MA STUDENT HANDBOOK

M. A. IN PSYCHOLOGY AND EDUCATION: PERSONALITY AND PSYCHOPATHOLOGY (PsyA) GENERAL PSYCHOLOGY (PsyG)

DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BIENVENUE! WELCOME! VILKOMMEN!

We are very pleased to welcome you to the M.A. Program in the Department of Counseling & Clinical Psychology at Teachers College, Columbia University. We look forward to working with you and to making your experience a fulfilling and productive one.

This handbook is designed to provide program and course information, as well as highlights of the College and its resources. While it is meant to be a helpful resource, we strongly encourage you to refer to the Teachers College Catalog and the Teachers College Student Handbook for further information.

EVERY YEAR A NEW HANDBOOK IS DISTRIBUTED. THE ONLY GUIDELINES RELEVANT TO EACH INCOMING CLASS ARE THOSE CONTAINED IN THE HANDBOOK FOR YOUR YEAR.
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The M.A. Program: An Introduction

The program leading to the MA in Psychology and Education is appropriate both for students who have obtained undergraduate degrees in Psychology and for those with a more limited background in the field. Some students use the program to enhance their work in other domains, while others use it to clarify their interest in professional psychology. Yet others use it as a first step toward doctoral education in psychology. In its current form, the program is not intended to prepare students for the independent practice of professional psychology. Many of our graduates are now pursuing doctoral study in psychology, or degrees in other professional fields (education, law, medicine). Others are employed as MA level mental health workers, adjunct instructors in colleges, as well as research assistants in hospitals, research institutes, community organizations, business and educational settings.

Students in the General Track, (PsyG) many of whom have little formal background in psychology, are provided with opportunities to obtain a broad exposure to clinical psychology, and to other areas of psychology that may be of interest to them. The goal of the General Track is to enhance the students' comprehension of interpersonal dynamics, academic and applied psychology, psychological perspectives on social contexts and social problems, and to become educated consumers of research findings.

Students in the Personality and Psychopathology Track, (PsyA) many of whom were undergraduate psychology majors, predominantly plan to pursue doctoral training in clinical psychology or in other fields of applied psychology. The aim of the Personality and Psychopathology Track is to provide introductory training, at the graduate level, in personality and psychopathology, research methods, comparative psychotherapies, and psychological perspectives on social contexts and social problems.

Both tracks allow students enough electives to design individualized programs. For example there is enough room for electives on focused areas of your choice in clinical psychology or in other programs of study at Teachers College. Some students elect intensive study with a faculty member, and conduct research under that faculty member's guidance. The choice is yours!

This handbook provides a comprehensive list of course offerings for students in the MA programs. It also provides an outline of the curriculum, the administrative procedures to bear in mind, information on fieldwork opportunities, descriptions of faculty research, and information on Teachers College policies and guidelines. Also attached is a map of the facilities among other helpful information.

While this handbook is a valuable resource, students are invited to contact the MA program coordinator (Professor Elizabeth Midlarsky), the MA program assistants (George Nitzburg and Erel Shvil), and/or their academic advisors for answers to specific questions. However, please be advised that most faculty members have busy schedules and cannot be expected to be readily available to answer e-mail queries.
As a result faculty members may not be able to respond to you immediately particularly during weekends, holidays, and summer, spring and winter breaks.

Please direct your general questions to Professor Elizabeth Midlarsky, the MA program coordinator, and/or one of the MA program assistants (Erel Shvil and George Nitzburg). We will answer your questions as soon as possible. A complete list of contact information can be found on the following page.
Program Personnel: Contact Information

Clinical Faculty

Elizabeth Midlarsky, Professor, M.A. Program Coordinator, Department Co-Chair
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Program Staff

Fieldwork Coordinator
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Program Secretary
Kimberly Bassalian, 212-678-3267, Bassalian@tc.edu

Program Assistants
Erel Shvil, es2297@columbia.edu

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For further information, visit the web site, at:
http://www.tc.columbia.edu/academic/cep/PsychEd/proginfo.asp
The Curriculum

The M.A. program requires a total of 36 credits. For students in the General Track (PsyG), at least 18 of these credits must be taken in the Clinical Psychology program (CCPX). For students in the Personality and Psychopathology Track (PsyA), at least 22 credits must be taken in the Clinical Psychology program (CCPX). In addition, both MA tracks require a special project. Degree requirements may be completed in a calendar year (two semesters plus a summer session at the end), one year and one semester or the equivalent in part-time study. Many students prefer to remain in the M.A. program for more than one academic year, in order to develop relationships with Faculty members and to concentrate on research and clinical work. Students who wish to study on a part time basis may take up to five years to finish the program. Required courses and recommended electives are listed below. Please note that prior to attending the first session of each class; students should check the postings on the first floor of Zankel Hall to confirm the room assignment.

MA in Psychology in Education: General Track (PsyG)

The curriculum of the General Track is determined by the individual students, in accordance with the following guidelines, and with the help of the program coordinator or the MA Program Assistants. In accordance with the guidelines of the General Track: (1) students must complete courses totaling 36 credit hours. (2) At least 18 of the 36 credits must be earned within the Clinical Psychology program (CCPX). (3) A minimum of three courses (2-3 credits each) must be earned outside of the Department of Counseling and Clinical Psychology (CCPX and CCPJ). (4) In addition to formal course work, the students must complete a Special Project. The student may choose any full-time faculty member at Teachers College as sponsor for the Special Project, which is to consist either of a review of empirical literature, or an empirical study (see section on the Special Project). Some advisors WITHIN THE CLINICAL PSYCHOLOGY PROGRAM may have different arrangements with students regarding their special projects.

MA in Psychology in Education: Personality and Psychopathology Track (PsyA)

In contrast to the General Track, the Personality and Psychopathology Track has specific requirements (although there is considerable room for choices/electives, as well). In accordance with the guidelines of the Personality and Psychopathology Track: (1) Students must complete courses totaling 36 credit hours. (2) At least 22 of the 36 credits must be taken in clinical psychology (CCPX). (3) A minimum of three courses (2-3 credits each) must be earned outside the Department of Counseling and Clinical Psychology (CCPX and CCPJ). (4) In addition to formal course work, the student must complete a Special Project. The student may choose any full-time Teachers College faculty member as sponsor for the Special Project. Most students, however, will choose to work with their academic advisors, within the Program in Clinical Psychology.
The Curriculum: Personality and Psychopathology Track (36 credits total)

I. Courses in Clinical Psychology (22 point total)
*Times and dates are subject to changes.

A. Adult Psychopathology
CCPX 5032 (3) Adult Personality and Psychopathology
Midlarsky Fall, Sect 01: M 1:00-2:40; Sect 02: T 1:00-2:40 (Section 03 is designed for Ph.D. students only)
Nevid Spring, T 5:10-6:50

