DEPARTMENT OF COUNSELING AND CLINICAL PSYCHOLOGY
Teachers College of Columbia University

M.A. in Psychology and Education
Department of Clinical Psychology

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

Program Track Options
- Personality and Psychopathology (PsyA)
- General Psychology (PsyG)

Instructions for Using This Handbook
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, it will not answer all of your questions. We strongly encourage you to meet with your academic advisor to review the details.

We also recommend that you refer to the Teachers College Catalog and the Teachers College Student Handbook for further information.

ATTENTION:
Every year a new handbook is distributed. The ONLY guidelines relevant to each incoming class are those contained in the handbook for your year. HOLD ON to the copy of your incoming
The M.A. Program: An Introduction

The Master of Arts degree in Psychology in Education is intended for students interested in the field of Clinical Psychology. This introductory-level graduate program provides foundational knowledge of psychopathology, treatment theories, and research methods. It is ideally suited for applicants who are looking to strengthen their background prior to applying to doctoral psychology programs. In addition, it is well matched for candidates who do not hold undergraduate degrees in psychology and who wish to gain exposure to the field. Students will have the opportunity to develop critical thinking skills needed to interpret scientific knowledge, to review traditional and contemporary treatment models, to engage in innovative research, and to seek out fieldwork opportunities throughout New York City. During their tenure, students are closely guided by the Masters Program advisors, which include current Ph.D. students from the Clinical Psychology department. Advisors help to clarify students' academic goals, to gauge progress, and to assist with their professional development. Graduates of this program will become intimately familiar with the multiple avenues available to them in applied psychology and will be prepared to confidently pursue higher education or employment in mental health.

Students can choose one of two available tracks: The Personality & Psychopathology Track (MA-PSYA); The General Track (MA-PSYG). The PSYA track is a structured curriculum that consists of pre-selected blocks of coursework to ensure a strong background in the fundamentals of applied psychology. The PSYG track consists of the same course offerings, but allows students to independently tailor their own curriculum.

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. Many of our graduates have successfully pursued doctoral study in psychology or advanced degrees in compatible professional fields (education, medicine). Others have gained employment as mental health workers, adjunct instructors in colleges, as well as research assistants in hospitals, research institutes, community organizations, business and educational settings. The program is not intended to prepare students for the independent practice of professional psychology and will not lead to licensure.
The M.A. Program Tracks

The MA program requires a total of 36 credits. For students in the PSYG track, 18 of these credits must be taken in the Clinical Psychology Department only (CCPX). For students in the PSYA track, 24 credits must be taken in within CCPX. In addition, both tracks require a Special Project. Degree requirements may be completed in a calendar year (two semesters plus a summer session), one year and one semester, or longer as part-time study. Many students prefer to remain in the MA program for more than one academic year in order to develop relationships with faculty members and to focus on research and fieldwork. Students may take up to 5 years to finish the program. To switch tracks, schedule an appointment during office hours with the Program Coordinator, Dr. Athan. Please bring a copy of the Program Change form available at the Registrar’s office and be prepared to discuss your rationale.

MA in Psychology in Education: General Track (PsyG) – 18 Credits

Students in the General Track (PsyG) may have ‘a little or a lot’ of formal background in psychology. This unstructured track provides students the leeway to choose their curriculum independently. This flexibility may be used to: remain within the CCPX program and explore the wide array of course offerings across categories; to integrate outside program offerings for the creation of an interdisciplinary curriculum (e.g. Human Development); or to concentrate on a topic area of sub-concentration (e.g., Spirituality; see Concentrations Section). Students must take caution to craft an adequate program of study with the assistance of a program advisor. Remember, the goal of the PsyG track is to provide students with the opportunity to enhance their overall comprehension of clinical psychology by individualizing their studies. Foundational courses while not required should not be skipped unless a student has sufficient competency.

MA in Psychology in Education: Applied Track (PsyA) – 24 Credits

Students in the Personality & Psychopathology Track (PsyA) may have ‘a little or a lot’ of formal background in psychology. This structured track provides students with pre-selected blocks of coursework that have been chosen by faculty in order to ensure a strong background in applied psychology. The PsyA track requires a series of core CCPX courses and emphasizes the research methods (see Breadth Requirement) central to any study of clinical psychology. Students are given leeway to select CCPX courses within each category. Only 1-2 electives remain upon completion of the 24 credits. Graduates can be confident they have completed a rigorous curriculum that prepares them for the pursuit of further doctoral training. Students in PsyG who wish to advance further in applied psychology may use PsyA requirements as guidance.

“Don’t Have a One Track Mind”

Both tracks lead to an M.A. degree in Psychology of Education. Equal numbers of students from either track have successfully pursued doctoral training in clinical psychology or other fields of applied psychology. Just make sure you have chosen the appropriate program of study by meeting regularly with your academic advisor. You may switch tracks if necessary. The choice is yours!
The M.A. Curriculum

The M.A. Program Curriculum is a well-rounded program designed to allow students to choose from three categories of introductory courses in Applied Psychology.

I. **Foundations**: These core courses include the basics of diagnosis and psychopathology for children and adults, as well as an introduction to the professional life of clinical psychologists and the standard research methodologies unique to our field. These courses are foundational and highly recommended.

II. **Applications & Populations**: Course offerings in this category include the theoretical application of various modalities of psychotherapy and testing to the assessment and treatment of psychopathology. This category also includes courses focused on the unique challenges and needs of special populations.

