research project as a culminating academic/professional experience.

First Year, Fall Semester

Semester total credits: 16.5

Developmental Psychology	3 credits
Initial Intake Seminar I	1.5 credits
Psychodynamic Behavior: Freudian Theory	3 credits
Psychological Testing I: Advanced Clinical Psychology I	3 credits
Research Conference: Methods and Design	0 credits
Research Design	3 credits
Statistics I and Statistics Lab	3 credits

First Year, Spring Semester

Semester total credits: 19.5

Assessment of Learning Disabilities	3 credits
Assessment of Personality	3 credits
Clinical Psychopathology	3 credits
Initial Intake Seminar II	1.5 credits
Psychological Testing II: Advanced Clinical Psychology II	3 credits
Research Work Group I	3 credits
Statistics II and Statistics Lab	3 credits

Second Year, Fall Semester

Semester total credits: 15

Child Psychopathology	3 credits
Clinical Practice I: Psychodiagnostics	3 credits
Externship (Two Day Clinical Placement)	0 credits
Psychological Research	3 credits
Psychotherapy Case Conference	0 credits
Social Psychology	3 credits
Techniques of Psychotherapy	3 credits

Second Year, Spring Semester

Semester total credits: 15

Comparative Psychoanalysis	3 credits
Clinical Practice II: Psychodiagnostics	3 credits
Object Relations	3 credits
Psychotherapy Case Conference II	0 credits
Externship (Two Day Clinical Placement)	0 credits

Research Problems in Clinical Psychology	3 credits
Research Work Group III	3 credits

RESEARCH PROJECT DUE: The Research Project typically will be an empirical project of publishable quality, but of lesser magnitude than a doctoral dissertation.

Third Year, Fall Semester

Semester total credits: 18

Case Conference III	0 credits
Cognition	3 credits
Disorders of Self	3 credits
Elective	3 credits
Group Dynamics	3 credits
Psychotherapy Practicum I	3 credits
Research Work Group IV	3 credits

Third Year, Spring Semester

Semester total credits: 18

Case Conference IV	0 credits
Continuing Doctoral Thesis Supervision I	3 credits
Elective	3 credits
Ethics	3 credits
History and Systems of Psychology	3 credits
Human & Cognitive Behavior Approach to Psychotherapy	3 credits
Psychotherapy Practicum II	3 credits

Fourth Year, Fall Semester

Semester total credits: 13.5

Colloquium	0 credits
Concentration Case Conference I	1.5 credits
Continuing Doctoral Thesis Supervision II	3 credits
Elective	3 credits
Multicultural Issues I: Sex and Gender	3 credits
Physiological Psychology	3 credits

Fourth Year, Spring Semester

Semester total credits: 13.5

Clinical Neuropsychology	3 credits
Colloquium	0 credits
Concentration Case Conference II	1.5 credits
Dissertation Research III	3 credits
Elective	3 credits
Multicultural Issues II: Race, Class, and Ethnicity	3 credits

Fifth Year, Fall and Spring Semesters

Internship

3.4 Respecialization in Clinical Psychology

Degree Requirements

Two years of full-time study and supervised clinical practice plus one year full-time internship.

Sample Sequence of Courses

First Year, Fall Semester

Psychodynamics of Behavior	3 credits
Advanced Clinical Psychology I (Testing I)	3 credits
Techniques of Psychotherapy	3 credits
Initial Intake Seminar	1.5 credits
Case Conference	0 credits
Off-campus Externship	0 credits

First Year, Spring Semester

Advanced Clinical Psychology II (Testing II)	3 credits
Clinical Psychopathology	3 credits
Comparative Theories of Psychoanalysis	3 credits
Initial Intake Seminar	1.5 credits
Case Conference	0 credits
Off-campus Externship	0 credits

Second Year, Fall Semester

Multicultural Issues I: Sex and Gender	3 credits
Childhood Psychopathology	3 credits
Psychotherapy Practicum	3 credits
Concentration Case Conference	1.5 credits

Second Year, Spring Semester

Multicultural Issues II: Race and Ethnicity	3 credits
Object Relations	3 credits
Psychotherapy Practicum	3 credits
Concentration case Conference	1.5 credits

Third Year, Fall and Spring Semesters

Clinical Internship

4 Clinical Training

4.1 Clinical Training Philosophy

The Derner Institute maintains a dynamic, contemporary, psychoanalytic focus which provides an integrated, intellectually coherent model of human development, and of psychopathology throughout the curriculum. The clinical training also emphasizes the importance of learning through clinical practice, individual supervision and small didactic group experiences, which develop the student's ability to think as a clinician, and to apply abstract theoretical knowledge to clinical problems.

Each year the student develops new skills, building on the knowledge base of the previous year(s). This model encourages personal growth and the development of an integrated professional identity.

Clinic Handbook

The Center for Psychological Services publishes a Policy and Procedure Manual that serves as an administrative guide for providing clinical services. Topics include record keeping, client confidentiality, fees, and room scheduling.

The handbook is updated yearly and is available from the Center's administrative coordinator.

4.2 First year clinical training

First year courses on Classical Psychoanalytic Theory, Psychopathology, and Human Development provide theoretical bases for the practice experiences described below.

Intake and disposition

As part of the course on the Initial Interview, first year students are assigned to the Center for Psychological Services where they are trained to conduct intakes with prospective patients. Training includes developing interviewing skills, integrating objective and subjective data, formulating psychodynamic and psychiatric diagnoses, and determining a suitable disposition for the patient's care. Findings are summarized in an extensive Intake Narrative which is included in the patient's clinic file.

Assessment

A two-semester course accompanied by a weekly, small group lab session is dedicated to training in the fundamentals of diagnostic psychological testing. Additionally, a one-semester course in assessment of learning disabilities is provided in the spring of the first year. The first year diagnostic training sequence concludes in the spring semester with assessment of an actual clinic patient under faculty supervision.

Externship application

At the beginning of the spring semester, under the guidance of the Director of Placements and the Director of Clinical Training, students apply for second year externships. Mentoring throughout the process of site selection, application preparation, and interviewing is provided.

4.3 Second year clinical training

The second year is an intensive clinical training year in which students participate in a two-day per week externship in a community service setting. In addition, they continue to learn diagnostic testing skills under faculty supervision in the Center for Psychological Services.

Externship

On externships, students begin supervised psychotherapy casework and continue training in diagnostic testing. Experience with more diverse populations than are typically seen in the Center for Psychological Services and exposure to adjunctive approaches to assessment and psychotherapy are encouraged. Externships are at full service mental health centers (e.g., hospitals, clinics, schools). The purpose of the externship is to provide an intensive clinical experience as early as possible in the student's career.

Assessment

Each student is assigned a faculty supervisor from the Center for Psychological Services who closely supervises diagnostic testing and report writing for the clinic. Clients include both children and adults, and referral questions include learning disabilities, attention disorders, developmental delays, cognitive impairments, and requests from clinicians for assistance with treatment planning.

Testing requirement

Over the course of the year, the student must complete six testing batteries in the clinic and seven testing batteries on externship.

Case conference

Second year students are enrolled in a weekly psychotherapy case conference, administered through the Center for Psychological Services, where they participate with third year students in small group discussions of psychotherapy case material. Groups are led by senior clinical faculty.

Individual psychotherapy

In the spring semester, second year students who have made satisfactory progress with all aspects of clinical training may elect to begin treating one or two psychotherapy patients at the Center. Students are assigned an adjunct clinical supervisor for this experience.

4.4 Third year clinical training

The mainstay of clinical training in the third year is the psychotherapy practicum in the Center for Psychological Services.

Individual psychotherapy

Third year students select faculty for individual psychotherapy supervision in the third year. Each student provides the Director of Clinical Training with a short list of preferred supervisors, and is assured of being matched with someone from the list.

The treatment model at the Center for Psychological Services is psychodynamic psychotherapy, which provides the student with a comprehensive understanding of the complexities of the treatment process. Supervision, a supportive relationship with a senior clinician, focuses on the development of a working therapeutic relationship, the identification of transference and countertransference, and the use and timing of various interventions.

The student meets with the supervisor for one and a half hours per week, and is expected to carry a caseload of five patients at the Center for Psychological Services.

Case conference

As in the second year, third year students are enrolled in a weekly Psychotherapy Case Conference where they have the opportunity to present their work and to listen to the work of their classmates. This Conference is led by a clinical faculty member who is not the student's regular therapy supervisor. This enables the student to see clinical processes from various contemporary psychoanalytic perspectives and to develop the ability to conceptualize and present clinical material in a professional setting.

4.5 Fourth year clinical training

Individual Psychotherapy

Fourth year students continue work in the Center for Psychological Services, typically with a reduced (i.e., two or three) individual psychotherapy case load. They are assigned a supervisor for these cases from the clinical faculty.