B. Developmental Psychopathology
CCPX 5040 (3) Development and Psychopathology: Atypical Context and Populations
Babocsai Fall, R 11:00-2:40

Or
CCPX 5034 (3) Child Psychopathology
Tausig-Edwards Spring, M 11:00-12:40
Farber Summer A

C. Psychotherapeutic Approaches/Psychological Intervention
CCPX 4037 (3) Introduction to Cognitive Behavior Therapy
Verdeli Spring, W 3:00-4:40

Or
CCPX 4038 (3) Comparative Psychotherapies
Jones Fall, M 11:00-12:40
Wright Spring, R 1:00-2:40

Or
CCPX 5045 (3) Psychotherapy, Religious Diversity, and Spirituality
Miller Fall, T 9:00-10:40
Spring, T 11:00-1:00

D. Psychotherapeutic Approaches-Advanced
CCPX 4199 (3) Interpersonal Psychotherapy

E. Social Psychology
CCPX 4010 (3) Social Problems for Clinical Psychologists
Owen Spring, M 5:00-6:50 (sometimes Summer)

Or
CCPX 4060 (3) The Psychology of Loss and Trauma
Bonanno Fall, Sect 01: R 1:00-2:40; Sect 02 F 1:00-2:40
F. Basic Processes in Applied Psychology (Any of these can be taken twice, and more than one can be taken)

CCPX 4000 (3) Introduction to Applied Psychology
Cooper         Fall, W 11:00-12:40
Or
CCPX 4030 (3) Psychology of Adjustment
Bonanno       Fall, F 11:00-12:40
Or
CCPX 4126 (3) Mother-Child Matrix
Miller        Spring, T 9:00-10:40
Or
CCPX 5546 (3) Research Perspectives on Critical Social Problems
Midlarsky     Fall, T 5:10-6:50 (often Summer)

G. One (or more) of the following:

CCPX 4120 (3) Psychotherapy Through Fiction and Film
Farber  Summer A
Or
CCPX 4125 (3) Women and Mental Health
Nereo   Spring, W 9:00-11:40
Or
CCPX 4150 (3) Introduction to Forensic Psychology
Owen      Fall, R 5:10-6:50
Or
CCPX 4230 (3) Fieldwork in Applied Psychology
Cooper    Spring, T 3:00-4:40, Summer A & B
Or
CCPX 5533 (3) Research Methods in Clinical Psychology
Jones     Spring, M 11:00-12:40

II. Breadth Requirement (3 out-of-department courses, neither CCPX nor CCPJ, 2-3 credits each; 1-credit courses do not count toward fulfillment of this requirement). Students in the General Track can choose ANY three (or more) out of department courses. Students in the Personality and Psychopathology Track should be guided by the list below in making their choices.

A. Research Methods

HUD 4120 (2-3) Methods of Empirical Research
Howard           Fall, Sect 01: W 1:00-2:40; Sect 02: T 3:00-4:40
ORLJ 4009 (2-3) Understanding Behavioral Research
     Fall, Sect 01: W 10:00-11:40; Sect 02: W 4:00-5:40, Sect 03: T 7:20-9:00
     Spring, Sect 01: T 1:00-2:40; Sect 02: TAB; Sect 03: W 10:00-11:40
B. Statistics

HUDM 4122 (3) Probability and Statistical Inference
Corter Fall, MW 3:00-4:00; Also offered online.

Or

HUDM 5122 (3) Applied Regression Analysis
Fall, TR 1:00-2:40 (Pre-requisite: HUDM 4122)
Spring, MW 5:10-6:50 (Pre-requisite: HUDM 4122)

C. Additional courses of interest outside of the Department of Counseling and Clinical Psychology. The following are suggested:

HUDM 4050 (2-3) Introduction to Measurement, Spring, T 5:10-6:50
HBSK 4073 (3) Childhood Disorders, Fall, R 11:00-12:40
HBSK 4085 (3) Behavioral Management in the Classroom, Fall, T 5:10-6:50
HBSK 5031 (1) Family as Context for Child Development, Fall
Sect 01: W 1:00-2:40; Sect 02: R 1:00-2:40
HBSS 4111 (3) Addictions and Dependencies, Spring, Online
HBSS 4112 (3) Social Policy and Prevention, Spring, T 5:10-6:50
HBSS 4117 (3) HIV/AIDS Epidemiology and Education, Spring, Online
HBSS 4121 (3) Death Education, Fall, Spring
HBSS 4122 (3) Women’s Health, Fall, Spring, W 3:00-4:40
HUDK 4015 (3) Psychology of Thinking, Fall, Online
HUDK 4021 (2-3) Developmental Psychology: Infancy, Spring, M 5:10-6:50
HUDK 4022 (2-3) Developmental Psychology: Childhood, Fall, R 3:00-4:40
HUDK 4023 (2-3) Developmental Psychology: Adolescence, Fall, T 3:00-4:40
HUDK 4024 (2-3) Developmental Psychology: Adulthood/Lifespan
Spring, R 3:00-4:40
HUDK 4080 (3) Educational Psychology, Fall, W 5:10-6:50
HBSS 4110 (3) Health Promotion for Children, Fall, W 7:20-9:00
HBSS 4113 (3) Human Sexuality Education, Fall, Online
HUDK 4029 (2-3) Cognition and Learning
Spring, Sect 01: T 3:00-4:40; Sect 02: Online
Fall, Sect 01: M 5:10-6:50; Sect 02: Online
The Special Project

In addition to your coursework, a special project is required for completion of the M.A. degree. This project is written under the sponsorship of a Teachers College faculty member. Any Teachers College full-time faculty member, inside or outside of the Department of Counseling and Clinical Psychology, may serve as sponsor. The project can consist of an extensive literature review of a particular area of interest, or can be an empirical research study. At the completion of the project, the project sponsor should signify approval of the final draft by signing his or her name on the cover sheet of one copy and writing the word “approved.” The signed copy of the project should then be given to the program advisor, Elizabeth Midlarsky, along with a filled out "pink sheet," or supplementary form (and full information about how you can be contacted, preferably by email), which she then will sign and bring to the Registrar's Office. Please note that the Special Project is NOT a formal masters essay, so that rules and deadlines for the formal essay do not apply to the Special Project.