III. **Concentrations & Innovations**: This category includes a mixture of coursework best described as providing either concentration in a topical area of interest (e.g., Human Intimacy) or innovations in research and practice as taught by expert scholars and practitioners.
**Curriculum Guidelines**

Students in the (PSY-G) Track must take a minimum of **18** CCPX credits by independently choosing coursework from ANY of the three categories below. Students in the (PSY-A) Track must take a minimum of **24** CCPX credits by adhering to the pre-selected structure below: 12 credits from category I; 6 credits from category II; 6 credits from category III.

### I. Foundations (12 Credits)
- CCPX 4000: Introduction to Applied Psychology (3)
- CCPX 5032: Adult Personality & Psychopathology (3)
- CCPX 5034: Child Psychopathology (3)
- CCPX 5533: Research Methods in Clinical Psychology (3)

### II. Applications & Populations (6 Credits)
- CCPX 4035: Personality and Behavior Change (3)
- CCPX 4037: Introduction to Cognitive Behavior Therapy (3)
- CCPX 4038: Comparative Psychotherapies (3)
- CCPX 4040: Introduction to Psychological Testing & Assessment (3)
- CCPX 4542: Introduction to Contemporary Psychoanalytical Thoughts (3)
- CCPX 5533: Psychotherapy, Religious Diversity, and Spirituality (3)
- CCPX 5033: The Evolution of Freud’s Psychological Theories (3)
- CCPX 4032: Assessment/ Treatment of Alcohol/Chemical Dependence (3)
- CCPX 4060: The Psychology of Loss & Trauma (3)
- CCPX 4125: Women & Mental Health (3)
- CCPX 4150: Introduction to Forensic Psychology (3)
- CCPX 4199: Introduction to Health Psychology (3)
- CCPX 4199: Geriatrics & Elder Care (3)
- CCPX 4199: Global Mental Health (3)

### III. Concentrations & Innovations (6 Credits)
- CCPX 4010: Social Problems for Clinical Psychologists (3)
- CCPX 4030: Psychology of Adjustment (3)
- CCPX 4036: Psychology of Human Intimacy (3)
- CCPX 4039: Non-Traditional Psychotherapies (3)
- CCPX 4120: Psychotherapy Through Fiction & Film (3)
- CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications (3)
- CCPX 4230: Fieldwork in Clinical Psychology (3)
- CCPX 5020: Emotion, Culture, & Health (3)
- CCPX 5532: Clinical Issues: Families from Diverse Backgrounds (3)
- CCPX 5040: Development & Psychopathology: Atypical Contexts & Populations (3)
- CCPX 5546: Research Perspectives on Critical Social Problems (3)

**REMEMBER:** The degree is **36** credits in total made of **18** or **24** credits within the CCPX department, plus the breadth requirement of **3** (2-3 credit) courses outside of CCPX/CCPJ, but within TC. Any remaining elective credits can be applied to courses anywhere in the TC or Columbia University & Health Sciences campus (a.k.a. cross-registration).
Breadth Requirement

Regardless of program track, three out-of-department courses (not CCPX and CCPJ), 2-3 credits each (totaling in 6-9 credits) are required. This is a TC wide policy and cannot be waived. 1-credit courses do not count toward fulfillment of this requirement. Students in the General Track (PSY-G) can choose ANY three (or more) out of department courses. Students in the Personality and Psychopathology Track (PSY-A) should be guided by the list below in making their choices. The suggested course listing outside of the Department of Counseling and Clinical Psychology is not comprehensive. Please see TC catalog for full list.

Requirements for PSY-A Students Only (PSY-G students choose any 3 courses from TC Catalog):

1. Research Methods (Pick one from below)
   - HUD 4120 (2-3) Methods of Empirical Research
   - ORJI 4009 (2-3) Understanding Behavioral Research
   - HUDM 4050 (3) Introduction to Measurement

2. Statistics (Pick one from below)
   - HUDM 4122 (3) Probability and Statistical Inference
     Note: Also offered online
   - HUDM 5122 (3) Applied Regression Analysis
     Prerequisite: HUDM 4122

3. Suggested courses outside of CCPX (Pick one from any MA level course in TC catalog, not just below):
   - HBSK 4073 (3) Childhood Disorders
   - HBSK 4085 (3) Behavioral Management in the Classroom
   - HBSK 5031 (1) Family as Context for Child Development
   - HBSS 4111 (3) Addictions and Dependencies
   - HBSS 4112 (3) Social Policy and Prevention
   - HBSS 4117 (3) HIV/AIDS Epidemiology and Education
   - HBSS 4121 (3) Death Education
   - HBSS 4122 (3) Women’s Health
   - HBSS 4110 (3) Health Promotion for Children
   - HBSS 4113 (3) Human Sexuality Education
   - HUDK 4015 (3) Psychology of Thinking
   - HUDK 4021 (2-3) Developmental Psychology: Infancy
   - HUDK 4022 (2-3) Developmental Psychology: Childhood
   - HUDK 4023 (2-3) Developmental Psychology: Adolescence
   - HUDK 4024 (2-3) Developmental Psychology: Adulthood/Lifespan
   - HUDK 4080 (3) Educational Psychology
   - HBSS 4110 (3) Health Promotion for Children
   - HBSS 4113 (3) Human Sexuality Education
PSY-G: Concentrations

This year the MA in Psychology and Education is providing students in the General Track with the ability to concentrate their credits in a particular area of study. These concentrations are designed to accommodate the special interests and strengths of students by allowing them to focus on a particular area of sub-specialty. Foundational knowledge in the form of a required 3-credit core course from the CCPX department is complemented with a range of additional options from a suggested course list (see below). The total requirement for a concentration is 12 credits. There are FOUR areas of concentration being offered during the 2011-2012 year: a) Research Methods; b) Child & Family; c) Spirituality & Contemplative Practices; 4) Training in Underserved Populations. In order to qualify for one of these areas of concentration, you must be enrolled in the General Track (PsyG).