Clinical Concentration: Expanded Treatment Modalities

In the fourth clinical year, students elect a clinical concentration area which extends the development of clinical abilities into new treatment modalities and intervention strategies beyond the core of individual psychodynamic psychotherapy. Students have clinical experience and supervision in a concentration area, the core of which is a small group Case Conference. Concentrations may include Accelerated Short-Term Dynamic Psychotherapy, Child Psychotherapy, Group Process Therapy and Group Therapy with Eating Disorders, Health Psychology, Intensive Psychodynamic Psychotherapy, Legal Issues in Psychotherapy, and Psychotherapy Integration.

5 Research Training

5.1 Summary of schedule for research

Pre-dissertation Research Project

It is required that data collection for the pre-dissertation research project be completed prior to internship application. It is recommended that the project be completed during the third year.

Dissertation

It is recommended that work begin on the dissertation proposal during the third year and that the proposal be written and approved by the dissertation committee at the proposal meeting during the fourth year, prior to the beginning of internship. It is required that the dissertation be completed and oral examination successfully passed by the end of the eighth year following entry into the program – usually three years post-internship. Candidacy will be terminated if this requirement is not met. A special appeal is required for extension past this time; the extension cannot exceed two years.¹

¹ This requirement applies for students who are pre-internship at the time these requirements are approved. Previous requirements apply for students already on internship or beyond.

5.2 Pre-dissertation Research Project

Selection of Advisor

Students will select research advisors based on presentations by faculty to the Research Conference during the Fall semester of the first year. Students are urged to seek out faculty for discussion and to attend work groups to aid in their selection. When the presentations have been completed, students choose advisors, in most cases¹ providing three numbered choices; the Research Training Committee then makes the assignments. Whenever possible, students will be assigned to their first choice; when this is not possible, e.g., if the assignment would result in faculty overload, the prospective advisors, in consultation with the Research Committee, will make the decision as to assignment.

If students experience their placements as unsatisfactory, for any reason or at any time, they have the option of transferring to a different advisor, provided the prospective new advisor agrees to this shift and it does not result in faculty overload. A memo concerning the change should be sent by the new advisor to the Research Committee.

While students often remain in the same work group for the pre-dissertation research and dissertation projects, there are many instances in which the student's interests will develop in a new direction in the course of their training. Students are free to change advisors for the dissertation without approval by the Research Committee, provided requirements concerning the Dissertation Committee are met, as outlined below.

Research Training Goals of Pre-dissertation Research Project

The pre-dissertation research project is an empirical study, developed and carried out in conjunction with the advisor and the workgroup. The project is the primary training vehicle for gaining hands-on experience in designing an empirical study, collecting and analyzing data, and reporting the findings. The aim of the project is to acquaint students with the workings of research in a manner that is integrated with their clinical training, and that will increase their understanding of the potential contribution of research to their clinical work, throughout their careers.

For most students, who will do empirical dissertation projects, the pre-dissertation research project is designed to provide directed training as a basis for carrying out the independent research of the dissertation. For students electing to carry out a theoretical dissertation, the pre-dissertation research project requirement is designed to insure that all students have direct hands-on experience designing, collecting and analyzing data of an empirical study as a component of their doctoral training.

The organization of the pre-dissertation research project, the development of a proposal, and the nature of the required report are at the discretion of the advisor.

¹ Exceptions are permitted when definite agreement has been reached between the student and advisor prior to the matching process.

Criteria for Completion of Pre-dissertation Research Project

The requirement for the project conducted in conjunction with Derner Institute faculty may be met in either of two ways:

- 1) Publication in a peer review journal or presentation at a peer review conference. If paper is presented, as paper or poster, a written report of the presentation should be submitted to the advisor, as a paper in APA format, print-out of poster, copy of power point presentation or other appropriate format.
- 2) Alternatively, the requirement may be met by review and approval of a completed report of the project by the advisor and another faculty member who is a member of the Research Committee.

The first choice is advised where possible for training purposes and as a valuable research experience.

Schedule for Pre-dissertation Research Project Completion

Requirement for internship application

Students must have their pre-dissertation research project design approved and data collection complete before internship application is approved. Prior to September 15 of their internship application year, all fourth year students are required to submit a Research Training Requirements Form to the Research Committee, signed by their faculty research supervisors and indicating their level of research progress in the program. (See Appendix J-1.) The committee then reviews these forms; if approved they are forwarded to the Director of Clinical training for approval and then to the Dean who will then complete the review and approval process, prior to November 1.

Requirement for beginning dissertation

Completion of the pre-dissertation research project (as specified above) is required prior to the student being approved to submit a proposal for the dissertation. Special cases of large sample and longitudinal studies may require an exception to this procedure (as discussed below).

Preferred schedule

It is preferred that students have completed their pre-dissertation research projects and obtained approval of their dissertation proposal from their committee prior to applying to internship.

The requirements and scheduling for the pre-dissertation research project are outlined in Appendix J-2.

Criteria and Procedures for Pre-dissertation Research Project Exceptions

Any exceptions to the requirements for any reason must be submitted in writing to the Research Committee by the student and the Research Advisor. The request must provide a detailed explanation of the reasons for the exception and a plan/time-table regarding the completion of this project.

Requests for exceptions concerning approval for internship application must be submitted to the Research Committee along with a completed Research Requirement Form, prior to Sept. 15. The Research Committee will vote on the written request with a majority of votes required for approval, and will then forward approved forms to the Director of Clinical training for approval and then to the Dean for final approval. Research Advisors and students may appeal the vote of the Research Committee to the Dean.

In cases where students collect large data sets or carry out longitudinal studies, to be used for both their pre-dissertation research projects and dissertations, an approved dissertation proposal may be substituted for completed collection of data for the pre-dissertation research project, as the minimum research requirement for internship application. In such cases, the student must:

- 1) apply for waiver of the requirement that the pre-dissertation research project be completed before the dissertation proposal is submitted; and
- 2) apply for permission to have the approved proposal substitute for completed data collection for the internship application requirement.

The Research Committee will evaluate this application prior to the proposal meeting to establish the status of the project as an empirical project requiring an exception.

If approval is granted, the proposal meeting must be held and the project approved by the committee prior to September 15 of the internship application year, to meet the deadline for internship application. The completion of the proposal should be noted on the Research Training Requirements Form.

In such cases, the student is required to carry out a distinct component of the overall project as a pre-dissertation research project that meets the criteria for completion outlined above, as soon as feasible following data collection. The completion of this requirement will be monitored by the Research Committee prior to approval for scheduling an oral defense.

Students intending to carry out a theoretical dissertation cannot petition for exception based on an approved proposal. They must complete data collection of an empirical pre-dissertation research project prior to approval by the Research Committee and certification by the Director of Clinical Training for internship application.

5.3 Doctoral Dissertation

Approval to Organize Dissertation Committee and Schedule Proposal Meeting

Prior to establishing a dissertation committee and scheduling a proposal meeting, the student must submit evidence of completion of the pre-dissertation research project to the Research Committee, using the Research Training Requirements form. This may either be a notice of the acceptance of the publication or presentation, or a form signed by the Chair and reader of the report, as outlined above. The approval by the Research Committee will be submitted and included in the student's file along with the proposal evaluation by the dissertation committee.

As outlined above, in special cases, the dissertation committee may be formed and the proposal meeting scheduled prior to completion of the pre-dissertation research project. The specific requirement of the pre-dissertation research project as outlined above must then be met before scheduling the oral defense.

The Dissertation Committee

Permanent Members

The committee shall consist of a Chair and two Members. The Chair and at least one committee member must be on the full-time Derner Institute faculty. The other member must be on the full-time Derner Institute faculty or the half-time clinic faculty. Any exceptions, such as outside Permanent Members, must be approved by the Research Committee, following procedures described below.

Criteria and procedures for approval of outside Permanent Committee Members. An outside committee member is required to have specific and unique research expertise in the area of the dissertation. The student is responsible for obtaining the approval of the Research Committee for such members. The student must submit a request to the Chair of the Research Committee, outlining the specific expertise of the proposed outside Member, in relation to the dissertation topic, as indicated by relevant publications, and including his or her CV. The request will be considered by the Research Committee and a response will be provided in writing.

Once the permanent committee has been formed, an announcement of the composition of the committee should be sent to the Research Committee and the Dean for approval. (Dissertation Committee form attached in Appendix J-3.)

Special Members

In addition to the three Permanent Members, the Proposal committee will have two special members, and the Oral Examination Committee will have an Outside Reader, as described below:

Special Members: Proposal Meeting. Two Derner Institute doctoral students will serve as special members for the proposal committee only. They may be chosen by the student whose proposal is being evaluated, subject to the approval of the Dissertation Committee Chair.