There are three deadlines for the submission of the pink sheet. These are: September 1 for October graduation, January 2 for February graduation, and April 30 for May graduation. Remember, though, that these are dates for transmission of the pink sheet to the Registrar. You MUST speak to your sponsor well in advance of the final deadline to give him or her a draft of your project. In most cases, two or more drafts are required before a project can be approved. It is up to you to give your project sponsor enough time to read the paper and suggest corrections. What you must keep in mind is that your relationship with your sponsor is central to the completion of your project. It is up to you to develop a relationship with a faculty member who can help you to develop an acceptable special project. Your project topic is acceptable ONLY if approved by your sponsor before you begin writing the paper. You must be guided by your sponsor’s timetable. It is up to you IN COLLABORATION WITH YOUR SPONSOR to determine when your first and subsequent drafts must be submitted, and in what form (hard copy or email). If you choose to hand in a paper at the last minute, or at a very busy time of the semester, then NO faculty member is obligated to sign it for you. You must also speak with the program coordinator, Prof. Elizabeth Midlarsky, to assure her availability to sign and transmit your document.

Some examples of previous special projects include:

- Female gangs
- Predictors of violence
- Help-seeking among older adults
- Well being among Holocaust survivors
- A study of HIV prevention predictors
- Homeless women, children, and families
- Predictors of domestic abuse
- Exploring the issue of child maltreatment by understanding Bowlby's attachment theory
- Relationship between childhood abuse and Posttraumatic Stress Disorder
- Theories, measures, and meanings of adolescent ego identity and development
- Anorexia Nervosa in post-menopausal women
- Defying Ageism
- Perfectionism, Depression and Eating Behavior
Core Faculty

Elizabeth Midlarsky (MA Coordinator; Professor) obtained her Ph.D. from Northwestern University, Evanston. Her clinical training was both in psychodynamic and social learning approaches.

Scholarly Interests:
Holocaust, violence, and mental health; Altruism and religiousness through the lifespan; Eating behaviors and the self; Siblings of people with disabilities; Psychotherapy utilization.

Selected Publications:
“Personality characteristics of heroic rescue during the Holocaust" (Journal of Personality).

“Altruism, well-being, and mental health in later life" (Oxford University Press).

"Helping by siblings of children with mental retardation" (American Journal of Mental Retardation).

"A history of violence in the schools" (Springer Press).

"Anorexia nervosa in post-menopausal women" (Mental Health and Aging).

George Bonanno (Professor) obtained his Ph.D. from Yale University. His clinical training included both individual and group psychotherapy.

Scholarly Interests:
Resilience and coping with grief and trauma; Emotion and emotion regulation; The adaptive consequences of self-deception.

Selected Publications:
"The importance of being flexible: The ability to enhance and suppress emotional expression predicts long-term adjustment" (Psychological Science).

"Grief processing and deliberate grief avoidance: A prospective comparison of bereaved spouses and parents in the United States and China" (Journal of Consulting and Clinical Psychology).

"Loss, trauma, and human resilience: Have we underestimated the human capacity to thrive after extremely adverse events?" (American Psychologist).

"Resilience to loss and chronic grief: A prospective study from pre-loss to 18 months post-low" (Journal of Personality and Social Psychology).
"Self-enhancement as a buffer against extreme adversity: Civil war in Bosnia and traumatic loss in the United States" (Personality and Social Psychology Bulletin).

Barry Farber (Director, Ph.D. Program in Clinical Psychology; Professor) received his Ph.D. from Yale University. He has had clinical training in both behaviorally and dynamically oriented psychotherapies

Scholarly Interests:
Psychotherapy research: Self-disclosure in patients, therapists and supervisors; self-disclosure in children; Burn-out in teaching and the helping professions.

Selected Publications:
“Self-disclosure in Psychotherapy” (Guilford).

“Rock’ n Roll Wisdom” (Greenwood)

"The Psychotherapy of Carl Rogers" (Guilford).

"Gender and representation in psychotherapy" (Psychotherapy).

"The therapist as attachment figure" (Psychotherapy).

"Disclosure to therapists: What is and is not discussed in psychotherapy" (Journal of Clinical Psychology).

"Positive regard in psychotherapy" (Psychotherapy).

Suniya S. Luthar (Professor, Programs in Clinical Psychology and in Human Development; Chair of the Department of Counseling and Clinical Psychology) obtained her Ph.D. from Yale University in Developmental/ Clinical Psychology.

Scholarly Interests:
Developmental psychopathology and resilience among children and families at risk.

Selected Publications:
"Children of the affluent: Challenges to well-being". (Current Directions in Psychological Science).

“Privileged but pressured? A study of affluent youth” (Child Development).

“Developmental Themes in women’s emotional experiences of motherhood” (Development and Psychopathology).

“Neighborhood influences and child development” (Developmental Psychopathology).

“The construct of resilience” (Child Development).

Lisa Miller (Assistant Professor) obtained her Ph.D. from the University of Pennsylvania. Her clinical training was in cognitive, interpersonal, and short-term approaches to therapy.

Scholarly Interests:
Religion & Spirituality; Depression and substance abuse, related risk factors and protective factors.

Selected Publications:
"Religion and substance use and abuse among adolescents in the National Comorbiditidy Survey" (Journal of the American Academy of Child and Adolescent Psychiatry).

"Religion and depression; Ten year follow-up of depressed mothers and offspring" (Journal of the American Academy of Child & Adolescent Psychiatry).

Helena Verdeli (Assistant Professor) obtained her Ph.D. from Yeshiva University. Her clinical training was in Cognitive Behavioral Therapy and Interpersonal Psychotherapy.

Scholarly Interests: The effects of mental illness in mothers on their children.

Selected Publications: “Symptomatic improvement in depressed mothers: Impact on their depressed offspring” (Manuscript submitted for publication)

“Screening for depression in mothers bringing their offspring for evaluation or treatment of depression” (American Journal of Psychiatry)

“Psychopathology in children of parents with opiate dependence and/or major depression” (Journal of the American Academy of Child & Adolescent Psychiatry)
Adjunct Faculty in Clinical Psychology

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Fieldwork

While it is not required for the M.A. degree, students are encouraged to enroll in CCPX 4230, and to engage in fieldwork outside of Teachers College. Field placements provide a unique opportunity for students to obtain clinical experience in an area which interests them. Enrolling in the fieldwork class permits students to process their experience in a group of their peers, and under the guidance of an experienced clinical instructor. Students are expected to find placements on their own, preferably beginning to seek opportunities in the semester prior to enrolling in the fieldwork course. However, there are resources available to help with this process. For example, the Department of Counseling and Clinical Psychology has a fieldwork coordinator, Ms. Wendi Manderioli (678-3320, Manderioli@tc.edu, Box 102, Room 422E Thompson), who has considerable information about available placements. The Program Assistants are also available to help students with fieldwork placements.