Along with the above requirement, it is HIGHLY recommend to secure a fieldwork placement and to focus your Special Project in the selected area of concentration. The combination of coursework, research/fieldwork, and writing experience serves to help students acquire the necessary background to prepare them for longer-term career opportunities consistent with their chosen sub-specialty. Choosing a concentration, while not necessary, may assist students to clarify their personal and professional goals and to find well-matched opportunities upon graduation.

Concentrations (12 credits)

A) Research Methods
B) Child & Family
C) Spirituality & Contemplative Practices
D) Training in Underserved Populations

Research/Fieldwork

It is highly suggested to secure a fieldwork or research opportunity that matches your concentration of choice.

Special Project

It is highly suggested to focus your Special Project topic to match your concentration of choice.
PSY-G: Concentration Requirements

Concentration of Choice (12 Credits)

A) Research Methods: This area of focus prepares students for in-depth understanding of quantitative procedures in psychological research. Courses will focus on the methods of research design and statistical inference/mathematical modeling. This concentration helps students to work as advanced researchers. The ONE requirement is CCPX 5533. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits.

  CCPX 5533: Research Methods in Clinical Psychology (3)
  - HUDM 4050: Introduction to Measurement (3)
  - HUDM 4120: Methods of Empirical Research (3)
  - ORL 4009: Understanding Behavioral Research (3)
  - HUDM 4122: Probability and Statistical Inference (3)
  - HUDM 5122: Applied Regression Analysis (3)
  - HUDM 5123: Linear Models and Experimental Design (3)
  - HUDM 5124: Multidimensional Scaling and Clustering (3)
  - HUDM 6026: Statistical Treatment of Mass Data (3)
  - HUDM 6122: Multivariate Analysis I (3)

B) Child & Family: This area of focus prepares students for in-depth understanding of children, families, and developmental processes. This concentration has two fundamental areas of emphasis: i) child development; ii) the family in context. This concentration orients students to the challenges of working with children and their families. The ONE requirement is CCPX 5034. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits.

  CCPX 5034: Child Psychopathology (3)
  - CCPX 5040: Development & Psychopathology: Atypical Contexts & Populations (3)
  - CCPX 4199: Child Wellness & Ecological Sustainability (3)
  - CCPX 4126: Mother-Child Matrix: Developmental & Clinical Implications (3)
  - HUDK 4021: Developmental psychology: Infancy (3)
  - HUDK 4022: Developmental psychology: Childhood (3)
  - HUDK 4023: Developmental psychology: Adolescence (3)
  - HUDK 6036: Child & Family Policy I (3)
  - HBSK 5031: Family as a Context for Child Development (3)
  - ITSF 5005: Interdisciplinary Study of the Family (3)
  - ITSF 4034: Dynamics of Family Interaction (3)

C) Spirituality & Contemplative Practices: This area of focus prepares students for in-depth understanding of the role of spirituality and contemplative practices (e.g., meditation) as contributors to mental health and well-being. This concentration fosters competency in exploring the essential spiritual principles and practices of human experience within the context of illness and healing. The ONE requirement is CCPX 5045. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits.

  CCPX 5045: Psychotherapy, Religious Diversity, and Spirituality (3)
  - CCPX 4039: Non-Traditional Psychotherapies (3)
  - HUDK 5028: Spiritual Development Across the Lifespan (3)
  - CCPX 4199: Jung: Theory and Practice
  - CCPX 4199: TBA (Several coming Spring & Summer 2012)
Training in Underserved Populations: This area of focus prepares students to improve services for underserved populations within their specialized contexts. This concentration enables students to seek out work settings that serve the growing numbers of patients facing barriers to mental health treatment due to aging, illness/disabilities, incarceration, addiction, poverty, globalization, etc. The ONE requirement is CCPX 4010. Please choose THREE additional courses from the list below. Total = 4 courses/12 credits.

**CCPX 4010: Social Problems for Clinical Psychologists (3)**
- CCPX 4199: Geriatrics & Elder Care (3)
- CCPX 4199: Introduction to Health Psychology (3)
- CCPX 4150: Introduction to Forensic Psychology (3)
- CCPX 4199: Global Mental Health (3)
- CCPX 4032: Assessment/Treatment of alcohol/Chemical Dependence (3)

**IMPORTANT:** It is up to PsyG students to keep track of their overall requirements versus concentration requirements. PsyG students must still fulfill 18 credits within the CCPX department and 3 out-of-department (non CCPX/CCPJ) breadth courses. Any leftover credits can be used as electives and can be taken anywhere within TC or via cross-registration at the CU campus.

**TIP:** If you are satisfied with the concentration you have chosen, and wish to go on to collect more classes in this area of concentration: do so! Other departments throughout TC and Columbia University are likely to have related coursework. You are free to continue to build upon your area of interest as long as you are on track to fulfill the PSY-G program or PSY-G concentration requirements.
Cross-Registration

Teachers College students may cross-register for courses in other schools and affiliates of Columbia University through their Teachers College registration. Graduate courses (4000-level or above) approved by the major advisor may be used toward the degree program. However, these courses may not be used toward the breadth (out-of-department) requirement for Master’s degrees. Registrations are normally accepted on the Student Information System or Touch-tone Services. Enter the call number listed on the Columbia University website as the CRN. All courses taken outside TC are subject to the tuition rates of the school offering the course. Click here for current rates.