Special Members: Orals. The Committee convened to examine the student for the oral defense of the dissertation will include an Outside Reader, who must: 1) teach at Adelphi University and have a doctoral degree in a discipline outside of psychology or have a doctoral degree in psychology and teach in a discipline outside of psychology; OR 2) have a doctoral degree in psychology or in a related discipline and be a faculty member at another university. The Outside Reader may be chosen by the student whose proposal is being evaluated, subject to the approval of the Dissertation Committee Chair. Requests for special members not meeting these criteria must be submitted to the Research Committee at least a month prior to the orals date, outlining the qualifications of the proposed special member and explaining the rationale for the exception.

Changes in Committee Composition

The Research Committee and the Dean must be notified as to any changes in the dissertation committee. Changes involving inclusion of outside members must be submitted for review by the Research Committee and the Dean as outlined above. The Dissertation Committee Chair is responsible for implementing this requirement.

Responsibilities of Committee Members

All members of the committee are expected to follow the evaluation procedures outlined below, and to be present for the proposal meeting and for the oral defense. Proposals should be scheduled for one hour; the oral defense should be scheduled for two hours. The proposal and oral defense evaluation forms (see Appendices J-4 and J-5) must be signed by each committee member at the close of the meeting.

Proposal and dissertation meetings are generally scheduled from September through June. Exceptions may be requested for meetings in July and August at the discretion of the Committee.

Procedures for Evaluation of Dissertation

Proposal Evaluation

After the Chair has approved the proposal for distribution, copies will be given to the other faculty members. (The degree of involvement of the committee prior to this point is at the discretion of the members.) The members can either approve the proposal as ready to be discussed at the proposal meeting, or require revisions prior to scheduling a meeting. When all committee members view the proposal as acceptable for discussion, the proposal meeting may be scheduled. All committee members must receive a copy of the proposal with revisions at least two weeks prior to the scheduled meeting date.

An announcement of the proposal meeting, including a list of permanent and special committee members, will be posted publicly and copies sent to the Dean of the Derner Institute and the Chair of the Derner Institute Research Committee. Following the proposal meeting, the proposal evaluation form will be filled out and signed by all dissertation committee members and sent to the Dean for approval.

Once the proposal has been approved by the Committee, the candidate is then responsible for carrying out the project addressing the research questions outlined in the study and following the specified method. Minor changes in the research questions or methods may be approved by the Chair. Changes deemed major by the Chair must be submitted and approved in writing by the committee. Assuming approved procedures are followed, approval of the dissertation does not depend on the success of the project in achieving significant results.

Dissertation Evaluation prior to defense

After the Chair has approved the dissertation for distribution, copies will be given to the other faculty members. When at least one committee member, in addition to the Chair, has approved the dissertation, it is strongly suggested that the outside reader also be given a copy. The committee members and outside reader may then either approve the proposal as ready to be discussed at the oral defense or require revisions prior to scheduling the defense. When all committee members, including the outside reader approve the dissertation as in an acceptable form for defense, the oral examination may be scheduled. All committee members must receive a copy of the proposal with revisions at least two weeks prior to the scheduled date for the oral examination.

An announcement of the oral defense, including a list of committee members, will be posted publicly after approval by the Dean and the Chair of the Institute Research Committee. (See Appendix J-6).

Evaluation procedures at oral defense

The candidate's presentation and responses in the oral examination and the written dissertation are evaluated separately. The dissertation may be evaluated as: a) approved without revision; b) approved with minor revisions; c) approval pending, major revisions required. Minor revisions will be examined and approved by the Committee Chair. Major revisions should be unlikely if procedures are followed prior to the orals as outlined above. If unexpected major issues do arise

requiring such revisions, the changes must be examined and approved by the entire committee, including the outside reader.

Following the oral defense, the evaluation form will be filled out and signed by the dissertation committee members and sent the Dean for approval. (A copy of the form is attached in Appendix J-5.)

The evaluation form will indicate the action required of the candidate, which may be minor or major revisions or no revisions, to obtain final approval for the dissertation. When the candidate has completed the requested revisions, and they have been approved as specified above, the final approval will be indicated in the attached Dissertation Approval form.

Dissertation Preparation

1. Follow current APA manual for formatting and writing style. Tables, charts and figures should appear on separate pages in the body of the text. References and appendices are placed at the end. Margins should be 1-1/2 inches on all sides. Number pages in Arabic numbers in upper right corner. Use small Roman numerals for preliminary material. The title page is not numbered but is understood to be small Roman numeral one. Numbering begins consecutively with first page of text and includes Tables, Figures, References and Appendices.

2. Title page format is attached in Appendix J-7.

3. For the Oral Dissertation Review, each member of the committee must receive a complete copy including a 2-3 page abstract at least two weeks in advance of the examination. After the Oral Review, a final copy with any revisions must be prepared. The Chair must then give final approval to the final document.

4. After approval of the dissertation, it must be prepared for publication as a bound reproduction. In preparing the dissertation for binding, the student must conform to the following rules:

a. Do not use staples, paper clips, scotch tape or any other foreign materials in the final copies of the dissertation. Do not punch holes in the margin. Check the numbering of the pages carefully and see that they are in proper order. Insert blank unnumbered sheet before the title pages and after the last page.

b. Place the original copy of the dissertation in a folder and enclose the folder in a large envelope or box. The student must keep a copy.

c. If the number of letters and spaces in the title of the dissertation, and the author's last name is more than 80 characters, please submit a short "catch" title to be used in reference to the study.

5. The manuscript is forwarded to University Microfilms Int., where it is processed for microfilming and binding, and inclusion in Dissertation Abstracts International. The original is bound and sent to the Adelphi Library along with a microfilm. The student and the Derner Institute also receive bound copies.

Usual Order and Content of Dissertations

Typically dissertations conform to the following format:

1. Title page
2. Committee page, listing names of advisory chairperson, and committee member only
3. Preface, including acknowledgements
4. Table of contents, with page references
5. List of tables, with titles and page references
6. List of figures or illustrations, with titles and page references

Chapter headings generally are given as follow¹:

1. Introduction
2. Review of the Literature
3. Statement of problem, Hypotheses or Research Questions
4. Methods
5. Results
6. Discussion and Conclusions

¹ May be modified according to nature of project.

6 Policies and Procedures

6.1 Academic Policies

Class attendance

Attendance at all regularly scheduled meetings of a course is expected. Students should contact the course instructor in advance if they know that they will be absent from a particular class. Students are permitted to make-up required course work and examinations missed as a result of instructor-approved absences.

The policy of the Derner Institute is that if a student has more than three absences in a course, he or she will lose credit for the course. This policy is implemented at the course instructor's discretion.

Course waivers

A student may request a course waiver for non-clinical courses by presenting a transcript and syllabus to the course instructor. The course instructor must be satisfied that the student possesses sufficient knowledge, skill, and experience relative to the particular course's content.

If the instructor approves the waiver, she or he must sign the course waiver form (see Appendix G), which is then submitted to the Dean for approval.

Please note: Course waivers do not shorten the length of the program.

Colloquium

The academic program at the Derner Institute is augmented by a regular colloquium series. Students and faculty are invited to these regular meetings, which provide an opportunity to learn about recent developments in psychology. Leading scholars are invited to make presentations on their work. This gives students a chance to learn of the most recent advances in theory, research, and clinical technique.

In most semesters, there will be three or four colloquium presentations; attendance records are kept and **students are required to attend a minimum of four colloquia during the academic year.** Colloquium is held on Wednesdays from 4:00pm to 5:30pm.

In lieu of attending the colloquia offered at Adelphi, students may also attend an equivalent event in order to fulfill the colloquium requirement. In order to receive credit for the event, this equivalency must be demonstrated by the following:

- 1) The event must be scheduled for at least 1.5 hours
- 2) The event must be sponsored by an accredited university, hospital, training facility, or professional organization.
- 3) The student must provide a photocopy of the event announcement to the chair of the colloquia committee with information on the presenter(s), topic, location, day, time, place, and contact information.

- 4) The student must provide a typed synopsis of at least 1 page in length to the chair of the colloquia committee that responds to the two following questions: a) “What did you hear?” and b) “What did it mean to you?”

The faculty view completion of the colloquium requirement as an important part of student training. Consequences for non-completion or continuing deficiencies are likely to be serious. Failure to attend the required number of colloquia will have the following results:

- 1) The student will receive an incomplete (“I”) in the colloquium course for that year. The incomplete will automatically change to an “F” after one year if the student does not make up the required number of colloquia.
- 2) A list of all students who have not completed their Colloquia Requirements will be discussed at the end of the year faculty review of students in May.
- 3) According to a faculty vote, failure to complete the Colloquia Requirement will result in the delay of internship application and graduation.

