

cuny phd clinical psychology

cuny phd clinical psychology programs represent a rigorous and comprehensive pathway for students seeking advanced training in the field of clinical psychology. These programs are designed to prepare scholars for careers in research, clinical practice, and academia, emphasizing evidence-based methods and diverse psychological theories. The City University of New York (CUNY) offers a distinguished PhD program in clinical psychology that integrates scientific inquiry with clinical training, aiming to develop well-rounded psychologists equipped to address complex mental health issues. This article explores the structure, admission requirements, curriculum, faculty expertise, and career outcomes associated with the CUNY PhD clinical psychology program. Additionally, prospective students will find detailed information about research opportunities, clinical practica, and financial support options. The overview will guide readers through the essential components of the program, providing a clear understanding of what to expect and how to prepare for successful admission and completion.

- Overview of the CUNY PhD Clinical Psychology Program
- Admission Requirements and Application Process
- Curriculum and Training Components
- Research Opportunities and Faculty Expertise
- Clinical Training and Practicum Experience
- Financial Aid and Funding Options
- Career Prospects and Alumni Outcomes

Overview of the CUNY PhD Clinical Psychology Program

The CUNY PhD clinical psychology program is a doctoral-level training initiative designed to prepare students for careers in clinical research, practice, and teaching. Rooted in the scientist-practitioner model, the program emphasizes the integration of empirical research and clinical application. Students are trained to develop expertise in psychological assessment, intervention, and ethical practice while contributing to the scientific understanding of mental health disorders. The program is housed within a large urban university system, providing access to diverse populations and a variety of clinical settings. It is accredited by the American Psychological Association (APA), ensuring that the curriculum meets national standards for doctoral clinical psychology education.

Program Philosophy and Training Model

The CUNY PhD clinical psychology program follows the scientist-practitioner model, which balances rigorous scientific training with clinical skill development. This approach ensures graduates are proficient in conducting research, understanding psychological theory, and applying clinical interventions. Emphasis is placed on evidence-based practices, cultural competence, and ethical decision-making. Students are encouraged to critically evaluate existing literature and contribute original research that advances the field.

Program Duration and Structure

Typically, the program requires five to six years to complete, depending on the student's pace and research progress. Coursework, clinical practica, and research activities are integrated throughout the years of study. The initial years focus on foundational knowledge and skills, while later years emphasize dissertation research and advanced clinical training. Comprehensive exams and dissertation defense are key milestones in the program trajectory.

Admission Requirements and Application Process

Admission to the CUNY PhD clinical psychology program is highly competitive and selective. Applicants must demonstrate strong academic credentials, research experience, and a clear commitment to the field of clinical psychology. The admissions committee evaluates candidates holistically, considering multiple facets of their background and potential contributions to the program.

Academic Prerequisites

Prospective students should hold a bachelor's degree from an accredited institution, preferably with coursework in psychology or related fields. A strong GPA, typically above 3.0 on a 4.0 scale, is expected. Coursework in statistics, research methods, abnormal psychology, and developmental psychology can strengthen an application.

Application Materials

Applicants must submit several materials as part of the application package, including:

- Official transcripts from all post-secondary institutions attended
- Graduate Record Examination (GRE) scores, if required
- Letters of recommendation from academic or professional references

- A statement of purpose outlining research interests and career goals
- A resume or curriculum vitae detailing relevant experience
- Writing samples or publications, if available

Curriculum and Training Components

The curriculum for the CUNY PhD clinical psychology program is comprehensive, integrating theoretical coursework, research seminars, and clinical training. It is designed to equip students with the knowledge and skills necessary for professional practice and scholarly contribution in clinical psychology.

Core Coursework

Core courses cover essential topics such as psychopathology, psychological assessment, cognitive and behavioral interventions, neuropsychology, and ethics. Students engage with advanced seminars that deepen their understanding of clinical theories and research methodologies. Coursework also includes training in statistics and experimental design to support the development of robust research skills.

Research Training

Research is a fundamental component of the curriculum. Students participate in faculty-led research projects, develop their own research proposals, and complete a dissertation under faculty mentorship. Research training emphasizes the use of quantitative and qualitative methods, data analysis, and manuscript preparation.