See below for special registration instructions for certain Columbia courses.

Undergraduate Courses
TC students may cross-register for undergraduate courses at Columbia University or Barnard College with Registrar’s approval. To obtain approval for undergraduate registration, students should complete the appropriate permission form.

School of Architecture Courses
Students must receive registration approval from the Admissions Office (4th floor of Avery Hall). To register, present a completed TC registration form to the TC Registrar (324 Thorndike), along with written approval from Architecture.

Business School Courses
Students should pursue approval through their TC program office. They can contact the Business School on your behalf. For more information, visit the Business School’s cross-registration site for more information or the TC Registrar’s site. We will input approvals to register at the Business School in Banner and keep lists of all students who have been granted approval.

School of International and Public Affairs (SIPA) Courses
Register in-person with a signed approval from the Dean’s Office on the 6th floor of the International Affairs Building. SIPA has different approval processes depending on the type of course. Students should review the registration information on SIPA’s home page: www.sipa.columbia.edu/registration for additional information and SIPA deadlines. Present completed TC registration form to the TC Registrar (324 Thorndike), along with written approval from SIPA.

School of Journalism Courses
Obtain signed approval from Melanie Huff, Assistant Dean. Present completed TC registration form to TC Registrar (324 Thorndike), along with written approval from Journalism.

School of Law Courses
To register, present completed TC registration form to TC Registrar (324 Thorndike), along with written approval from the Law School's Registrar.

School of Social Work Courses
Register in-person with a signed approval from David Yam in the Dean’s Office, School of Social Work. Present completed TC registration form to TC Registrar, 324 Thorndike, along with written approval from Dean Yam.

Union Theological Seminary and Jewish Theological Seminary Courses
Register in-person at the TC Registrar (324 Thorndike) with a completed TC registration form and with written approval from the Registrar of Union Theological Seminary or Jewish Theological Seminary.

Any 0-point Course
All TC students taking any 0-point course at Columbia must register in-person with the TC Registrar.

To find out how to register for other courses such as uptown at the Health Sciences campus, please contact the TC Registrar or visit the following website for more information:

http://www.tc.columbia.edu/registrar/detail.asp?id=Registration+Tools&info=Cross%2DRegistration+for+TC+Students
Core Faculty

George Bonanno, Ph.D.

Background: George Bonanno (Professor; Chair of the Department of Counseling and Clinical Psychology) obtained his Ph.D. from Yale University. His clinical training included both individual and group psychotherapy.


Selected Publications:
- “The other side of sadness” (Basic Books).
- “Complicated grief and deficits in emotional expressive flexibility” (Abnormal Psychology).
- "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).

Barry Farber, Ph.D.

Background: Barry Farber (Professor) received his Ph.D. from Yale University. He has had clinical training in both behaviorally and dynamically oriented psychotherapies

Scholarly Interests: Psychotherapy research (attachment theory and object relations; therapist and patient representations; self-disclosure in patients, therapists, and supervisors); the influence of emerging technologies (e.g., cell phones, text messaging, blogging, emails) on self-disclosure; Carl Rogers and person-centered therapy (e.g., positive regard).

Selected Publications:
- “Self-disclosure in Psychotherapy” (Guilford).
- “Rock’ n Roll Wisdom” (Greenwood)
- "The Psychotherapy of Carl Rogers" (Guilford).
- “Patients’ disclosures about therapy: Discussing therapy with spouses, significant others, and friends” (Psychotherapy).
- “The Benefits and risks of patient self-disclosure in the psychotherapy of women with a history of childhood sexual abuse” (Psychotherapy).
- “The therapist as secure base” (Guilford Publications).
- “On the enduring and substantial influence of Carl Rogers’ not-quite essential nor necessary conditions” (Psychotherapy).
- "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, Ph.D.

Background: Suniya Luthar (Professor of Clinical and Developmental Psychology; Senior Advisor to the Provost, Teachers College Adjunct Professor, Yale Child Study Center) 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

Background: Lisa Miller (Director, Ph.D. Program in Clinical Psychology; Associate Professor of Psychology and Education) 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:
- “Spirituality Health and Medical Care of Children and Adolescents” (Southern Medical Journal).
- “A Randomized Trail of Mindfulness-Based Cognitive Therapy for Children” (Child and Family Studies).
- "Religion and substance use and abuse among adolescents in the National Comorbidity 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).

Elizabeth Midlarsky, Ph.D.

Background: Elizabeth Midlarsky (Professor) obtained her Ph.D. from Northwestern University, Evanston. Her clinical training was both in psychodynamic and social learning approaches. Her secondary concentration was social psychology, wherein she was a student of Donald T. Campbell.


Selected Publications:
- “Personality characteristics of heroic rescue during the Holocaust" (Journal of Personality).
- “Religion, altruism, and prosocial behavior" (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).
- “Prosocial behavior in late life” (Oxford University Press).
Helen Verdeli, Ph.D.

**Background:** Helen Verdeli (Assistant Professor) obtained her Ph.D. from Yeshiva University. Her clinical training was in Cognitive Behavioral Therapy and Interpersonal Psychotherapy, individual and group, with adults and adolescents.

**Scholarly Interests:** Treatment and prevention of mood disorders through psychotherapy; IPT; International mental health. The effects of mental illness in mothers on their children.