University Meeting Time

Every Wednesday from 1pm – 2pm is designated university meeting time. Students and faculty may not schedule classes, workgroup, supervision or other ongoing weekly academic meetings during this time. Examples of meetings which may take place during this time include faculty meetings, graduate student organization meetings, Derner Institute committee meetings, and student body meetings.

6.2 About Evaluations

Only a small number of applicants are accepted into the Derner Institute Ph.D. program in Clinical Psychology. They have been chosen on the basis of their impressive intellectual skills and academic achievements, and their potential to be unusually effective clinicians after appropriate training. Accordingly, the hope and expectation of the faculty is that every student will progress through the program satisfactorily, often with distinction, complete all the requirements for the doctorate, and enjoy a rewarding, successful career as a clinical psychologist.

Evaluation Procedure

The progress of every student is formally reviewed at the end of each semester, for all aspects of the training at Derner: coursework, clinical and research activity, and performance as a graduate assistant. Each professor prepares a written evaluation of each student with whom they have had relevant contact, and these evaluations are read aloud during a review meeting attended by all faculty. The student's faculty advisor collects these evaluations, prepares a summary of them, and then meets with the student to discuss them. At this time the student reads all the written evaluations, as well as the advisor's summary, and has the opportunity to request clarification about anything that was written. If there is a discrepancy between the student's self-perception and that of any professor, the student is encouraged to discuss the issue directly with that professor. These end-of-semester progress review meetings are not only the time for a student to receive a formal evaluation, but an opportunity for both advisor and student to consider the student's overall career goals and professional aspirations, and how best to achieve them.

Faculty Advisors

At the end of the first semester, every student chooses a research supervisor for their second-year project; this supervisor becomes the student's faculty advisor as well. In this role, the faculty advisor meets regularly with the student to discuss all aspects of the student's progress in the program, including how to make the most effective course and practicum choices.

6.3 Academic Evaluation Criteria

The following aspects of academic performance are among those evaluated by the faculty: consistent and timely class attendance, performance on tests and exams, the quality of written assignments, clinical and research competence where relevant, and contributions to class discussion. A copy of the academic evaluation form is included in Appendix H.

Grading

Grades are one component of evaluation at the Derner Institute. Most courses use letter grades. Courses which are graded Pass/Fail include clinical courses, such as psychotherapy practicum and case conference; research work group; and certain electives.

Course instructors determine their own course requirements and grade students accordingly.

Letter Grade	Quantitative Value	Qualitative Value
A+	4.0	Excellent; exceeds expectations
A	4.0	Good; meets requirements
A-	3.7	Satisfactory; needs improvement
B+	3.3	Performance below minimum graduate standards
B	3.0	Performance below minimum graduate standards
B-	2.7	Performance below minimum graduate standards
C+	2.3	Unacceptable performance
C	2.0	Unacceptable performance
C-	1.7	Unacceptable performance
F	0.0	Unacceptable performance

Grades of B (B+, B, B-) or lower indicate that the student has not performed at the level expected for graduate study. Two or more grades of B or lower will result in the student being reviewed for possible academic probation.

If the student receives a grade of C (C+, C, C-) or lower in a required course, he or she must retake the course, or complete a remediation plan which has been agreed to by the course instructor and approved by the Dean. Two or more courses with a grade of C or lower will result in faculty review for possible dismissal from the program.

Incomplete policy

Students who have two or more outstanding Incompletes may not take more than 16 credits until the Incomplete is satisfactorily completed. Students have two semesters, from the date of the Incomplete, to satisfactorily complete all course work. If the course work is not completed by the deadline, regardless of whether the student is enrolled, the Incomplete automatically becomes an F. Failure to do so results in a permanent Incomplete being assigned to the course and the student must re-take the course.

Academic Honesty

Adelphi University's code of academic honesty prohibits behavior which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty include, but are not limited to, the following:

- Fabricating data or citations
- Collaborating in areas prohibited by the professor
- Unauthorized multiple submission of work
- Sabotage of others' work, including library vandalism or manipulation
- Plagiarism: presenting any work as one's own that is not one's own
- The creation of unfair advantage
- The facilitation of dishonesty
- Tampering with or falsifying records
- Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Violations of the code of academic honesty will be handled according to University policies and procedures as well as the policies and procedures of the Derner Institute as outlined in this Handbook.

The complete Adelphi University academic honesty policies and procedures can be found at <http://academics.adelphi.edu/policies/honesty.php>.

6.4 Professional and Clinical Evaluation Criteria

As a representative of the Derner Institute and the larger professional community, students are expected to follow the APA code of ethical conduct (Appendix L). In addition, students are responsible for adhering to the policies and expectations of all research and clinical settings, including those on the Adelphi campus, (commitment to duties, record-keeping, hours, dress code, etc.). Professional skills in clinical practice and in research are carefully reviewed. A copy of the clinical evaluation form is included in Appendix I.

6.5 Interpersonal Evaluation Criteria

Individual personality issues which have a negative impact on the student's academic or professional activities are subject to review. However, it should be emphasized that such issues include only those aspects of the student's performance that are formally addressed in the student's written evaluations. Personal gossip, private behavior, and vague "feelings" about students are not an appropriate part of any student evaluation.

6.6 Progress Reports/Actions

Progress reports

During the end-of-semester review meeting, the faculty makes a formal statement on each student's progress. Most students are deemed to be making satisfactory progress, more often than not impressive progress, and one intent of the review meeting is to inform such students that they are doing well. However, when progress is not satisfactory, the faculty takes one of a number of possible actions, and the student receives a formal letter, summarizing the nature of the action, the rationale for it, and the remedies that the student is urged to take to address the issue.

Confidentiality

Student evaluations, progress reports/actions and faculty discussions concerning students are confidential to the faculty and student concerned. Any student in doubt about his/her own status can get clarification by talking to his/her advisor and other members of the faculty.

Types of Actions

The possible actions are Concern, Warning, Probation, Leave-of-Absence and Dismissal. The nature of each action is summarized below, but it should be emphasized that for every action except Dismissal, the faculty expectation is that the student will address the issues leading to the action, and continue making satisfactory progress in the program.

1. Concern

The mildest of all the formal actions, it is typically chosen when a student is making only marginal progress in some particular area, and the faculty is drawing the student's attention to this area by taking formal action.

2. Warning

The faculty sees lack of appropriate progress in several areas, and wants the student to understand that improvement across the board is necessary to avoid an even more severe action.

3. Probation

This action is taken when the student's overall progress is sufficiently unsatisfactory that unless improvement in specified areas takes place during the coming semester, the student's candidacy will be reviewed for termination.

4. Leave of absence

This action may be recommended or mandated for a student who is placed on probation. This action may be taken when the faculty believes that interpersonal issues are at the heart of the problem, and that the student needs to spend time away from the program to address them before returning to complete the program. The faculty may also recommend a leave of absence when a student faces concrete, objective obstacles to training, such as illness or family issues.

5. Dismissal

It is highly uncommon for a student to be dismissed from the program, and affects less than 1% of all students. In most cases, a student is dismissed only after first having been placed on probation, and subsequently failing to resolve the issues that led to probation. In effect, the decision reflects the faculty belief that not only has the student failed to address a number of important professional issues, but is simply unable to do so.

Dismissal can take place without a student's having previously been placed on probation only if an extraordinary breach of conduct has taken place, such as plagiarism or highly inappropriate professional interactions with patients.

Action Procedure

The procedure for taking one of the above actions is as follows:

- 1) The advisor notifies the advisee in person that the faculty has taken an action. The advisor then schedules a meeting in person with the advisee, and discusses the details of the specific action that was taken.
- 2) Following the individual meeting with the advisee, the advisor schedules a meeting at which the advisor and advisee will be present, plus at least two of the following three administrators: the Dean, the Associate Dean, and the Director of Clinical training. The purpose of the meeting is not an appeal, but an opportunity for the student to respond to the concerns, and hopefully tell the committee how the student intends to address them.

3) After that meeting, the advisor prepares a formal written statement, summarizing both the specific action taken, and the rationale behind it. This statement must include specific ways the student is expected to address the issues. Copies of the statement are given to the student, the Dean, and are placed in the student's file.

4) The student prepares a formal written statement which makes it clear that he/she understands the issues. This statement must include a specific plan for addressing the issues, including dates where relevant.

5) When a student is removed from an administrative action that was taken the previous semester, the advisor prepares a formal letter to this effect. Copies of this letter are given to the student, the Dean, and are placed in the student's file.