Fieldwork Agencies

Examples of some of the facilities in which previous MA students have been placed include:
- Mt. Sinai Hospital
- The Smithers Drug and Alcohol Treatment Center at St. Luke's/Roosevelt
- The Program for Children and Families at St. Luke's/Roosevelt Hospital Center
- The Jewish Board of Family and Children's Services
- The New York State Psychiatric Institute
- The Child Protection Center at Montefiore Medical Center
- Four Winds Hospital
- St. Luke's Hospital-- The Eating Disorders Unit

Fieldwork in Applied Psychology:

Students interested in fieldwork must enroll in CCPX 4230 during the Spring or Summer semester in which they will be working in the field. (The course is offered during the Spring and Summer). Before enrolling, students should obtain a placement. Also before enrolling students must obtain student membership in the American Psychological Association, and must obtain Professional Liability Insurance for psychology graduate students. Forms are available in the program office. Graduate student affiliates of the American Psychological Association are eligible for liability insurance at very low rates.

Searching for Fieldwork

While seeking field placements, some students manage to locate paid positions that they are able to fill during their time in the program and possibly after graduation. Some employers may even provide tuition benefits! For example students employed at the Columbia Health Sciences campus may be eligible to receive a partial tuition exemption at Teachers College.
Fieldwork may be either paid or unpaid. In either case, the following web sites are likely to help you locate available positions:

Local Hospitals:
http://www.noah-health.org/english/hospitals/nyhosp.html (covers all local hospitals)

Local Medical Schools
http://cpmcnet.columbia.edu/dept/ps/ (Columbia Presbyterian Medical Center)
http://www.aecom.yu.edu/home/ (Yeshiva University)
http://www.med.cornell.edu/ (Cornell University Medical Center)
http://www.mssm.edu/ (Mt. Sinai School of Medicine)
http://www.med.nyu.edu/training.html (NYU Medical Center)
http://www.hsebklyn.edu (SUNY Downstate Medical Center)

Columbia Health Sciences

Other
http://newyork.craigslist.org/hea/ (free listings of apartments, as well as jobs)

When searching for a position, it is sometimes desirable to go to the agency of interest, and check bulletin boards. It is often best to begin by speaking with someone in the volunteer department or in the Human Resources department at that site, to find out about positions that may be available. Also, do not forget to check bulletin boards at sites of interest to you!

The detailed instructions for applying for Clinical Fieldwork appear on pp.38-41 of this Handbook.
Frequently Asked Questions  
(FAQs)

Q1. I was placed in the Masters Program after having been rejected from the Ph.D. Program. Is this common? Are all students not accepted to the Ph.D. program automatically placed in the Masters Program?
A1. Only students whose credentials qualify them for admission into the MA program (but not the Ph.D. program) are invited into the MA program. Successful MA applicants meet standards regarding undergraduate grade point average, English proficiency (where relevant), have good personal statements and letters of recommendation.

Q2. How many students are placed in the MA Program annually after having been denied admission to the Ph. D. program?
A2. The Admissions Office is the most reliable source regarding “numbers.”

Q3. How large is the entering class in the Masters Program approximately each year?
A3. Approximately 80 students enter the MA program each fall.

Q4. What types of positions can graduates find?
A4. Graduates typically find employment in research centers, clinics, hospitals, social service agencies, and community colleges.

Q5. Why is the program titled Masters in Education in Personality and Psychopathology/ General Psychology?
A5. The program called “Psychology in Education” has existed at Teachers College for many, many years. It was a program with almost unlimited choice of courses, but graduates reported that it was unstructured and that its usefulness was very limited. The program in Clinical Psychology recognized the need for an MA focused on academic clinical psychology. We took this existing title, and certain basic requirements (total number of credits, the “breadth requirement” and the Special Project) and used it to house the MA program in Clinical Psychology. The Personality and Psychopathology Track is actually the clinical track, and the General Track is close to the original “Psychology in Education Program”.

Q6. What is the Faculty-Student Ratio in the Masters Program?
A6. Each advisor has approximately 18 new MA students each year. In regard to clinical classes, the number of students in each class ranges from 8 to about 80. Many core courses have 20-40 students.
Q7. Is there a Masters Thesis to be completed?
A7. There is a “Special Project” for which the MA Handbook (pg.10) outlines guidelines. The term “Masters Thesis” is not used, and college guidelines for the Masters Thesis are not applicable.

Q8. Is there any licensure after the Masters Program?
A8. This brief (36 point) MA program is not designed to prepare students for MA-level licensure in New York state. Most graduates are interested in ultimately studying for more advanced degrees.

Q9. In past years how many graduates from the Masters Program have been accepted in to the Ph.D. Program annually?
A9. Our own Ph.D. program is small. Nevertheless, as many as four MA students are successful applicants to our program in a single year. Most students apply to several programs for more advanced degrees, and many are successful in gaining admission.

Q10. How many credits can be transferred from the/ a Masters Program to the Ph.D. Program?
A10. Eighteen (18) credits from a Masters program can be transferred into the Ph.D. program.

Q11. If I already have a Masters degree, either from TC or from another institution, must I still complete the Masters work and earn the Masters en passant while attending the Ph.D. program?
A11. At Teachers College, the answer is “Yes.” Other programs have widely different positions regarding this question.

Q12. Where are the fieldwork and the research done in the Masters Program?
A12. There is a very wide variety of placements in which our students are involved (see the Fieldwork section of this Handbook for their applied work. Students often become involved in research projects with faculty in our program.

Q13. How do I go about finding a fieldwork placement?
A13. You should work closely with the department’s Fieldwork Coordinator, Ms. Wendi Manderioli (212-678-3320; Manderioli@tc.columbia.edu; Box 102, 422 E Thompson Hall). The Program Assistants are also available to help students find fieldwork placements.

Q14. What types of research opportunities are available to students? How does a student find someone with whom to work?
A14. You should begin with your advisor. Every faculty member in the Clinical MA program is actively involved in research and has a research team. More information on individual faculty research interests can be found in this MA Handbook.
Q15. How do I find a sponsor for my special project? Must the sponsor be a full-time faculty member from the department or can the sponsor be a full-time faculty member in any department in the College?
A15. The sponsor must be a full-time faculty member in the college; but not necessarily in the clinical program. However you should speak to your advisor before making a final decision. You may also wish to discuss your decision with the Program Coordinator, Professor Elizabeth Midlarsky (em142@columbia.edu) and the MA Program Assistants (Erel Shvil: es2297@columbia.edu and George Nitzburg: gcn2102@columbia.edu).

Q16. What is the difference between the Personality and Psychopathology Track and the General Track?
A16. The Personality and Psychopathology Track is for students who are interested in eventually pursuing a doctoral degree in Psychology. The General Track is for students who have other interests. Once in the program if a student elects to switch tracks this may be readily done after a discussion with the Program Coordinator.