**Selected Publications:**
- “A clinical trial of group interpersonal psychotherapy for depression in rural Uganda.” (JAMA)
- “Towards building feasible, efficacious, and sustainable treatments for depression in developing countries.” (Depression and Anxiety).
- “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).
- "Review of evidence-based psychotherapies for pediatric mood and anxiety disorders" (Current Psychiatry Reviews).
- "Group Interpersonal Psychotherapy for depressed youth in IDP camps in Northern Uganda: Adaptation and training" (Child and Adolescent Psychiatric Clinics of North America).

**Thinking of research with Faculty?**

Depending on the year or availability, some full-time faculty will take on M.A. students to join their research laboratories.

Inquiries to work with faculty members should be made to them directly. There are no guarantees for a response or invitation to participate.

Try the following:
- Enroll in their related courses
- E-mail them
- Sign up for Office Hours
Additional Faculty

**FULL-TIME**

Aurélie Athan, Ph.D.

Program Coordinator, MA Program  
Full-Time Lecturer  
Email: ama81@columbia.edu  
Tel: 212-678-7461  
Rm: 328B Horace Mann

**Appointments:** Available during office hours (sign-up sheet) or by appointment only. Academic advisement is largely provided by MA Program advisors who are doctoral students within the Clinical Psychology department under my supervision. Requests to meet with me regarding programmatic issues should be focused on higher order administrative needs (signatures, etc.) or to discuss more in-depth academic advisement. MA Program Advisors also refer students to me on a case-by-case basis.

**IMPORTANT:** Regarding paperwork for graduation: GREEN & PINK SHEETS are to be placed in my mailbox or left with Ms. Shulevitz. Students risk being turned away if dropping in outside of office hours or without an appointment.

**Teaching and Research Interests:** Positive adaptation across the lifespan with a focus in women’s development. Subjective experiences of motherhood. Postpartum psychopathology and parenting satisfaction. Positive psychology, existential, humanistic, and spiritual perspectives on psychological adjustment during life transitions. Wisdom formation, “old-age” and the intergenerational transmission of traditions and coping processes. Transformative curriculum and intervention development. Psychotherapy techniques, symbolism, and depth psychology. Qualitative methods and R programming. Students should sign up for Mother-Child Matrix (or perhaps Women and Mental Health) if interested in joining the research laboratory.

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Randall Richardson-Vejlgaard, Ph.D.

Full-Time Lecturer  
Email: rr2626@tc.columbia.edu  
Rm: 328A Horace Mann

**Teaching and Research Interests:** My research examines the psychological factors that contribute to the initiation of behavior. Specifically, my current work examines the precipitants of suicidal behavior in individuals with Borderline Personality Disorder and Major Depressive Disorder to better understand the cognitive and emotional states associated with suicide attempts. I teach Psychological Assessment, Neuropsychological Assessment, and Theories of Personality.
## Part-Time

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<tr>
<th>Name</th>
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## Doctoral Candidate Instructors

Several classes are also taught by doctoral-level instructors that rotate per semester. This is part of the doctoral training program and a unique opportunity for both doctoral candidates and MA-level students to interface.
Fieldwork

Field placements provide a unique opportunity for students to obtain clinical experience. While it is not required for the M.A. degree, students are highly encouraged to engage in fieldwork outside of Teachers College and to enroll in CCPX 4230: Fieldwork in Clinical Psychology.

Searching for Fieldwork Placements

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. Ayanna Ferguson (212-678-3320, ferguson@tc.edu, Box 102, Room 422E Thompson), who has information about available placements. The Program Assistants are also available to help students with fieldwork placements. Fieldwork placements sites are regularly being added or dropped depending on the year and availability of a site to mentor students.

Examples of some of the facilities in which previous MA students have been placed include:

- Hospitals: Mt. Sinai; Cornell Weill Medical Center; Zucker Hillside; Four Winds
- 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/Columbia Presbyterian Medical Center
- The Child Protection Center at Montefiore Medical Center
- The Bridge, NYC
- New York Obesity Nutrition Research Center, St. Luke's-Roosevelt Hospital Center
- International House, Resident Fellow/Peer Counselor
- Addictions Institute of New York

TOOLS OF THE TRADE:

Contact the Volunteer Services or Human Resources departments of public/private city hospitals, outpatient community clinics, private practices, non-profit organizations, drug treatment facilities, schools/afterschool/tutoring programs, social work agencies, criminal justice programs, etc. Check online bulletin boards often, ask 2nd-year students or alumni about their previous placements, and use your social networks. Some students manage to locate paid positions that they continue on with after graduation. Best of all, employees of the Columbia Health Sciences campus may be eligible to receive partial tuition exemption!
Fieldwork Course

Enrolling in CCPX 4230:
Students interested in fieldwork are highly suggested to enroll in CCPX 4230 during the Spring and Summer or Fall (typically for 2nd year students) semester during which they will be working in the field. Before enrolling, students should already obtain a placement. They are required to become a student member of the American Psychological Association so they can obtain Professional Liability Insurance for psychology graduate students at very low rates. Forms are available online at the APA website: www.apa.org.

While it is not required to enroll in the Fieldwork course, there are important benefits:

- Your fieldwork placement is designated as school-sanctioned and will show up on your transcript.
  - If you are not enrolled in CCPX 4320, your placement is considered an independent voluntary experience not affiliated with this university (you may only list it on your C.V.).