Right of Appeal

Students have the right to appeal any action of the faculty. The procedure for appealing an action is as follows:

1) The student must submit a written request to the Dean, providing the rationale for the requested appeal.

2) The Dean assembles a committee of senior faculty members to address the appeal. The student may suggest specific faculty members to the Dean for possible inclusion on the committee.

3) The student presents the appeal to the faculty committee either in writing, in person, or both.

4) The faculty committee considers the appeal and sends their recommendation to the Dean.

5) The Dean receives the faculty committee's recommendation, and then makes the final decision regarding the appeal.

6.7 Derner Institute Grievance Procedure

During the time students spend at the Derner Institute, it is possible that a conflict may arise between a student and a fellow student, faculty member or staff member. When a conflict arises, it is most desirable that an attempt be made to resolve the conflict through an informal interaction with that person. If this is not successful or it is perceived that there is some obstacle to a successful resolution of this conflict, the procedure detailed below is to be followed. The first part of the procedure continues with an informal approach. When that is not successful the procedure becomes more formal.

Step 1. A meeting is scheduled with the Director of Clinical Training to discuss the conflict. It may be decided at that meeting to have another meeting with the other party or parties involved. If this is successful in resolving the conflict, the situation ends.

Step 2. If the preceding step is not successful, a meeting with the Dean and the Associate Dean should be scheduled. Again, a second meeting may be scheduled with the other party and/or parties involved. This meeting may include the Director of Clinical Training if the Dean decides with the Director that this would be helpful. If the conflict is successfully resolved, the situation is ended. The Dean will inform the Director of Clinical Training about the resolution.

Step 3. If the preceding step is not successful, the formal process begins. The student submits a written grievance to the Director of Clinical Training. This written grievance should include all of the relevant details including a proposed resolution. The Director may call a second meeting with all parties involved or whoever s/he believes is appropriate. In all cases a copy of the written grievance will be given to the persons involved. If this is successful, a written resolution is prepared by the Director and given to all persons. If this is not successful, the Director prepares a report of the meetings and submits this along with the written copy of the grievance to the Dean and Associate Dean.

Step 4. If the preceding step is not successful, a meeting with the Dean and the Associate Dean should be scheduled to review the written materials. Again, a second meeting may be scheduled with the other party and/or parties and parties involved. This meeting may include the Director of Clinical Training if the Dean decides with the Director that this would be helpful. If the conflict is successfully resolved, the situation is ended. The Dean will prepare a written resolution of the conflict which will be given to all the persons involved. The Dean give the Director of Clinical Training a copy of the written resolution.

Step 5. If the procedure in the last step fails to resolve the conflict, the Dean informs the students about her or his rights to appeal to the higher administration and gives the student a written report of the results of the procedures used to resolve the conflict. The Dean will advise the student about the University grievance procedure and is available to the student for help and direction in following this procedure.

6.8 Part-time Study

While part-time study is ordinarily not permitted, under certain circumstances it may be necessary for a student to reduce her or his course load. Requests for part-time study must be submitted in writing to the Dean.

6.9 Leave of Absence Guidelines

The continuity of training and education is an important aspect of the program; the faculty will not generally permit extension of leaves of absence beyond a single year. Under special circumstances, a student may petition for an extension of a leave for an additional year; such a petition must be presented no later than the preceding spring. The petition must present a compelling reason for such an extension, and should also include provision for approved professional activities during the leave period. The decision will be based on the specifics of the case, including the student's previous performance in the program, and the professional use which will be made of the leave period. If leave is not granted, the student will be expected to return to full-time status; or will have to reapply and be considered as a new student.

6.10 Time Limitation

Students must complete all requirements of the program within seven years of their first registration at the Derner Institute.

If a student does not complete the program within the stipulated limits, he or she will be terminated unless they are granted a written extension with a specific date for completing the program.

An approved leave of absence does not extend the time limitations.

The Dean may grant an extension of time for completion of the degree under the following conditions:

- 1) The student shall have completed all requirements except the dissertation.
- 2) The student must request an extension in writing, including written evidence of progress on the dissertation, setting forth a realistic timetable for its completion.
- 3) The student may have to appear at a hearing of a Departmental Committee, whose members are designated by the Department Chair, appointed to consider whether to grant approval of the extension.
- 4) The department may choose to place additional requirements on the student as a condition for granting the extension since the student has not fulfilled the time limits as contracted in the Program Proposal.
- 5) Given these four conditions, an extension shall be granted only under extraordinary conditions and at the recommendation of the dissertation committee. (In order to show evidence of meeting the timetable, the student must submit dissertation material in writing every three months. Failure to do so may result in immediate termination.

7 Student Life

7.1 Graduate Student Organization

Doctoral students at the Derner Institute have a right and responsibility to shape their own educational experience. Toward that end, all students may participate in the Graduate Student Organization.

The Graduate Student Organization facilitates student representation on Derner Institute committees, departmental faculty meetings, and University committees.

7.2 Professional Development

Students at the Derner Institute are encouraged to participate in professional organizations, seminars, and colloquia.

Many students maintain student-affiliate memberships in professional organizations such as the American Psychological Association, New York State Psychological Association, and Division 39 of the APA. The newsletters and journals published by these organizations offer students the opportunity to remain abreast of current professional issues and research in the field of psychology.

All students are encouraged to attend and present research at the national and regional conferences of these organizations.

7.3 Financial Aid

Graduate Assistantships

The administration at Adelphi has long been aware of the financial needs of students in the Derner Institute Ph.D. program. Over the past two years the University has increased the financial aid budget in order to provide graduate assistantships for all members of the incoming 2004-2005 first-year class.

All graduate assistantships require one hour of work per week during the 30 weeks of the academic year for every \$1,000 of financial aid. The most common assistantships are for \$5,000 a year, requiring 5 hours work per week. The aid is always provided in the form of tuition remission, with half of the total amount given for the fall semester, the other half for the spring semester.

Each graduate assistant is assigned to a particular professor, who decides what work the student will do, and a time schedule for its completion. It is not necessary that the student works exactly five hours in each week; the professor may decide that several hours will be worked in a particular week, fewer hours in other weeks. Since there are 30 weeks in the academic year, a student receiving a \$5,000 assistantship must work a total of 150 hours, and the professor decides when the work should be done. Time sheets must be kept by all graduate assistants, signed by the professor, and then submitted to the Dean **every two weeks** during the semester. A sample time sheet is included in Appendix K.

Each year, a few students receive \$10,000 assistantships. The decision as to which students receive the larger assistantships is based on a variety of factors, including previous academic accomplishments or potential, special skills, and financial need. Also, the Derner Institute has a commitment to recruit and train minority students, and this is also a factor considered when financial aid decisions are made.

The expectation is that an incoming student receiving financial aid will continue to receive aid for all four years. However, this is contingent on satisfactory academic progress in general as well as on satisfactory performance a graduate assistant. At the end of the academic year, faculty members prepare evaluations for their graduate assistants, and express their preferences with respect to having the same assistant the following year. The students are also asked for their preferences, and every attempt is made to accommodate both professors' and students' preferences.

Finally, there are graduate assistantships offered to Derner students by other departments at Adelphi. These departments at Adelphi, such as the Admissions Department and the Learning Center, have their own budgets and make their own decisions, but they always do so after consulting with the Dean and Associate Dean, who comprise a Financial Aid Committee.

Howard Davis Memorial Fund

A limited amount of money is available for emergency, short-term loans. Specific terms are arranged with the Dean, to whom applications should be directed.

Student Loans and Other Financial Aid

For more information about other sources of financial aid, including federal and private loans, contact Student Financial Services in Levermore Hall, (516) 877-3080, or see their website: <http://ecampus.adelphi.edu/sfs/graduate.php>.

7.4 Employment Guidelines for Doctoral Students

The clinical psychology Ph.D. program at the Derner Institute is full-time and intensive. Students are permitted to accept employment of a psychological nature (either in research or clinical capacity) **only after receiving permission from the Director of Clinical Training**. This is to ensure that outside employment conditions are (1) in compliance with the American Psychological Association's Ethical Guidelines and New York State professional licensing laws and (2) do not interfere with the student's progress in the program. Each student's case will be considered on an individual basis.

Titles and supervision

Doctoral psychology students may only designate themselves by a title which clearly indicates their trainee status (see the APA ethical standards on avoidance of false or deceptive statements). For instance, students should not take employment in the mental health field under a title using the words "psychologist," "psychology," or "psychological" unless s/he has attained a license to practice psychology. Furthermore, job placement in which psychological tasks are undertaken must be under the direction and supervision of a licensed psychologist adhering to the Ethical Guidelines of the American Psychological Association.