Clinical Practica and Supervision

Practical clinical experience is gained through supervised practica in diverse settings such as community clinics, hospitals, and specialized treatment centers. These practicum experiences allow students to apply theoretical knowledge to real-world psychological assessment and intervention. Regular supervision by licensed psychologists ensures continuous skill development and adherence to ethical standards.

Research Opportunities and Faculty Expertise

One of the strengths of the CUNY PhD clinical psychology program is the breadth of research

opportunities available to students. Faculty members are engaged in cutting-edge research across multiple domains of clinical psychology, providing students with access to mentorship and collaboration.

Research Areas

Faculty research interests span a wide array of topics including:

- Psychopathology and mental health disorders
- Trauma and resilience
- Child and adolescent psychology
- Neuropsychology and cognitive neuroscience
- Health psychology and behavioral medicine
- Cultural and social determinants of mental health

Faculty Mentorship

Students are matched with faculty mentors whose research interests align with their own. This mentorship facilitates collaborative research projects, grant writing, and professional development. Faculty members are active contributors to national and international professional organizations, enhancing students' exposure to the broader clinical psychology community.

Clinical Training and Practicum Experience

Clinical training is a central component of the CUNY PhD clinical psychology program, designed to develop competent and ethical practitioners. The program provides extensive practicum placements that expose students to a variety of client populations and clinical issues.

Practicum Sites and Settings

Students complete practica in a range of settings, including:

1. Community mental health centers

2. University counseling centers
3. Hospitals and medical clinics
4. Specialty clinics focusing on trauma, substance abuse, or developmental disorders
5. School-based mental health programs

Supervision and Evaluation

Clinical work is closely supervised by licensed psychologists who provide regular feedback on clinical skills, professional behavior, and ethical practice. Students undergo formal evaluations to assess competence and readiness for independent practice. The program also includes training in cultural competence to prepare students to work effectively with diverse populations.

Financial Aid and Funding Options

The CUNY PhD clinical psychology program offers various forms of financial support to eligible students, recognizing the importance of minimizing financial barriers to advanced education.

Fellowships and Scholarships

Competitive fellowships and scholarships are available for qualified students, often based on academic merit and research potential. These awards may cover tuition costs and provide stipends for living expenses.

Teaching and Research Assistantships

Many students receive funding through assistantships that involve teaching undergraduate courses or assisting with faculty research projects. These assistantships provide valuable professional experience while offering financial support.

External Funding Sources

Students are encouraged to apply for external grants and scholarships from organizations such as the National Institute of Mental Health (NIMH) and other professional bodies. The program provides guidance and support in grant writing and application processes.

Career Prospects and Alumni Outcomes

Graduates of the CUNY PhD clinical psychology program are well-prepared for a variety of professional roles in academia, clinical practice, research institutions, and healthcare settings. The program's emphasis on rigorous training and ethical practice contributes to strong career placement and professional success.

Academic and Research Careers

Many alumni pursue faculty positions at universities and colleges, contributing to teaching and research in clinical psychology. Graduates often secure research funding and publish in peer-reviewed journals, advancing scientific knowledge in their areas of expertise.

Clinical Practice and Licensure

Graduates are eligible to pursue licensure as clinical psychologists in multiple states, enabling them to engage in independent clinical practice. Alumni work in hospitals, community agencies, private practice, and integrated healthcare systems, providing assessment and therapy services.

Leadership and Advocacy

Some alumni take on leadership roles in professional organizations, healthcare administration, and policy advocacy. Their training equips them to influence mental health services and promote evidence-based interventions at local, national, and international levels.

Frequently Asked Questions

What is the admission process for the CUNY PhD Clinical Psychology program?

The admission process for the CUNY PhD Clinical Psychology program typically involves submitting an online application through the CUNY Graduate Center portal, including transcripts, letters of recommendation, a personal statement, CV, and GRE scores (if required). Competitive candidates usually have strong academic records and research experience.

Does the CUNY PhD Clinical Psychology program follow the scientist-

practitioner model?

Yes, the CUNY PhD Clinical Psychology program follows the scientist-practitioner model, emphasizing both rigorous scientific research and clinical training to prepare students for careers in research, clinical practice, and academia.

What are the research areas or faculty interests in the CUNY PhD Clinical Psychology program?

Faculty in the CUNY PhD Clinical Psychology program have diverse research interests including psychopathology, neuropsychology, developmental psychology, health psychology, trauma, and cognitive-behavioral interventions, allowing students to engage in a variety of research projects.