- You are given a forum to process your experiences with peers under the supervision of an experienced clinician.
  - Some sites do not have a licensed psychologist to supervise you, and so this is a distinct opportunity to apply a clinical lens to your experience.

- Your Student Liability Insurance is valid.
  - Your placement will not be recognized as university-sanctioned by Student Liability Insurance unless you are enrolled in the corresponding Fieldwork course – therefore you will not be covered for liability.

Look out for these Deadlines!

In order to enroll in CCPX 4320, you must hand in your Fieldwork application to the Fieldwork Coordinator, Ms. Ayanna Ferguson, by these deadlines (contact her for forms and directions):

- Fall → July 1st
- Spring → December 15th
- Summer → April 15th

* Accommodations by the Ms. Ferguson are made on a case-by-case basis if you secure a last-minute placement past the deadlines above.
Uptown Opportunities

If you are interested in pursuing a volunteer research or non-research placement within one of the many outstanding facilities at the uptown NYSPI campus please contact Matt Gold directly.

New York State Psychiatric Institute
Matt Gold, Coordinator of Volunteer Services
goldmat@pi.cpmc.columbia.edu
(212) 543-5240

RESEARCH

What to expect: You will be asked to schedule a meeting with Matt Gold and to bring a copy of your resume (your C.V. in brief, 1-2 pages). Soon after, your availability as a volunteer will be broadcast to the NYSPI researchers. If a researcher is in need and finds you to be a good match, you will be contacted by the laboratory research staff directly. You will then interview with them and receive an offer if appropriate. There are no guarantees for an interview or a hire.

Tips:
● Schedule an appointment to meet with Matt Gold as soon as possible. The sooner you get started, the sooner your availability will be advertised.
● Make sure to highlight within your resume any applicable skills you possess or unique academic/clinical/research-related experience you have that others should know about.
● Remember, they have to train you. Your attractiveness goes up the longer you are able to commit! Most placements request a minimum of six months.
● The number of hours you must volunteer/week depends on the site and may be less important to your supervisors than ensuring a consistent schedule within the semester (e.g., every Tuesday/Thursday 3-5pm). It is understood that your schedule may change across semesters.
● Periodically Volunteer Services stops accepting applications for a period of time if there are already more applicants in the pool than can be accommodated.
● Follow the flow of the academic calendar year: Fall and Spring is best! Summertime is downtime as demand for volunteers is at its lowest.
● The need for Volunteers, their hire, and the tasks expected are defined by the research laboratories themselves not Volunteer Services.
● There are on average 500 Volunteers in the registry (on average ½ are undergraduate students) so please be patient for a placement. Again, there are no guarantees.

Today’s discoveries in Mental Health…

a subway ride away!
**CLINICAL**

**What to expect:** The process is the same as above. However, there are only three non-research placements available to you. NYSPI welcomes Volunteers to gain invaluable experience working with their patient population in a non-clinical capacity. **Since you are not clinicians-in-training as of yet, these are not technically clinical placements.** Please read the available facility descriptions below.

**Available Facilities:**

1. **Children’s Day Unit**
   a. **Population:** Children presenting mostly with Depression/Anxiety, Attention Deficit and Hyperactivity Disorder and School Phobia within an outpatient day program.
   b. **Responsibilities:** You will work with an interdisciplinary team to provide academic support to child patients in the form of tutoring.

2. **Spanish-Language Interpretation**
   a. **Population:** Patients in the Washington Heights Community Service adult inpatient units.
   b. **Responsibilities:** You will work with interdisciplinary team (social workers, psychiatrists, clinical psychologists, occupational therapists, etc.) to assist translating patient communications from Spanish to English to clinical staff.
   c. **Skills:** Spanish-fluency required.

3. **Adult Research Inpatient Units**
   a. **Population:** Patients enrolled in predominantly adult inpatient units.
   b. **Responsibilities:** Teaching specific skills-training to adult inpatients. These are not technically therapeutic groups. However, your unique skills are welcomed to enrich patient experience during their hospitalization.
   c. **Skills:** Volunteers have taught skills such as creative writing, gardening, yoga, current events discussion, etc. Speak with Matt Gold to verify if your skill is appropriate. This is a wonderful way to impart knowledge and to gain exposure to this population.
The Special Project

In addition to your coursework, a special project is required for completion of the MA 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 a supervisor. 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 special project supervisor should signify approval of the final draft by signing the “Evaluation of Special Project for MA Program” form (see below). The student is then responsible to return it along with the unsigned “pink sheet” (supplementary form) to the mailbox of Dr. Athan one week before the Registrar deadline. An electronic copy of the written special project paper should also be emailed to the program coordinator, Dr. Athan (ama81@columbia.edu). There are three deadlines for the submission of the pink sheet. These are: September 1st for October graduation, January 2nd for February graduation, and April 30th for May graduation. Please note that the Special Project is NOT a formal masters essay, so that rules and deadlines for the latter do not apply.

Graduation: October  
Special Project: September 1

Graduation: February  
Special Project: January 2

Graduation: May  
Special Project: April 30

Remember: the deadlines above are for transmission of the pink sheet to the Registrar. You MUST speak to your supervisor well in advance of the final deadline to give him/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 supervisor enough time to read the paper and suggest corrections. Your relationship with your supervisor is central to the development and completion of an acceptable Special Project. You must be guided by your supervisor’s expectation and timetable. It is up to you IN COLLABORATION WITH YOUR SUPERVISOR 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 may also check in with the program coordinator, Dr. Athan, to ensure her availability to sign and transmit your document. The pink sheet is transmitted from Dr. Athan to the Registrar’s office via the Departmental Secretary, Rebecca Shulevitz. It is your responsibility to follow-up with Ms. Shulevitz or the Registrar’s office to confirm receipt of the pink sheet!