Private employment by ABDs (All But Dissertation)

In New York State, ABDs (students who have completed required course work and the Internship but have not defended their doctoral thesis), are permitted to work only in "exempt" settings as defined by the State's Licensing Law. Exempt settings include Universities (as academic faculty or as clinicians in counseling centers), public schools and private schools, and government entities, as salaried employees. Specific questions about the suitability of employment for ABDs should be directed to the Program's Director of Clinical Training or the NY State Office of Professional Licensing.

Related professional employment

Students may take jobs utilizing other credentials they may have (e.g. MSW or M.Ed.). Students must use the job title designated by the employer (e.g., "Social Worker" or "Mental Health Counselor"), and may not represent themselves as graduate students engaged in activities related to the doctoral program at the Derner Institute.

Students engaged in professional activities that are not components of the doctoral training program are not covered by malpractice insurance provided by Adelphi University.

Licensing requirements

Each state and country has its own regulations concerning the courses and supervised experience required for licensing or certification as a psychologist for completing requirements of an APA approved program. It is the student's responsibility to research licensing requirements for the state or country in which they are planning to practice. More information on licensing may be found on the following websites: 1) <http://www.asppb.org/exam/prof.htm>; 2) <http://www.uky.edu/Education/EDP/psyinfo2.html> or 3) <http://www.ksopope.com/licensing/index.php>

8 Facilities

8.1 Libraries

Library hours, policies, and services are available on the Adelphi University Library website: <http://libraries.adelphi.edu>.

Garden City Campus

The Swirbul Library holds 550,000 volumes, as well as an extensive collection of non-print media including CD-ROMs, microfilm, microfiche, audiocassettes, videocassettes and films. The library also has active subscriptions to over 1,000 journals and newspapers, as well as access to a variety of academic databases. Swirbul Library participates in the New York State and National Interlibrary Loan Program. Scholarly books, documents and copies of journal articles not owned by Adelphi (as well as dissertations from many universities) may be obtained on loan from other institutions through the interlibrary loan department.

The student facilities include several small lounges for student use, and extensive computer facilities with Internet access. Additionally, rooms are available for video viewing by individuals or small groups (up to 18 persons, one room holds 40), which may also be used for group study or seminars.

The library is fully accessible to handicapped students and equipment for use by the blind is available.

Manhattan Center

Located on the second floor of 75 Varick Street in New York City, the Manhattan Center library is one of Adelphi's two off-campus libraries. The collection supports the needs of the Center's liberal arts students and its Education and Social Work programs.

The Library provides users with Internet access as well as access to a variety of academic databases. There are several workstations available for word processing. Inter- and intra-library loan services are provided.

Online Access

Instructions for accessing online resources, including databases such as PsycInfo, are available at <http://libraries.adelphi.edu/guides/remote.shtml>.

Other Libraries Available for Use by Adelphi Students

Reciprocal Borrowing Privileges at Queens College

Adelphi University and Queens College, CUNY, participate in a reciprocal borrowing arrangement. Adelphi students may borrow circulating materials for three weeks with one renewal. If you would like to use the Rosenthal Library, simply stop at the Rosenthal Circulation Desk to obtain a borrower's card. Both your Queens College borrower's card and your currently validated Adelphi ID will be necessary to borrow materials from Queens College. Cards will be issued only to borrowers in good standing at their home library. For further information, call Library Operations at (516-877-3518).

Hofstra

Adelphi students may generally use, but not borrow from Hofstra's Axinn Library. During limited access periods (posted at all service desks in Swirbul Library), Hofstra limits its building and periodicals access to members of the Hofstra community. Government documents collections, however, may be used during these periods through the use of dated day passes (which are held by the door guard at Hofstra). An appointment must be made in advance by telephoning Hofstra at (516-560-5972).

C.W. Post

Adelphi students may generally use, but not borrow from, the Schwartz Library at C.W. Post. However, all access to the Schwartz Library is restricted during limited access periods (posted at all service desks in Swirbul Library). During these periods, however, day passes are available at the Schwartz Library for use of Post's Federal and State Depository Libraries and other libraries by special permission. Permission to use materials other than Government Documents should be requested through a Reference Librarian at the Swirbul Library Reference Desk.

Research Loan Program (LILRC)

The Adelphi community may use LILRC (Long Island Libraries Resources Council) member libraries in person (except during limited access periods as described above). In special cases, you may be permitted to borrow materials from these libraries through the Research Loan Program (RLP). RLP provides for the reciprocal lending of materials to students, faculty, administrators, and other constituencies of participating libraries. The program involves circulation only since, in general, most LILRC libraries allow use of materials on site in the library without special arrangement. Participating libraries include most of the public and academic libraries on Long Island. Arrangements must be made in advance through the home institution. In order to avail yourself of borrowing privileges, please see a Reference Librarian at the Swirbul Library Reference Desk.

8.2 Center for Psychological Services

The Center for Psychological Services functions as a clinical training center for doctoral students. Students provide services to Adelphi University students and staff as well as to members of the surrounding communities. The Center maintains clinics on both the Garden City and Manhattan campuses, with rooms and equipment available at each location for intake, assessment, and individual, couple, family, and group therapy.

8.3 Computing

The computer facilities at Adelphi's Garden City campus consist primarily of workstations connected to the campus mainframe through a local area network. The workstations have most of the common commercial software programs – word processing with both Microsoft Word and Word Perfect, spread sheet programs from both Microsoft Excel and Lotus, a variety of graphics packages, statistical analysis using SPSS, and Internet access, including e-mail. There are three workstations located on the second floor of the Hy Weinberg Building for graduate students only, and many more at locations throughout the university (see <http://infotech.adelphi.edu/resources/labs/index.php> for a complete list of locations).

A voice mailbox, email account, and dialup Internet access is available to all students. These services are administered by the department of Information Technology and Resources:
<http://infotech.adelphi.edu/services/students/>

8.4 Child Activity Center

The Child Activity Center, located on Adelphi's campus, houses a part- and full-day program for children from three through five years of age.

For more information, contact:

Alice Brown, Director

Phone: (516) 877-3907

Email: brown2@adelphi.edu

8.5 Disability Support Services

The Office of Disability Support Services (DSS), located in the Ruth S. Harley University Center Room 310, is a vital campus resource. The mission of DSS is to ensure equal access to all aspects of university life for students with disabilities.

For more information, contact:

Email: dss@adelphi.edu

Phone: (516) 877-3145

Fax: (516) 877-3139

TTY: (516) 877-3138

8.6 Student ID

University identification cards (ID cards) are required for identification and issued to all faculty, staff, and students. ID cards are necessary for after-hours access to all residence halls, academic and administrative buildings, use of the library, entry to sports events and all University facilities. ID cards, in general, expire at the end of each semester and must be validated by the office of the Registrar, Levermore Hall, Lower Level, for the next semester.

Where / How to Obtain an ID Card:

Location: Department of Public Safety & Transportation, ID Office, Levermore Hall, Lower Level

Telephone Number: 877-3500, 3438 (ext. 3500, 3438)

Hours: Monday - Friday 8:30 AM to 4:30 PM

Evenings: Monday - Thursday 4:30 PM to 7:00 PM

Summer: Monday - Thursday 8:30 AM to 7:00 PM, Friday 8:30 AM to 4:00 PM.

Students must bring proof of payment or confirmation of classes (available from the Registrar).

Replacement fee for lost or damaged ID cards: \$10.00

8.7 Athletic Facilities

Located in Woodruff Hall, the Campus Recreation department of Adelphi University provides comprehensive athletic facilities and recreation programs. Visit the web site for facility hours and course schedules: <http://students.adelphi.edu/campusrec/>.

Gymnasium

The Gym is located on the main floor level. Recreational activities include basketball, volleyball and badminton. Sneakers must be worn by all who play on the gym floor.

Indoor Track

A carpeted and banked track is located on the upper level of Woodruff Hall. It is a short 1/17-mile overlooking the basketball court and the Cherry Valley Golf Course.

Swimming Pool

The Arvilla E. Nolan swimming pool is located on the first floor lower level. It is a 25-yard, four-lane pool, utilized for lap swimming during recreation hours.

Fitness Center

Located on the second lower level (north end), the Fitness Center features Nautilus (9 units), cardiovascular machines (elliptical cross trainers, stair steppers, cycles, treadmills, rower) and a free weight area. A trained recreation staff member is available to offer assistance. Individual Fitness Center orientations can be scheduled by calling the Recreation office at X4242/4243.

Squash Court

The squash court open for use is located at the track level, south end of Woodruff Hall.

Tennis Courts

Four (4) tennis courts are located along South Avenue and are open from 8am to dusk daily from Mid-March through October depending on Phys. Ed. and Tennis team schedules. No reservations are required, however, valid University ID is required upon request.