Q17. How long does it take to complete the program?
A17. It is a 36 credit program. If you are a full-time student you may be able to complete it in three semesters (including summer). If you are part-time it is very likely to take longer. Many students find that spending more than one year is highly useful. It may permit them to become closer with faculty members, become more deeply involved in clinical and research activities, and generally prepare to become stronger applicants for doctoral admission or employment. Up to five years are allowed for degree completion.
Filing the MA Degree Application

• Specific Instructions on applying for the Master of Arts degree are provided on the "green sheets" available in the Registrar's Office. Note that you are in an MA program in which your final paper is a "Special Project", and not a "formal Master's Essay". Therefore, deadlines posted for approval of the formal essay do not apply to you!

• The green sheets must be filled out in accordance with the instructions provided upon them. They require that you supply certain personal information, the date on which you expect your degree to be awarded (October, February, or May), and a list of all your courses. Please be sure to list your in-department courses (CCPX and CCPJ) in the column on the left, and your out-of-department courses (a minimum of 3, 2-3 credits apiece) on the right. Remember that your "Department" is "Counseling and Clinical Psychology". Your "Area of Specialization" is "Psychology in Education: Personality and Psychopathology", or "Psychology in Education: General".

• Attached to the green sheets is a "pink sheet", which is usually due two months after the green sheets (degree application) are submitted (see below for specific deadlines). The main purpose of the pink sheet is to inform the Registrar that you have completed the last step toward graduation--an approved special project. The purpose of having the deadline for the pink sheet come later than the deadline for the green sheets is to provide additional time for you to make final revisions to your Special Project after filing your degree application.

• The green sheets and pink sheets are to be given to the program coordinator for signatures. They are copied and retained in the program office as evidence that you have filed all the necessary papers, and the signed originals are conveyed to the Registrar by the program secretary.

• Remember, you (and only you!) are responsible for keeping track of the official deadlines and adhering to them.

Deadlines for Filing Documents

<table>
<thead>
<tr>
<th>Month of graduation</th>
<th>Green Sheets Due</th>
<th>Pink Sheet Due</th>
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</thead>
<tbody>
<tr>
<td>May</td>
<td>February 1</td>
<td>April 30</td>
</tr>
<tr>
<td>October</td>
<td>August 1</td>
<td>September 1</td>
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<td>February</td>
<td>November 1</td>
<td>January 2</td>
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</table>
Key Administrative Units

The Department of Counseling and Clinical Psychology: This is our administrative unit, one of nine departments in the College created by the 1996 reorganization. This Department now houses the doctoral program in clinical psychology, the masters programs in psychology in education, and the masters and doctoral degree programs in counseling psychology. The Program office is in 328 Horace Mann and the Department office is in 428 Horace Mann. Enrika Davis is the Director of Academic Administration, and Kimberly Bassalian is the Clinical Program Secretary.

Teachers College: The College exercises control over the general academic requirements for degrees. These requirements are presented in the annual Teachers College Catalog. You should check the Catalog for detailed information regarding degree requirements, period of candidacy, college fees, and student life and services (including health insurance).
Writing Papers

Writing papers is a very important component of your coursework and of the special project. The first rule is to proofread everything you hand in. Aside from the content and overall writing style, students are expected to master APA style. Specific guidelines for writing in APA style are provided in the APA Publication Manual (Fifth Edition, 2001).

The Writing Skills Center

The Writing Skills Center, located in the basement of Horace Mann 46B, is also a valuable resource for students at Teachers College. The Center's Mission is to assist students in academic writing. The tutors assist students with specific writing tasks and also seek to help students develop writing skills for their professional lives. For students who are not familiar with, or are having difficulty mastering APA style, the tutors can be very helpful. The services of the Writing Skills Center are open to the entire TC community, and all TC students are eligible to receive a special subsidized rate. They do not only provide interesting workshops, but students can also work individually with one of the Writing Center tutors to receive individual attention and instruction. Students can call 212-678-3798 to make an appointment to discuss the services.

APA Style

One of the best ways to begin learning APA style is to use the visual examples provided on pages 306 to 320 of the APA Publication Manual. In addition to providing a template for writing a paper in APA style, the examples include embedded references to sections of the style manual where you can learn the specific rules for writing in APA style.

While it is important that you purchase and use the APA Publication Manual, the following general summary of APA style guidelines is intended to provide some guidance as you begin the initial stages of formatting and writing a psychology paper:

General document guidelines
A. **Margins**: One inch on all sides (top, bottom, left, right)
B. **Font Size and Type**: 12-pt. Font (Times Roman or Courier are acceptable typefaces)
C. **Spacing**: Double-space throughout the paper, including title page, abstract, body of the document, and references.
D. **Alignment**: Flush left (creating uneven right margin)
E. **Paragraph Indentation**: 5-7 spaces
F. **Pagination**: the page number appears one inch from the right edge of the paper on the very first line of every page, beginning with the title page. The only pages that are not numbered are pages of artwork.
G. **Manuscript Page Header**: The first two or three words of the paper title appear five spaces to the left of the page number on every page, beginning with the title
Title Page.
A. **Pagination**: The title page is page 1.
B. **Key Elements**: Paper title, author(s), and author affiliation(s).
C. **Article Title**: Uppercase and lowercase letters, centered on the page.
D. **Author(s)**: Uppercase and lowercase letters, centered on the line following the author(s).
E. **Institutional Affiliation**: Uppercase and lowercase letters, centered on the line following the author(s).
F. **Running Head**: The running head is typed flush left (all uppercase) following the words "Running head:" on the line below the manuscript page header. It should not exceed 50 characters, including punctuation and spacing. The running head is a short title that appears at the top of pages of published articles.

Abstract. The abstract is a one-paragraph, self-contained summary of the most important elements of the paper.
A. **Pagination**: The abstract begins on a new page (page 2).
B. **Heading**: Abstract (centered on the first line below the manuscript page header)
C. **Format**: The abstract (in block format) begins on the line following the Abstract heading. The abstract should not exceed 120 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words.

Body.
A. **Pagination**: The body of the paper begins on a new page (page 3). Subsections of the body of the paper do not begin on new pages.
B. **Title**: The title of the paper (in uppercase and lowercase letters) is centered on the first line below the manuscript page header.
C. **Introduction**: The introduction (which is not labeled) begins on the line following the paper title.
D. **Headings**: Headings are used to organize the document and reflect the relative importance of sections.
   1. Main headings (when the paper has either one or two levels of headings) use centered uppercase and lowercase letters.
   2. Subheadings (when the paper has two levels of headings) are italicized and use flush left, uppercase and lowercase letters.

Text citations: Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. The underlying principle here is that ideas and words of others must be formally acknowledged. The reader can obtain the full source citation from the list of references that follows the body of the paper.
A. When the names of the authors of a source are part of the formal structure of the sentence, the year of publication appears in parentheses following the identification of the authors. Consider the following example:

Wirth and Mitchell (1994) found that although there was a reduction in insulin dosage over a period of two weeks in the treatment condition compared to the control condition, the difference was not statistically significant.