Is funding available for students in the CUNY PhD Clinical Psychology program?

Yes, the CUNY PhD Clinical Psychology program generally offers funding packages that may include tuition waivers, stipends, and research or teaching assistantships to support students throughout their doctoral studies.

What clinical training opportunities are available for students in the CUNY PhD Clinical Psychology program?

Students in the program gain clinical training through supervised practica, internships, and collaborations with affiliated clinics and hospitals, providing hands-on experience in assessment, diagnosis, and evidence-based treatment.

How long does it typically take to complete the CUNY PhD Clinical Psychology program?

The CUNY PhD Clinical Psychology program usually takes approximately 5 to 6 years to complete, including coursework, clinical practica, research, and the dissertation.

Additional Resources

1. Clinical Psychology Doctoral Training at CUNY: Foundations and Practices

This comprehensive guide explores the unique structure and curriculum of the CUNY PhD Clinical Psychology program. It covers foundational theories, research methodologies, and clinical training components essential for aspiring clinical psychologists. The book also discusses the integration of multicultural perspectives and community-based approaches emphasized at CUNY.

2. Advanced Psychopathology and Assessment in CUNY's Clinical Psychology Program

Focusing on advanced diagnostic techniques and assessment strategies, this text delves into the psychopathology framework taught in the CUNY clinical psychology PhD. It provides case studies, assessment tools, and intervention plans tailored for diverse populations. Readers gain insights into evidence-based practices and ethical considerations in clinical evaluation.

3. Research Methods and Statistical Analysis for Clinical Psychology PhD Students at CUNY

Designed for doctoral students, this book covers rigorous research designs, data analysis, and interpretation methods used in clinical psychology research at CUNY. It emphasizes quantitative and qualitative techniques, promoting critical thinking and scientific inquiry. The text is filled with practical examples from ongoing CUNY research projects.

4. Multicultural Competency in Clinical Psychology: Training Perspectives from CUNY

Highlighting the importance of cultural competence, this book addresses how the CUNY PhD program prepares students to work effectively with diverse populations. It discusses cultural humility, bias reduction, and culturally adapted interventions. The book also illustrates the role of community engagement in enhancing multicultural understanding.

5. Ethics and Professional Issues in Clinical Psychology: Insights from the CUNY Doctoral Program

This volume examines the ethical standards and professional challenges faced by clinical psychologists, with a focus on the training provided at CUNY. Topics include confidentiality, dual relationships, and ethical decision-making frameworks. Practical scenarios and reflective exercises help students navigate complex ethical dilemmas.

6. Integrative Psychotherapy Approaches in Clinical Psychology PhD Training at CUNY

Exploring various therapeutic modalities, this book presents the integrative approaches taught at CUNY's clinical psychology program. It covers cognitive-behavioral, psychodynamic, humanistic, and systemic therapies, highlighting how students learn to tailor interventions to individual client needs. Emphasis is placed on empirical support and clinical effectiveness.

7. Clinical Supervision and Mentorship in the CUNY PhD Clinical Psychology Program

This resource focuses on the role of supervision and mentorship in the professional development of clinical psychology doctoral students at CUNY. It outlines best practices for supervisory relationships, feedback mechanisms, and skill-building. The book also discusses challenges and strategies for fostering resilience and competence in trainees.

8. Community Mental Health and Clinical Psychology Training at CUNY

Detailing the community-oriented approach of CUNY's clinical psychology program, this book highlights training in public mental health settings. It emphasizes collaboration with community agencies, prevention strategies, and advocacy for underserved populations. Students learn to apply clinical skills within a broader social justice framework.

9. Dissertation and Scholarly Writing for CUNY Clinical Psychology PhD Candidates

Tailored for doctoral candidates, this guide offers step-by-step advice on developing, writing, and defending a dissertation within the clinical psychology program at CUNY. It includes tips on literature reviews, research proposals, and publication strategies. The book aims to support students in producing high-quality, impactful scholarly work.