Outdoor Track

The 1/5 mile track is located on the Waldorf School campus. Open 6-9am, and 12pm to dusk on weekdays. Hours vary on weekends depending on Waldorf School events.

Locker Rooms

Both men's and women's locker room facilities are available to recreation participants. You may use an empty locker (bring your own lock). No locks may be left on overnight.

Equipment Issue

Recreation equipment is issued by the recreation supervisor on duty. Valid ID is required in order to borrow equipment.

9 Appendices

Appendix A: Academic Calendar

Fall 2005

August 27	Classes Begin
September 3-5	Labor Day Weekend - No Classes
September 9	Late Registration Ends Last Day to Add a Class
September 16	Final Date for Submission of Graduation Application for January 2006
September 17	Constitution Day
September 23	Last Day to Drop a Course Last Day to Change a Grading Option
October 3	No Classes to Begin After 3:40 PM
October 4-5	No Classes
October 12	No Classes to Begin After 3:40 PM
October 13	No Classes
October 14	Last Day to Submit Graduation Application for May 2006 (To have name appear in book)
October 17-21	Midpoint of Semester
October 28	Last Day to Withdraw from a Course
October 31	Open Planning for Spring 2006 Registration
November 7	Spring 2006 Registration Begins (Graduate and Undergraduate)
November 24-27	Thanksgiving Break - No Classes
December 12	Make-up for 10/03. Classes that start at 3:40 PM and later will meet; emergency day for the classes that start earlier than 3:40 PM
December 13	Emergency/Study Day
December 14	Make-up for 10/12. Classes that start at 3:40 PM and later will meet; emergency day for the classes that start earlier than 3:40 PM
December 15	Last Thursday Class Meeting Before Finals
December 16	Finals Week Begins
December 22	Finals Weeks Ends

Spring 2006

January 25 Classes Begin

February 7 Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation Applications for May 2006

February 21 Last Day to Drop a Course
Last Day to Change a Grading Option

March 31 Last Day to Withdraw from a Course

April 10 - 16 Spring Break

April 17 Classes Resume

May 10 - 11 Emergency/Study Days

May 12 - 18 Final Exam Week

May 21 Doctoral Hooding Ceremony

May 22 Commencement

Summer 2006 - Session I

May 29 Memorial Day

May 30 Classes Begin

June 2 Last Day to Add a Course
Late Registration Ends

June 9 Last Day to Drop a Course
Last Day to Change Grading Options
Last Day to Submit Graduation Application for August 2006

June 16 Last Day to Withdraw from a Course

July 2 Last Day of Classes

Summer 2006 - Session II

July 10 Classes Begin

July 14 Last Day to Add a Course
Late Registration Ends

July 21 Last Day to Drop a Course

Last Day to Change Grading Option

July 28 Last Day to Withdraw from a Course

August 13 Last Day of Classes

Fall 2006

August 26 Classes Begin

August 27 Sunday classes add an additional 15 minutes to each session to meet state regulations

September 2-4 Labor Day Weekend - No Classes

September 8 Late Registration Ends
Last Day to Add a Class

September 22-24 No Classes

September 25 Last Day to Drop a Course
Last Day to Change a Grading Option
Final Date for Submission of Graduation Application for January 2007

October 1 No Classes to Begin After 3:40 PM

October 2 No Classes

October 13 Final Day to Submit Graduation Application for May 2007
(To have name appear in book)

October 16-20 Midpoint of Semester

October 27 Last Day to Withdraw from a Course

November 7 No Classes

November 22 No Classes

November 23-26 Thanksgiving Break - No Classes

December 12-14 Emergency/Study Day

December 17 Finals Week Begins

December 23 Finals Weeks Ends/Last Day of Classes

Spring 2007

January 24 Classes Begin

February 6 Late Registration Ends
Last Day to Add a Course
Final Date for Submission of Graduation Applications for May 2007

February 20 Last Day to Drop a Course
Last Day to Change a Grading Option

March 27 Last Day to Withdraw from a Course

April 2 - 8 Spring Break

May 9 - 10 Emergency/Study Days

May 11 Finals Week Begins

May 17 Finals End/Last Day of Classes

May 20 Doctoral Hooding Ceremony

May 21 Commencement

Summer 2007 - Session I

May 28 Memorial Day

May 29 Classes Begin

June 1 Late Registration Ends
Last Day to Add a Course

June 8 Last Day to Drop a Course
Last Day to Change Grading Options
Final date for Submission of Graduation Application for August 2007

June 15 Last Day to Withdraw from a Course

July 1 Last Day of Classes

Summer 2007 - Session II

July 9 Classes Begin

July 13 Late Registration Ends
Last Day to Add a Course

July 20 Last Day to Drop a Course
Last Day to Change Grading Option

July 27 Last Day to Withdraw from a Course

August 12 Last Day of Classes

Appendix B: Campus Map

[paste map here]

Appendix C: Campus Transportation

Directions to the Garden City Campus

Note: most Derner Institute classes are held in the Hy Weinberg building,

By Train

From Manhattan, Brooklyn, and Jamaica Station

Take the Hempstead line from Penn Station in Manhattan or the Flatbush Avenue Station in Brooklyn or the Jamaica Station in Queens to the Nassau Boulevard Station. The campus is a short walk east on South Avenue. Travel time from New York City is approximately forty-five minutes.

For LIRR train schedules, please visit <http://www.mta.nyc.ny.us/lirr>.

By Car

Please note:

Parking is by permit only. All motor vehicles utilizing University parking facilities must display a current state registration and be registered with the University Department of Public Safety & Transportation. Students are required to register annually. With the exception of vendors servicing the University and vehicles owned by the University, no commercial vehicles are permitted to park on campus. The University assumes no responsibility for loss or damage to any vehicle parked on its property.

From Upstate New York

Take the New York State Thruway to the Tappen Zee Bridge (toward New England). After crossing the bridge, continue to I-287 east and follow signs for I-95 south. Take 295 to the Throgs Neck Bridge. Go over the Throgs Neck Bridge, bearing right, and exit onto the Cross Island Parkway - Eastern Long Island. Take the Cross Island Parkway to the Long Island Expressway (Route 495) - Eastern Long Island. From there, [follow the L.I.E. \(East\) directions below](#).

From New England

Take either I-91 south to I-95 in New Haven, or I-684 south to I-287 east (toward New England) to I-95 south. Depending on where you get on I-95, you may travel through Massachusetts, Rhode Island, Connecticut, and New York's Westchester and Bronx counties. Remain on I-95 and follow signs for I-295 (Throgs Neck Bridge, Eastern Long Island). Go over the Throgs Neck Bridge, bearing right, and exit onto the Cross Island Parkway - Eastern Long Island. Take the Cross Island Parkway to the Long Island Expressway (Route 495) - Eastern Long Island. From there, [follow the L.I.E. \(East\) directions below](#).

From Pennsylvania

Go east on the Pennsylvania Turnpike to the New Jersey Turnpike north. Take I-95 north (New Jersey Turnpike) to Exit 13 (Goethals Bridge). After crossing the bridge, continue on the Staten Island Expressway to the Verrazano Bridge. Go over the bridge and get on the Belt Parkway (toward Kennedy Airport). Take the Belt Parkway to the Southern State Parkway. See the [Southern State directions below](#).

From Northern New Jersey

Take I-80 East to the George Washington Bridge. Continue on I-80 East to the Cross Bronx Expressway, following the signs to the Throgs Neck Bridge. Go over the bridge, bearing right, and exit onto the Cross Island Parkway - Eastern Long Island. Take the Cross Island Parkway to the Long Island Expressway (Route 495) - Eastern Long Island. From there, [follow the L.I.E. \(East\) directions below](#).

From Southern New Jersey and Points South

Take I-95 north (New Jersey Turnpike) to Exit 13 (Goethals Bridge). After crossing the bridge, continue on the Staten Island Expressway to the Verrazano Bridge. Go over the bridge and get on the Belt Parkway (toward Kennedy Airport). Take the Belt Parkway to the Southern State Parkway. From there, follow the Southern State (East) directions below.

Via the Long Island Expressway (Route 495)*Traveling east*

Take the L.I.E. to Exit 34 South (New Hyde Park Road). At the first traffic light, turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for 3.2 miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Traveling west

Take the L.I.E. to Exit 39 south (Glen Cove Road). Travel south for four miles (the road will change from Guinea Woods Road to Glen Cove Road to Clinton Road). Turn right onto Stewart Avenue go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Northern State Parkway*Traveling east*

Take the Northern Parkway to Exit 26 South (New Hyde Park Road). Turn right onto New Hyde Park Road. Continue south on New Hyde Park Road for three miles. Turn left onto Stewart Avenue. At the fourth light, turn right onto Nassau Boulevard. Turn left onto South Avenue (immediately after crossing the railroad tracks). The Adelphi campus is on the right.