[Note: and is used when multiple authors are identified as part of the formal structure of the sentence. Compare this to the example in the following section.]

B. When the authors of a source are not part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, separated by semicolons. Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Gartner, Larson, & Allen, 1991; Koenig, 1990; Levin & Vanderpool, 1991; Maton & Pargament, 1987; Paloma & Pendleton, 1991; Payne, Bergin, Bielema, & Jenkins, 1991).

[Note: & is used when multiple authors are identified in parenthetical material. Note also that when several sources are cited parenthetically, they are ordered alphabetically by first authors' surnames.]

C. When a source that has two authors is cited, both authors are included every time the source is cited.

D. When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al." are used. Consider the following example:

Reviews of research on religion and health have concluded that at least some types of religious behaviors are related to higher levels of physical and mental health (Payne, Bergin, Bielema, & Jenkins, 1991).

Payne et al. (1991) showed that…

E. When a source that has six or more authors is cited, the first author's surname and "et al." are used every time the source is cited (including the first time).

F. Every effort should be made to cite only sources that you have actually read. When it is necessary to cite a source that you have not read ("Grayson" in the following example) that is cited in a source that you have read ("Murzynski &
Degelman" in the following example), use the following format for the text citation and list only the source you have read in the References list:

Grayson (as cited in Murzynski & Degelman, 1996) identified four components of body language that were related to judgments of vulnerability.

G. To cite a personal communication (including letters, emails, and telephone interviews), include initials, surname, and as exact a date as possible. Because a personal communication is not "recoverable" information, it is not included in the References section. For the text citation, use the following format:

B.F. Skinner (personal communication, February 12, 1978) claimed…

Quotations: When a direct quotation is used, always include the author, year, and page number as part of the citation.

A. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Consider the following example:

Patients receiving prayer had "less congestive heart failure, required less diuretic and antibiotic therapy, had fewer episodes of pneumonia, had fewer cardiac arrests, and were less frequently intubated and ventilated" (Byrd, 1988, p. 829).

B. A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin.

References.
A. Pagination: The References section begins on a new page and should be titled "References" (not "Bibliography")
B. Heading: References (centered on the first line below the manuscript page header)
C. Format: The references (with hanging indent) begin on the line following the References heading. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components:

1. Authors: Authors are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors. When there are seven or more authors, list the first six and then use "et al." for remaining authors. If no other author is identified, the title of the document begins the reference.
2. Year of publication: In parentheses following authors, with a period following the closing parentheses. If no publication date is identified, use "n.d." in parentheses following the authors.


(This information was adapted from a web site maintained by Douglas Degelman, Ph.D., and Martin Lorenzo Harris, Ph.D. at Vanguard University of Southern California: http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796)
Library Resources

Milbank Memorial Library, the Teachers College library, is one of the nation's best and most comprehensive libraries in Education. It is also home to collections in psychology and in the health professions. Students in the MA program in Psychology and Education “Personality and Psychopathology” and “General” make use of Milbank Memorial Library, as well as numerous other Columbia Libraries on the Morningside and Health Science Campus, and the online resources available to the Columbia University Community.

Access to Milbank Web, the World Wide Web site of Milbank Memorial Library is available at the library's home page:
http://library.tc.columbia.edu/

This website provides library services, news, and excellent databases. EDUCAT, the online catalog including over 663,500 books is also available through the library's home page.

A Research Literacy Librarian at the Milbank Memorial Library, has recently created a web page listing clinical psychology journals to which Teachers College subscribes, and which is available online at: http://lweb.tc.columbia.edu/rr/clinpsyjnls.html.

Columbia University Library System

Columbia University is the nation's seventh largest academic library. Our Internet access to the Columbia University library system is obtained by using EDUCAT to gain access to CLIO. In order to enhance and facilitate access, students use Library Web, the web-based library computer system. The list of psychology journals available at the Columbia University libraries outside of Teachers College is available at: http://www.columbia.edu/cgi-bin/cul/eresources?rtype=
Teachers College Academic Policies and Guidelines

1. TC DISABILITY POLICY: Students with disabilities who will be taking this course and may need disability-related classroom accommodations or support services are encouraged to make an appointment to see me as soon as possible. Students with disabilities are also encouraged to speak with someone in the Disabled Student Services Office for more specific information regarding support services and accommodations.

2. TC POLICY ON INCOMPLETE GRADES: IN Incomplete. The grade of incomplete is to be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of incomplete was received and a first grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of incomplete, with a transcript notation indicating the date that the grade of incomplete was replaced by a final grade.

If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of incomplete was received, the grade will remain as a permanent incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six of more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

3. PLAGIARISM. Students must be very cautious about learning what plagiarism is, and how to avoid it. In the TC Student Handbook, in the statement on Academic Conduct the policy is as follows: “A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. (2004-5 edition, pg. 73).” What this means is that all work presented for evaluation at Teachers College must be work created by the student. Cheating by submitting work produced by others- including other students- is considered to be dishonest.

Please note that plagiarism, cheating, copying, and/or presenting purchased materials as one’s own are treated as academic misconduct at Teachers College.

An excellent discussion of plagiarism can be found on pages 349-355, and on p. 395 of the Fifth Edition, of the Publication Manual of the American Psychological Association. On p. 395, for example, the statement about plagiarism is as follows: "Psychologists (or students of psychology) do not present substantial portions or elements of another's work or data as their own, even if the other work or data source is cited occasionally." The material about plagiarism on pp. 349-355 is more extensive, and needs to be carefully read. PLEASE NOTE THAT PLAGIARISM IS TREATED AS MISCONDUCT AT TEACHERS COLLEGE.
Helpful Hints (for Making Life Easier for You and Others)

1. Buy and use the APA Publication Manual (Fifth Edition, 2001). It provides the basis for organization, style, grammar, and referencing of all written work prepared for courses and required projects.

2. Papers should be turned in on time; they should be in APA-style, referenced, and proofread. A staple or paper clip is sufficient; folders, clamps, etc. make reading more difficult. Remember to put your name and date on everything you hand in.

3. When turning in a second or later draft, be sure to include with it the previous draft on which the faculty member has made corrections and/ or suggestions.

4. The faculty are only human and typically have multiple responsibilities and demands. Therefore, please remember that:
   a. They need time to read material you hand in. A week is minimal, two weeks are better.
   b. They usually prefer not to sign things or discuss issues during chance encounters in the hall or cafeteria; make appointments to meet faculty in their offices.
   c. Despite good intentions, they may not remember the details of what you talked about "last time". Remind them!
   d. When you are making up an Incomplete, or handing in a late paper you should not expect the faculty member to put everything else aside for you. ("Failure on your part to plan ahead does not mean an emergency on my part").