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cuny phd clinical psychology: Solving Modern Family Dilemmas Patricia Pitta, 2014-08-13 Context is the unifying principle that guides a therapist's formulation of the modern family's presenting dilemmas, functioning, relationships, and attitudes. We can no longer assume that a family is comprised of a mother, father, and children; the composition and systems a family operates within can be fluid and ever-changing, requiring an equally elastic model. The Assimilative Family Therapy Model is sensitive to the many unique contexts presented by the modern family and is shaped by the inclusion of necessary interventions to address the specific dilemmas of a client or family. In Solving Modern Family Dilemmas, readers will learn about many schools of thought and experience their integration to help heal clients through differentiation, anxiety reduction, and lowering emotional reactivity. There is also no need for readers to abandon their theoretical framework; theories, concepts, and interventions can be inserted into the model, enabling readers to create their own model of family therapy. End-of-chapter questions enable self-examination, and readers are treated to references for further exploring theories, concepts, and interventions. Family therapists, psychologists, social workers, and mental health counselors find this book essential in their work with all clients, and professors use it in courses to teach different modes of integrating theories, concepts, and interventions.

cuny phd clinical psychology: Insider's Guide to Graduate Programs in Clinical and Counseling Psychology John C. Norcross, Michael A. Sayette, 2016-01-04 This perennial bestseller is the resource you can rely on to help you select--and get into--the graduate clinical or counseling psychology programs that meet your needs. The Insider's Guide is based on intensive research and includes information and step-by-step guidance not available from any other source. In-depth profiles on more than 300 accredited programs provide details on specializations or tracks, admission requirements, acceptance rates, financial aid, research areas, clinical opportunities, and more. Special features include tips on completing prerequisite coursework, accumulating clinical and research experience, and writing your CV. A handy time line pinpoints important steps to take in the months and years leading up to submitting your applications. Planning and decision-making

worksheets help you streamline the selection process and identify your top choices. The 2016/2017 Edition features updates throughout and new content on student loans, internship match rates, and GRE preparation.

cuny phd clinical psychology: *Core Concepts in Classical Psychoanalysis* Morris N. Eagle, 2017-11-14 In *Core Concepts in Classical Psychoanalysis*, alongside its companion piece *Core Concepts in Contemporary Psychoanalysis*, Morris N. Eagle asks: of the core concepts and formulations of psychoanalytic theory, which ones should be retained, which should be modified and in what ways, and which should be discarded? The key concepts and issues explored in this book include: Unconscious processes and research on them - what evidence is there for a dynamic unconscious? Is there a universal Oedipus complex? The importance of inner conflict. The concept of defense. Unlike other previous discussions of these concepts, this book systematically evaluates them in the light of conceptual critique as well as recent research based evidence and empirical data. Written with Eagle's piercing clarity of voice, *Core Concepts in Classical Psychoanalysis* challenges previously unquestioned psychoanalytic assumptions and will appeal to psychoanalysts, psychoanalytic psychotherapists, and anyone interested in integrating core psychoanalytic concepts, research, and theory with other disciplines including psychiatry, psychology, and social work.

cuny phd clinical psychology: *Insider's Guide to Graduate Programs in Clinical and Counseling Psychology* Michael A. Sayette, Michael Sayette, John C. Norcross, 2020-01-20 This expertly written guide, now in its 2020/2021 Edition, is the resource you can rely on to help you choose--and get into--the graduate clinical or counseling psychology programs that meet your needs. The *Insider's Guide* is based on intensive research and includes information, advice, and decision-making worksheets not available from any other source. A handy time line pinpoints important steps to take in the months and years leading up to submitting your applications. In-depth profiles on more than 300 accredited programs provide details on specializations or tracks, admission requirements, acceptance rates, financial aid, research areas, and clinical opportunities. The 2020/2021 Edition includes profiles of 16 additional programs, as well as the latest information on prerequisite coursework, student loans, and more.--