Some examples of previous special projects include:

- Female gangs
- Predictors of violence
- Help-seeking among older adults
- 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

While the content, length, and design of your Special Project is ultimately agreed upon with your supervisor, the following guidelines can be used:

1. APA Style
2. Between 20-40 pages including references (it should be on average longer than a final paper for a class).
3. Do not simply hand in a final paper from a previous class. You may use select parts of your previously written work, not duplicate it in its entirety. This to be an ORIGINAL exposition, an opportunity to expand on a topic of interest further.
4. You will be spending considerable effort on this “special” project – treat it as a unique opportunity! Pursue an inquiry/answer a question you’ve always wanted to explore. Pick an area of research that is well-matched with the type of work/academic research you wish to engage in after graduation.
5. Be proud of your effort and quality of writing. This could be used as a writing example that can be submitted to a future employer or admissions application.
6. Plagiarism on the Special Project is treated very seriously and may result in expulsion from the program.
Evaluation of Special Project for MA Program (CCPX)

This form will be used to evaluate an MA student’s performance on their Special Project. Only the student’s Supervisor for their Special Project may complete this form. The form asks the Supervisor to rate the Special Project on three dimensions: Critical Thinking, Originality, and Adequate Breadth. The Special Project must follow APA format. Please also check the methodology that best describes the student’s Special Project.

Title of Special Project:

Special Project Supervisor: (Must be a Full-time Professor at TC)

Academic Advisor: (Must be a MA Program Assistant)

Rate the degree of CRITICAL THINKING:
The Special Project should demonstrate the application of critical thinking to the question at hand. Critical thinking should be rated as how successfully the student has interpreted information using logical inquiry and reasoning skills (e.g., examined assumptions, discerned hidden values, evaluated evidence, etc.) to reach well-justified conclusions.

The Least 1 2 3 4 5 6 7 The Most

Rate the degree of ORIGINALITY:
The Special Project may be based on primary research (collection of own data or analysis of pre-existing data) or secondary research (summary, review or synthesis of existing research). Originality should be rated as how successfully the student has produced new knowledge on the subject or re-interpreted existing understanding.

The Least 1 2 3 4 5 6 7 The Most

Rate the degree of ADEQUATE BREADTH:
The Special Project should draw on an adequate breadth of source information within and beyond the field of study as reflected by the bibliographic references. Exclusive reliance on a delimited set of articles, authors, or theoretical expositions should be taken into consideration when rating how successfully the student has demonstrated breadth.

The Least 1 2 3 4 5 6 7 The Most

The Special Project meets the standards of APA Style: Yes No Needs Improvement

The Special Project can be best described as:
- Analysis of pre-existing data
- Analysis of data collected by student
- Literature Review
- Ethnographic, Case Study, etc.
- Action Research/Field Research

- Questionnaire Construction
- Structured Interview(s)
- Quantitative
- Qualitative
- Other: _________________________________

Was this Special Project completed in conjunction with a Fieldwork Placement?
Please note whether the student based their Special Project on data or topics encountered while on Fieldwork. If yes, please provide location of Fieldwork and contact information, including on-site supervisor.

Signature of Supervisor: Date:
Frequently Asked Questions (FAQ)

Q: What is the application deadline?
A: The early deadline is January 15. The final deadline is April 15. Students are encouraged to apply prior to the early deadline. However, students are not penalized should they apply closer to the final deadline.

Q: Do you require GRE scores?
A: No. You are welcome to submit them, but they are not required.

Q: What do I need to apply?
A: Application Form and Fee; Personal Statement (No more than 3 pages); Résumé; Official Transcript(s); 2 Letters of Recommendation (at least one must be academic)

Q: What kind of research and/or clinical experience do I need to apply?
A: Previous research and clinical experience is not required to apply.

Q: Do I need a degree in psychology to be considered for this program?
A: No.

Q: Do I have to specify a professor with whom I would like to work?
A: No.

Q: Can I apply for spring or summer admission?
A: The program only admits new students in the Fall semester. If accepted, students with special permission from the Admissions office can begin their course of study the Summer before the Fall term of the year of their admittance.

Q: How many applicants are admitted?
A: This varies each year and is based on how many applications we receive.

Q: What is your cutoff score for the TOEFL?
A: Your score must be at least 100 on the computer test and 600 on the paper test.

Q: International students make up what percentage of the class?
A: This varies each year and is based on how many applications we receive.

Q: What are the requirements to complete the degree?
A: Each student is required to complete 36 credits worth of coursework. Additionally, students must submit a special project, which can consist of an extensive literature review of a particular area of interest or an empirical study.

Q: Can I transfer credits from a previous graduate level degree?
A: All transfer requests for credit must be submitted to the Office of Admissions.

Q: How much time does it take to complete the degree?
A: The shortest amount of time possible to finish the M.A. is three semesters (fall, spring, and summer) while the longest is five years. Most students complete the degree within two years.
Q: Is fieldwork a requirement for completion of the degree?
A: No. However, students are encouraged to seek out fieldwork while in the program. You can meet with the fieldwork coordinator to explore possibilities.

Q: Can this program be completed online?
A: No because most of the classes are not offered online.