Traveling west

Take the Northern Parkway to Exit 31 South (Glen Cove Road). Continue south on Glen Cove Road (which turns into Clinton Road) for 2.3 miles. Turn right onto Stewart Avenue. Go one mile and turn left onto Hilton Avenue. Turn right onto Sixth Street (immediately after crossing the railroad tracks). Continue onto South Avenue. The Adelphi campus is on the left.

Via the Southern State Parkway

Take the Southern Parkway to Exit 17 North (Hempstead Avenue). Continue on Hempstead Avenue traveling north. Make a left at the second traffic light (Nassau Boulevard). Continue north for 2.5 miles to the ninth traffic light. Make a right turn onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.

Via Jericho Turnpike

Turn onto Nassau Boulevard traveling south (left turn if coming from the east; right turn if coming from the west). Pass under railroad trestle.

Via Hempstead Turnpike

Turn onto Nassau Boulevard traveling north (right turn if coming from the east; left turn if coming from the west). Make a right onto South Avenue (immediately before crossing the railroad tracks). The Adelphi campus is on the right.

Via Old Country Road

Turn onto Franklin Avenue traveling south (left turn if coming from the east; right turn if coming from the west). Make a right turn onto Sixth Street. Continue on this road; it will turn into South Avenue. The Adelphi campus is on the left.

Directions to the Manhattan Campus

The Manhattan Center is located at 75 Varick Street, Second Floor, New York, NY, at the intersection of Varick and Canal Streets. The main entrance is one block north of Canal Street. The main intersection is one block north of Canal Street on the west side of Varick Street at the intersection with Grand Street.

By Subway

Take the 1 or 9 (Seventh Avenue Local) to the Canal Street stop which leaves you at the corner of Canal and Varick Streets. If you take the 2 or 3 (Seventh Avenue Express), transfer to the 1 or 9 at 14th Street (heading downtown) or Chambers Street (heading uptown). You can also take the A, C or E (Eighth Avenue Subway) to the Canal Street stop; this leaves you at the corner of 6th Avenue and Canal Street. Walk one block west to Varick and one block north to the main entrance. The L train also runs in Manhattan on 14th Street; take it to the Sixth Avenue stop.

By LIRR / NJ Transit

Take the train into Penn Station and proceed by subway directions above.

By Bus

Take the M20 bus, which stops at the front door of the Manhattan Center.

By Car

If you are traveling by car, the Manhattan Center is located on the west side of Manhattan on Varick Street (one-way heading (south) at Canal). If you are heading west on Delancey or Houston Streets, make a left turn at Varick Street and head downtown. If you are crossing Canal Street, take a right at Sixth Avenue and head two blocks uptown (north) until you reach Watts Street (one way heading west) and make a left turn and go one block and make another left onto Varick (one way heading south).

Parking Garages in the Canal Street Area

Please note: These listings have been selected because of their proximity to the Manhattan Center. No endorsement by the University of any of their services is intended or implied.

Varick Street Garage
111-115 Varick Street
New York, NY 10013
212.675.3719

Clara Parking
243 Hudson Street
New York, NY 10013
212.989.7374

Central Parking Systems
9 North Moore at Varick
New York, NY 10001
212.625.0325

MAC Garage LLC – Students/Faculty Employees Discount Parking
76-80 Avenue of the Americas (off Canal and Grand)
New York, NY 10013
212.274.8891

Shuttle Schedule

Schedule is subject to change without notice. Current schedule may be found online at:
http://administration.adelphi.edu/publicsafety/traffic/campus_transportation.php

[paste .pdf file from website]

Appendix D: Important Phone Numbers

Weather Hotline

In the event of inclement weather, please call to obtain information regarding delays or closings:

Garden City Campus: (516) 877-6870

Manhattan Center: (516) 877-6872

Appendix E: Adelphi University Code of Conduct

1. As members of society, students are expected to abide by the laws that govern our society. Any law, therefore, which a student would be expected to obey off campus is automatically a component of Adelphi's Code of Conduct.
2. Resident students are expected to abide by those regulations in each residence hall as determined by staff and students under the program of self-governance. Further, the residence halls are not to be used by non-resident students unless invited by a resident and according to the aforementioned regulation.
3. Dishonesty such as cheating, plagiarism, and knowingly furnishing false information is prohibited. Plagiarism is defined here as submission of materials written or developed by others without giving proper credit or identifying the source of information (specifically including but not limited to ghost written term papers, assignments, theses, etc.) Students are advised to refer to the policy statement of their individual department and school for further rules and regulations regarding academic dishonesty.
4. Any obstruction or destruction of teaching, research, administrative, or University activities and procedures, including its public service function, is prohibited.

This code does not address itself to the violation of civil law off campus. In such a case the University becomes involved only upon the invitation of the student or a law enforcement official. In such an involvement, the University will not place staff in a position of protecting its students from the law. Its role is solely to provide counsel when and where requested.

In Case of Violation of Code of Conduct

1. With regard to the violation of civil/criminal law on campus (except in the case of emergency), it shall be reported to the Office of the Student Judicial Officer (S.J.O.) who, after consultation with all appropriate parties including the offender, shall
 - a. decide whether to institute disciplinary action on campus, or
 - b. refer the case to civil authorities for their disposition, or
 - c. both
2. With regard to the violation of a Residence Hall regulation, it shall be reported to either the Residence Hall staff or the Student Judicial Officer, who shall decide whether to institute disciplinary proceedings.
3. With regard to the violation of the regulation of dishonesty, it shall be processed before the appropriate Dean of the school in which the offense has occurred.
4. With regard to the violation of the obstruction or destruction of University procedures and/or functions, it shall be reported as indicated in Appendix A of the University's document on compliance with State Education Law 129-a.

Appeals Procedure

The appellate body of the University for all decisions rendered on the matters of student violations of the Code of Conduct shall be the University Appellate Board. This body shall be composed of three members, including the Presiding Officer.

A student may request an appeal of a decision made by a Hearing Board. Concerned individuals are directed to the Student Judicial Officer for further guidance.

Appendix F: Adelphi University Policy on Discrimination and Harassment

Adelphi University is committed to extending equal opportunity in employment, admission, educational policy and programs, student financial assistance, all University administered activities and programs to all qualified individuals without regard to race, color, religion, sex, sexual orientation, age, national/ethnic origin, physical disability, or status as a disabled or Vietnam-era veteran.

In addition to meeting fully its obligations of non discrimination under federal and state laws, Adelphi University is committed to maintaining a community in which a diverse population can live and work in an atmosphere of tolerance, acceptance, civility and mutual respect for the rights and sensibilities of each individual, regardless of differences in economic status, ethnic background, political views or other personal characteristics and beliefs. In support of this commitment, it is the moral responsibility and the pledge of the University to protect all those under its care from any form of discrimination or harassment.

Acts of harassment, threats, vandalism and violence are in themselves serious and morally objectionable, but when combined with overtones of discrimination and prejudice, they become even more offensive and reprehensible. Such acts as telephone or written harassment, physical violence, as well as the use of graffiti and other damage to property are considered crimes by the New York State Penal Code and thereby punishable by prison and/or fines.

Students encountering any form of discrimination or harassment should report these matters immediately to the Dean of Student Affairs. This office is prepared to address all inquiries as well as allegations of discrimination and harassment and will assist students to take appropriate follow-up action.

Appendix G: Course Waiver Form

[paste course waiver form here]

Appendix H: Academic Evaluation Form

Appendix I: Clinical Evaluation Form

Appendix J-1: Research Training Requirements

[paste research training requirements here]

Appendix J-2: Research Timeline

[paste research timeline here]

Appendix J-3: Dissertation Committee Form

[paste dissertation committee form here]

Appendix J-4: Proposal Defense Evaluation Form

[paste proposal defense evaluation form here]

Appendix J-5: Oral Defense Evaluation Form

[paste oral defense evaluation form here]

Appendix J-6: Oral Defense Announcement Form

[paste oral defense announcement form here]

Appendix J-7: Dissertation Title Page Format

TITLE OF DISSERTATION

A Dissertation
Presented to the Faculty
of
The Gordon F. Derner
Institute of Advanced Psychological Studies
Adelphi University

In Partial Fulfillment
Of the Requirements for the Degree
Doctor of Philosophy

by
Name of Student
Month, Year

Appendix K: Graduate Assistant Time Sheet

[paste graduate assistant time sheet here]

Appendix L: APA Code of Ethics

[paste APA code of ethics here]