cuny phd clinical psychology: *The One and the Many* Robert Grossmark, Fred Wright, 2014-07-25 *The One and the Many: Relational Approaches to Group Psychotherapy* applies advances in relational psychoanalysis to the theory and practice of group psychotherapy. In this volume Robert Grossmark and Fred Wright bring together leading writers in the group psychotherapy field, both psychoanalysts and group therapists, who have integrated ideas from contemporary relational psychoanalysis. Together, they constitute a vibrant and dynamic new wave in group psychotherapy and psychoanalysis that challenge much accepted wisdom and practice in the field, including classic group psychotherapy ideas regarding the therapist's role, the group-as-a-whole and unconscious processes in group. In this book, Grossmark and Wright show how the development of relational psychoanalysis has had a transformative impact on the field of psychoanalysis that has reverberated in the group psychotherapy world. The contributors illustrate how the broadening scope of the contemporary relational scene offers much that coheres with and amplifies the theory and practice of group treatment. The focus on dissociation, enactment, trauma, mutuality and intersubjectivity in the clinical setting, the foregrounding of sub-symbolic communication and implicit relational knowing, the registration of mutual containment and mutual regulation, all open new and exciting vistas for understanding the process and healing properties of group treatment. *The One and The Many* expands the theory and practice of group psychotherapy offering innovative and refreshing ways to understand group interaction and to formulate interventions in both large and small groups. This book will be of interest and practical help to all who practice group psychotherapy, group process, psychoanalysis and psychotherapy in general, including all mental health practitioners, psychoanalysts, psychotherapists, psychiatrists, social workers, counsellors and pastoral counsellors.

cuny phd clinical psychology: *Thriving in Graduate School* Arielle Shanok, Nicole Benedicto Elden, 2021-08-02 Addresses the mental health challenges of graduate school and how students can succeed and thrive. With rates of depression and anxiety six times higher among

graduate students than the general population, maintaining emotional wellbeing in graduate school is vital! Students must be prepared with skills that will not only help them perform well but also help them feel well. *Thriving in Graduate School: The Expert's Guide to Success and Wellness* is the first book on graduate student mental health written by mental health professionals. It promotes psychologically healthy approaches to navigating the graduate school experience and teaches students that they are not alone in their mental health struggles. The authors introduce students to unique perspectives that are key to positive mental health. Additionally, this is the only book of its type to explore issues routinely faced by historically marginalized graduate students. Special sections at the end of each chapter written for faculty, administrators, and mental health professionals augment the book by suggesting ways that each of these groups can help guide and support graduate students through their journey. Featuring vignettes and experiences from actual graduate students, *Thriving in Graduate School* sheds light on common—but hidden—truths to help students manage the many challenges they will face and even thrive during their graduate school years. Written with compassion and humor, this is a must read for prospective students and those who seek to support them.

cuny phd clinical psychology: *Creating Spiritual and Psychological Resilience* Grant H. Brenner, Daniel H. Bush, Joshua Moses, 2010-12-20 This book explores the interface between spiritual and psychological care in the context of disaster recovery work, drawing upon recent disasters.

cuny phd clinical psychology: *It's So Amazing!* Robie H. Harris, 2014-09-09 “An outstanding book. . . . Meets the needs of those in-between or curious kids who are not ready, developmentally or emotionally, for *It's Perfectly Normal*.” —Booklist (starred review) How does a baby begin? What makes a baby male or female? How is a baby born? Children have plenty of questions about reproduction and babies—and about sex and sexuality, too. *It's So Amazing!* provides the answers—with fun, accurate, comic-book-style artwork and a clear, lively text that reflects the interests of children age seven and up in how things work, while giving them a healthy understanding of their bodies. Created by the author and illustrator of *It's Perfectly Normal*, this forthright and funny book has been newly updated for its fifteenth anniversary.

cuny phd clinical psychology: *The Importance of Play in Early Childhood Education* Marilyn Charles, Jill Bellinson, 2019-05-29 *The Importance of Play in Early Childhood Education* presents various theories of play and demonstrates how it serves communicative, developmental, and relational functions, highlighting the importance and development of the capacity to play in terms useful to early childhood educators. The book explicitly links trauma, development, and interventions in the early childhood classroom specifically for teachers of young children, offering accessible information that can help teachers better understand the meanings of children's expressive acts. Contributors from education, psychoanalysis, and developmental psychology explore techniques of play, how cultural influences affect how children play, the effect of trauma on play, factors that interfere with the ability to play, and how to apply these ideas in the classroom. They also discuss the relevance of ideas about playfulness for teachers and other professionals. *The Importance of Play in Early Childhood Education* will be of great interest to teachers, psychoanalysts, and psychotherapists as well as play therapists and developmental psychologists.