Helpful Hints (for Your Life after Graduation)

If you enter a doctoral program in the future, you may have the opportunity to transfer MA course credits. If the doctoral program is outside of the Columbia system, then you may have to submit course syllabi for evaluation. Therefore, it is wise to SAVE ALL SYLLABI FROM COURSES TAKEN AT TEACHERS COLLEGE. Otherwise, the one that you need may not be available.
More Helpful Hints

There are many questions which will probably come to mind as you begin your career at TC. We have attempted to anticipate some of them and so have compiled the following tidbits of information. Please feel free to consult Dr. Midlarsky, Erel Shvil, or George Nitzburg for additional details.

**Financial Aid:** Unlike many undergraduate institutions, the administrative offices at Teachers College do not “hold your hand” through all of the paper work that is necessary. While the staff of the Student Aid Office, located in 138 Horace Mann, is extremely helpful, it is up to you to keep track of important deadlines. Make sure to keep copies for yourself of all forms and correspondence. All loans are disbursed through the Office of Student Accounts, and refund checks (loan money in excess of TC tuition) are mailed to you. They will not allow you to pick up checks in person. A helpful web site dealing with financial aid is: [http://www.tc.edu/financialaid/](http://www.tc.edu/financialaid/)

**Housing:** There are various approaches one could take to housing. Ask around about different options. In addition to the real estate listings from the local papers such as the Village Voice and the New York Times, Columbia has a service called the "Off Campus Registry" which is a computerized listing of off-campus apartment rentals and shares. The email address is [http://www.columbia.edu/cu/reshalls/ocr.html](http://www.columbia.edu/cu/reshalls/ocr.html).

You can look at apartment listings online, but you can only get the contact information by going to the Off Campus Registry office in person, which is located in 115 Hartley Hall. You must present your student ID card or letter of acceptance to get the contact information. The number of listings you can get is limited to six per day. The apartments go fast, so be prepared with more than the maximum number of listings allowed.

**Registration:** This process generally occurs a day or two before classes begin. If you plan to register in person, be prepared to devote at least half a day to standing in lines. However, you also have the option of registering by telephone. All you need is your pin number which is provided by your department. The phone number is 212-678-3200. You can register through this number; check your grades, financial status, make payments, etc. **You cannot register by telephone for classes for which the professor's permission is required.** If you need assistance during this process, you can contact Dr. Midlarsky at [em142@columbia.edu](mailto:em142@columbia.edu), or the MA Program Assistants (Erel Shvil: [es2297@columbia.edu](mailto:es2297@columbia.edu) and George Nitzburg: [gen2102@columbia.edu](mailto:gen2102@columbia.edu)). Also make sure you have as much of your financial aid squared away as possible, including applying early in the summer for any loans you will need.

**Buying Books:** All of the assigned textbooks are available in the TC Bookstore at the corner of 120th and Amsterdam. Sometimes, other graduate students will be interested in selling you their copies for reasonable fees. For the ultimate in shopping convenience, books can often be purchased in the convenience of your own home at [www.amazon.com](http://www.amazon.com) or at [www.half.com](http://www.half.com).
If you don't have a computer (or even if you do): TC has a computer room (242 Horace Mann) which contains PCs, Macintosh computers, scanners and printers for use with your TC ID card. They are open late (until 10 pm or 11:30 pm every night), but call 678-3304 for current hours of operation. A number of word processing packages are available, but bring your own disks. It is highly recommended that you become proficient in word processing if you are not proficient already. It is also advisable to learn to use the computer to do data analysis using packages such as SPSS. Academic Computing Services, located at 236 Horace Mann, 678-3302, provides a variety of brief courses and workshops. They also have consulting services available by appointment. Free email accounts on the Columbia University system are available to all TC students and staff. Accounts can be accessed through any of the on-campus computers, (e.g. in the library or computer room), or from home. Network dial software for dialing from home can be purchased in the Computer Center in Horace Mann. The modem access number to the Columbia computer systems is 212-854-9924.

Copying Materials: Take charge of copying and distributing class materials. Don't depend on faculty members or department secretaries to do it for you unless specific arrangements have been made with a copy center. There's the Duplicating Center, located in 36 Main Hall, 212-678-3703, where faculty often arrange to have course packs available for students. For a small fee they will also bind course packs for you. The TC library also has machines on the second floor. Copy cards can be purchased in the second floor copy room in the library, which can make life a little easier. Off campus, we often use COPYQUICK on Amsterdam between 119th and 120th streets. There is also a Kinko's located on Broadway and 112th Street.

Lockers: There are lockers available in the basement of Main Hall and the second floor of Thompson where you can store books, clothes, and other personal items. You need to bring your own lock, choose a locker, and then register the locker number with the Security Office, which is also in the basement of Main Hall.

Finding a job: The Career Services Center is located in 44 Horace Mann, 678-3140. They provide a variety of resources to the TC community including individual consultations, mentoring programs, as well as on-campus recruiting efforts. They have bulletin boards with job opportunities, and also offer workshops to help students with their job search. You can also access job listings through the TC Web. The Columbia University Center for Career Services can also be accessed online through the Columbia University website. Students interested in pursuing research jobs might also find the website for the New York State Psychiatric Institute quite helpful. The websites listed under fieldwork, above, may be helpful, as well.

Libraries: Your TC ID card enables you to use any library in the Columbia System. We mostly use Milbank Memorial Library, one of the finest education libraries in the United States, located in Russell Hall. Computers located in the Milbank Library have connections to online research databases, such as PsychInfo. Papers on topics in psychology can also greatly be enhanced by using resources in the Psychology Library in Schermerhorn Hall on the main campus, the Social Work library on West 115th Street.
(Amsterdam Avenue) in Lehman, and Health Sciences Campus at Columbia Presbyterian Medical Center (West 168th Street). The main branch of the New York Public Library is another outstanding resource.

**Columbia University Gym:** You can use the Columbia University main campus gym with your TC ID card. The fee is relatively small as compared to NYC gyms and is a great facility, equipped with a variety of machines and free weights, as well as a pool, basketball court, and indoor track. They also have personal trainers available at a low rate. For a small fee, you can also get a locker. Also, TC has a pool which is smaller but less crowded than the main campus pool. The Columbia Gym is located in the Marcellus Hartley Dodge Physical Fitness Center on the north side of the main campus, very close to TC. Just cross 120th street in the middle and walk up stairs to the right. Keep walking straight and the gym will be on your right (you have to walk down a set of stairs to enter the gym).

**Personal therapy:** Many people beginning graduate programs in psychology wish to begin personal psychotherapy if they have not already done so. Several training institutes around the city offer treatment at reasonable rates with good therapists. The William Alanson White Institute is a favorite. Some of the resources available to all Teachers College students follow.