cuny phd clinical psychology: *A Roadmap for Couple Therapy* Arthur C. Nielsen, 2016-06-17 *A Roadmap for Couple Therapy* offers a comprehensive, flexible, and user-friendly template for conducting couple therapy. Grounded in an in-depth review of the clinical and research literature, and drawing on the author's 40-plus years of experience, it describes the three main approaches to conceptualizing couple distress and treatment—systemic, psychodynamic, and behavioral—and shows how they can be integrated into a model that draws on the best of each. Unlike multi-authored texts in which each chapter presents a distinct brand of couple therapy, this book simultaneously engages multiple viewpoints and synthesizes them into a coherent model. Covering fundamentals and advanced techniques, it speaks to both beginning therapists and experienced clinicians. Therapists will find *A Roadmap for Couple Therapy* an invaluable resource as they help

distressed couples repair and revitalize their relationships.

cuny phd clinical psychology: The SAGE Handbook of Clinical Neuropsychology Gregory J. Boyle, Yaakov Stern, Dan J. Stein, Charles J. Golden, Barbara J. Sahakian, Tatia Mei-Chun Lee, Shen-Hsing Annabel Chen, 2023-05-25 Clinical Neuropsychology is a vast and varied field that focuses on the treatment, assessment and diagnosis of a range of cognitive disorders through a study and understanding of neuroanatomy and the relationship between the brain and human behavior. This handbook focuses on the assessment, diagnosis and rehabilitation of cognitive disorders. It provides in-depth coverage on a variety of content, including psychometrics, neuropsychological test batteries (computer based cognitive assessment systems) and assessment applications. This handbook is vital for clinical neuropsychologists and postgraduate students and researchers hoping to apply a knowledge of neuropsychology to clinical settings and effectively assess, diagnose and treat patients suffering from cognitive disorders. PART I BACKGROUND CONSIDERATIONS PART II DOMAIN-SPECIFIC NEUROPSYCHOLOGICAL MEASURES PART III GENERAL COGNITIVE TEST BATTERIES PART IV LEGACY NEUROPSYCHOLOGICAL TEST BATTERIES PART V COMPUTERISED BATTERIES, TECHNOLOGICAL ADVANCES AND TELENEUROPSYCHOLOGY PART VI NEUROPSYCHOLOGICAL ASSESSMENT APPLICATIONS

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cuny phd clinical psychology: Working Alliance Skills for Mental Health Professionals Jairo N. Fuertes, 2019-09-30 Working Alliance Skills for Mental Health Professionals provides expert guidance to mental health providers who wish to develop and augment their skills and competence in this area of practice. Each chapter deconstructs a dimension of the working alliance in psychotherapy, defining and describing specific mechanisms and interventions that can help professionals establish an alliance with their clients. The book includes skills in nonverbal communication, ways to foster the working bond with diverse clients, goal and task setting strategies, and verbal and interpersonal therapeutic skills, as well as mechanisms for repairing ruptures and for fostering the working alliance through supervision. The authors provide in session examples of how each skill may be implemented, and highlight the use of interventions through clinical vignettes and masked clinical cases. Working Alliance Skills for Mental Health Professionals is ideal for use in training programs in counseling, clinical psychology, and social work. It may also be valuable to professional-level practitioners interested in honing their skills in optimizing the working alliance.

cuny phd clinical psychology: Writing Blackgirls' and Women's Health Science Jameta Nicole Barlow, 2023-12-21 This field of Black girls' and women's health (BGWH) science is both transdisciplinary and interdisciplinary. As such, the contributors to this edited collection offer a unique lens to BGWH science, expanding our collective scientific worldviews. The contributing authors draw upon their ontological and epistemological knowledge to formulate pathways and inform methodologies for doing research and praxis to address BGWH. Each contributor draws upon these knowledges and offers the reader a way to better understand how their framing and writing can create change in the health of Black girls and women.

cuny phd clinical psychology: *Handbook of Evidence-Based Practice in Clinical Psychology, Child and Adolescent Disorders* Michel Hersen, Peter Sturmey, 2012-08-02 Handbook of Evidence-Based Practice in Clinical Psychology, Volume 1 covers the evidence-based practices now identified for treating children and adolescents with a wide range of DSM disorders. Topics include fundamental issues, developmental disorders, behavior and habit disorders, anxiety and mood disorders, and eating disorders. Each chapter provides a comprehensive review of the evidence-based practice literature for each disorder and then covers several different treatment types for clinical implementation. Edited by the renowned Peter Sturmey and Michel Hersen and featuring contributions from experts in the field, this reference is ideal for academics, researchers, and libraries.

cuny phd clinical psychology: Peterson's Graduate Programs in the Social Sciences 2011 Peterson's, 2011-07-01 Peterson's Graduate Programs in the Social Sciences contains a wealth of information on colleges and universities that offer graduate work in Area & Cultural Studies; Communication & Media; Conflict Resolution & Mediation/Peace Studies; Criminology & Forensics; Economics; Family & Consumer Sciences; Geography; Military & Defense Studies; Political Science & International Affairs; Psychology & Counseling; Public, Regional, & Industrial Affairs; Social Sciences; and Sociology, Anthropology, & Archaeology. Institutions listed include those in the United States, Canada, and abroad that are accredited by U.S. accrediting agencies. Up-to-date data, collected through Peterson's Annual Survey of Graduate and Professional Institutions, provides valuable information on degree offerings, professional accreditation, jointly offered degrees, part-time and evening/weekend programs, postbaccalaureate distance degrees, faculty, students, degree requirements, entrance requirements, expenses, financial support, faculty research, and unit head and application contact information. Readers will find helpful links to in-depth descriptions that offer additional detailed information about a specific program or department, faculty members and their research, and much more. In addition, there are valuable articles on financial assistance, the graduate admissions process, advice for international and minority students, and facts about accreditation, with a current list of accrediting agencies.

cuny phd clinical psychology: ADHD: Non-Pharmacologic Interventions, An Issue of Child and Adolescent Psychiatric Clinics of North America Stephen V. Faraone, 2014-10-28 This issue of Child and Adolescent Psychiatric Clinics provides an overview of childhood traumatic exposures and their impact for health care providers: child and adolescent psychiatrists, general psychiatrists, other pediatric behavioral health providers and primary care clinicians. Children in the United States are exposed to trauma more frequently than most clinicians are aware - either as a single occurrence, or through repeated events. These exposures result in neurobiological, developmental and clinical sequelae that can undermine children's health and well-being. This publication describes the multiple types of traumatic exposures and their sequelae, methods of screening and assessment, and principles of effective prevention and clinical treatment. Emphasis is on areas of particular relevance to children - disasters, war, domestic violence, school and community violence, sexual victimization, complex trauma - and differentiates disasters as unique traumas, requiring trauma-informed systems of care to effectively meet the needs of the exposed population. The third section of the issue describes strategies for primary prevention - violence prevention, useful public policies - and risk mitigation - skill and resilience building strategies. Evidence based treatments for trauma-induced clinical disorders are reviewed.

cuny phd clinical psychology: *Handbook of Gender and Sexuality in Psychological Assessment* Virginia Brabender, Joni L Mihura, 2016-02-05 Handbook of Gender and Sexuality in Psychological Assessment brings together two interrelated realms: psychological assessment with gender and sexuality. This handbook aids in expanding the psychological assessors' knowledge and skill when considering how gender and sexuality shapes the client's and the assessor's experiences. Throughout the six sections, gender and sexuality are discussed in their relation to different psychological methods of assessment; various psychological disorders; special considerations for children, adolescents, and older adults; important training and ethical considerations; as well as

several in-depth case discussions.

cuny phd clinical psychology: Inside Forensic Psychology Tiffany R. Masson, 2016-03-28

The rich case material in this unique book provides readers with an in-depth understanding of a wide variety of forensic psychology topics through the perspective of the psychologist working with these individuals. In this absorbing and illustrative volume, experienced forensic psychologists explain the specialized field's intersection between psychology and the justice system. It documents psychologists' interviews with involved parties, the law research they conduct, and their testimony in court on issues that include competency to stand trial, Miranda evaluations, defendants' sanity, sentencing, the death penalty, and violence and risk assessments, as well as on cases regarding family matters such as child custody, child protection, and parental rights. Offering firsthand testimonials from some of the best-known and most practiced professionals in the nation, the contributors not only explain the work but also offer comprehensive case studies that will enable students as well as readers who are not specialists in psychology to fully understand core concepts and appreciate the complexities and subtleties of the field. Inside Forensic Psychology is intended for undergraduate students and graduate students studying forensic psychology or entering into a forensic psychology concentration/specialization. As an instructional text, the book serves professors as a single resource that houses varied forensic clinical case vignettes incorporating the clinical thinking of the psychologist. The rich case material will serve to excite critical thinking in students, assist instructors in expanding upon their lectures, and provide invigorating, intriguing material for lay readers.

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