All students who have paid the Health Service Fee are entitled to confidential counseling services through the Columbia University Health Service. From time to time, special support groups and counseling services are offered as well. Also, if you have health insurance through Columbia University, you must first be seen at the counseling center if you would like a referral to an outside psychotherapist in order to be reimbursed by Chickering. Check the current Medical Insurance Plan Brochure to see what kind of coverage your plan has for psychological services; it typically isn't very much.

Information about the counseling service, including their website is: Columbia University Health Service, Counseling and Psychological Service, Lerner Hall 8th floor, 212-854-2648. Availability during school semesters: Monday- Friday 8am -7pm. During the summer, 9am-5pm. Walk-In Service for emergencies: Monday- Friday at 1pm during the Fall and Spring Semesters. The health service website is: [www.columbia.edu/cu/health](http://www.columbia.edu/cu/health).

Emergency when the Health Service is not available: St. Luke's Hospital Center Psychiatric Emergency Room, Amsterdam at 113th Street, 212-523-3347. Another resource available to the TC community is the Center for Educational and Psychological Services which is located on the sixth floor of Thorndike Hall, 678-3262. CEPS provides psychotherapy, vocational and educational assessment and counseling at low cost, both to the college community and to the public. Graduate students in Clinical, School, and Counseling Psychology provide the services, under the supervision of licensed psychologists. Please note, though, that using CEPS may not be advisable for MA students in the program in clinical psychology. There is a high probability that if you do, you may have the awkward experience of being treated by a Ph.D. student in your own Department. Outside of CEPS, a trained counselor is made available by Teachers College to any member of the College community. This counselor, may be seen
by appointment. The job of the counselor is to provide confidential interviews to aid members of the community in coping with personal difficulties.

**Eating:** Check out the cafeteria in the basement of Dodge Hall. You can get a hot or cold breakfast, lunch or dinner, as well as a steady supply of caffeine in all forms if need be. This is also a good place to hang around for a while to chat or study. Otherwise there are restaurants on Amsterdam and Broadway. We frequent Ollie's Noodles (Broadway and 116th) and Café Avenue (Amsterdam just north of 120th), among others. Other favorites in the neighborhood include: Le Monde (French Bistro), Nacho Mamas (Mexican), the Mill (Korean), and Nussbaum and Wu (Bakery/ Café) which are all on Broadway between 110th and 114th. For sushi lovers, Tomo is fantastic (Broadway between 110th and 111th). Café Taci has good Italian food and live opera on the weekends (Broadway between 110th and 111th). The cafeteria at the Jewish Theological Seminary on Broadway and 122nd is open to TC students and provides Kosher meals from 8am-10am and 11am - 2pm. There are many Kosher restaurants on the west side in the 70's and 80's, including Fine and Shapiro (72nd between Broadway and Columbus). The Hungarian Pastry Shop on Amsterdam between 110th and 111th is a Columbia favorite. For yummy, yet overpriced coffee drinks, there's a New World Coffee on Broadway between 114th and 115th and Starbuck's on Broadway between 110th and 111th Streets.

**Cultural Events:** The Student Activities Office (first floor, Thorndike) frequently posts discount tickets for various events. There are often decent seats available for major dance performances, concerts and plays. Check bulletin boards or the Office for listings. For other student activities and events, read your student activities handbook, a wonderful resource for additional ideas.
Medical Insurance and Health Service Information

The Student Health Insurance Plan, administered by Chickering Claims Administrators, Inc., offers reasonably priced medical benefits to supplement the health care provided on-campus by the John Jay Health Service 212-854-2284. All full-time students and all residential students, must enroll in the health service and the student insurance plan. In order to waive the insurance plan, you must complete a waiver form and show proof of comparable insurance coverage. Student's eligible spouses and same sex partners can utilize the health services for a fee and may be able to enroll in the Basic Insurance Plan. Students should consult the Columbia University Health and Related Services and Medical Insurance Plan Brochure for important health care information.

Health Service: The Columbia University Health Service, located on the main campus in John Jay Hall, offers a variety of medical services, psychological counseling, health education and information. The staff is comprised of about 100 individuals, including physicians, nurses, nurse practitioners, nutritionists, health educators, counselors, therapists, support and administrative staff. Treatment, counseling or support in Primary Care, Women's Health, Counseling and Health Education Divisions is offered free or at a very low cost to students who have paid the Health Service Fee. Columbia's School of Dental and Oral Surgery offers students a preventative care program near campus. There is also limited eye care available. The Primary Care Office is open six days a week and evenings throughout the academic year.

Health Insurance Plans: There are two health insurance plans, the Basic Plan and the Comprehensive Plan. Please see the current Health and Related Services and Medical Insurance Plan Brochure for the rates and coverage for the current year.

For additional Information:

Columbia University Health Service:
John Jay Hall 212-854-2284

Medical Insurance:
Chickering Claims Administrators, Inc. 1800-859-8471

Health Service Enrollment and Immunization Compliance:
The Student Life Center 212-678-3406
Health Services On-line:
www.columbia.edu/cu/health
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<td>146 Horace Mann</td>
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<tr>
<td>Associate Dean</td>
<td>113 Main</td>
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<tr>
<td>Bookstore</td>
<td>1224 Amsterdam Ave.</td>
<td>678-3920</td>
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<td>Career Services</td>
<td>44 Horace Mann</td>
<td>678-3140</td>
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<td>Computer Center</td>
<td>236 Horace Mann</td>
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<td>Dean of the College</td>
<td>122 Main Hall</td>
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<td>4th floor John Jay</td>
<td>854-2284</td>
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<td>Counseling/Psych. Svces</td>
<td>8th floor Lerner Hall</td>
<td>854-2878</td>
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<tr>
<td>TC Liaison/Student Life</td>
<td>Lobby/Thorndike Hall</td>
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<td>Women's Health</td>
<td>4th floor John Jay</td>
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<td>Library (Russell Hall)</td>
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<td>General Information</td>
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<tr>
<td>Ombudsman</td>
<td>TBA</td>
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<tr>
<td>Personnel Services</td>
<td>112 Main Hall</td>
<td>678-3175</td>
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<tr>
<td>Registrar</td>
<td>148 Horace Mann</td>
<td>678-4050</td>
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<td>Residence Life</td>
<td>Lobby, Thorndike</td>
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<td>Security, Police</td>
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<td>678-3333</td>
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<td>Student Accounts</td>
<td>133 Thompson</td>
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<td>Student Aid</td>
<td>138 Horace Mann</td>
<td>678-3714</td>
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<td>Disability Services</td>
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<td>Pool</td>
<td>Ground fl. Thompson</td>
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<td>Word Processing Center</td>
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<td>Fax Receiving number</td>
<td>34 Main</td>
<td>678-4048</td>
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