Q: What is the difference between the General and Applied Tracks?
A: The Applied Track is more structured than the General Track with a core set of course requirements, though there is considerable room for choices/electives within the Applied track. The General Track is unstructured and requires only 18 credits to be taken within the clinical psychology department in contrast to 24 credits in the Applied Track. There is no difference in regard to the degree to be received upon graduation.

Q: I want to go to a Ph.D. program. Which track is best for me?
A: Either track would be acceptable. Your choice of track depends on how structured you want your academic experience here to be. The applied track, however, is specifically designed to reflect a curriculum of study in line with an advanced and focused study of Clinical Psychology.

Q: How do I get an advisor?
A: The program will assign an advisor for you when you enroll in the program.

Q: Where can I find a list of classes?
A: You can find one on the TC main website by clicking on our Department.

Q: What is the average class size?
A: The class size changes depending on whether it is an intimate seminar course or a large survey course. It can range from 8 to 50 people, but the average is between 20 and 30.

Q: Will I have the opportunity to work with faculty?
A: Yes. You will have the opportunity to apply to work in a faculty member’s lab. However, each faculty member is unique with regard to their availability to speak with individually or work in their laboratories.

Q: What is the difference between the clinical and counseling programs?
A: Please see the counseling program’s website for a description of their program. For specific questions about the clinical program, please schedule a time to meet with the program coordinator (Dr. Athan: ama81@columbi.edu)

Q: Do you offer financial aid and/or grants?
A: Students can receive loans, but there are no scholarships or grants offered within our department for the MA degree. Please contact the Office of Financial Aid if you have any further questions.

Q: Will having an M.A. degree from TC facilitate my entry into the Ph.D. program?
A: The doctoral admissions process is the same for all applicants, whether a student applies directly from an undergraduate school, or brings a Masters degree from TC or elsewhere.

Q: Can I acquire a license to practice therapy with this degree?
A: No. This brief (36 credit) 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.
Q: What can students do with this degree after graduation?
A: This program best serves students making career changes into the field of psychology, those who wish to integrate psychological principals into their current expertise, and especially for those who are pursuing advanced degrees such as a Ph.D. Graduated students have been known to work in research institutions and to strengthen their doctoral applications by clarifying their long-term goals.

Q: 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?
A: 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.

Q: How many students are placed in the MA Program annually after having been denied admission to the Ph.D. program? How many apply annually? What is the proportion of accepted students to applicants?
A: The Admissions Office is the most reliable source regarding “numbers.”

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

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

Q: Why is the program titled Masters in Education in Applied/ General Psychology?
A: The program called “Psychology and 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 risky 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.”

Q: Is there a Masters Thesis to be completed?
A: There is a “Special Project” for which the MA Handbook outlines guidelines. The term “Masters Thesis” is not used, and college guidelines for the Masters Thesis are not applicable.

Q: In past years how many graduates from the MA Program have been accepted in to the Ph.D. Program annually?
A: 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.

Q: How many credits can be transferred from the MA Program to the Ph.D. Program?
A: Eighteen (18) credits from a Masters program can be transferred into the Ph.D. program.

Q: 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?
A: At Teachers College, the answer is “Yes.” Other programs have widely different positions regarding this question.
Q: Where are the fieldwork and the research done in the Masters Program?
A: There is a very wide variety of placements in which our students are involved (see the Fieldwork section of this Handbook (pg.15) for their applied work. Students often become involved in research projects with faculty in our program.

Q: How do I go about finding a fieldwork placement?
A: You should work closely with the department’s Fieldwork Coordinator, Ms. Ayanna Ferguson (212-678-3320; ferguson@tc.edu, Box 102, Room 422E Thompson). The Program Assistants are also available to provide guidance.

Q: What types of research opportunities are available to students? How does a student find a research placement?
A: Every faculty member in the MA program is actively involved in research and has a research lab. More information on individual faculty research interests and uptown research opportunities are available in this Handbook.

Q: How do I find a supervisor for my special project? Must the supervisor 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?
A: The supervisor must be a full-time faculty member in the college; but not necessarily in the clinical program. You may also wish to discuss your decision with the Program Coordinator, Dr. Athan, or your assigned Program Assistant.

Q: What is the difference between the Applied Track and the General Track?
A: Both tracks lead to the ultimate obtainment of the MA degree. Students from either the track have historically gone on to pursue a doctoral degree in Psychology. However, each track provides unique opportunities depending on a student’s background and future goals. The Applied Track is structured and requires greater number of credits within the CCPX department to ensure a thorough education in applied psychology. The General Track is for students who wish greater flexibility in course selection, to integrate other disciplines, or to concentrate their training in a sub-speciality. Each track has its costs and benefits. It is up to you along with your advisor to select the appropriate avenue to match your goals. Once in the program if a student elects to switch tracks this may be readily done after a discussion with the Program Coordinator, by appointment. A Program Change form should be obtained from the Registrar’s office and brought to the appointment.

Q: How long does it take to complete the program?
A: 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. A copy of this form can also be found on the following page. 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. 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 on the right. Remember that your “Department” is "Counseling and Clinical Psychology." Your "Area of Concentration" is "PsyA" or "PsyG."

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, Dr. Athan, for signatures. The pink sheet must also have the “Evaluation of Special Project for MA Program” in-house form that is signed by the Special Project supervisor. Without this form, the pink sheet will not be signed. All THREE forms 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, Ms. Rebecca Shulevitz, or yourself.

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

**IMPORTANT:** All green and pink sheets to be signed by Dr. Athan are to be placed in her mailbox in time for the deadlines below along with contact information (in the event there are errors in the paperwork). If more in-depth questions regarding graduation or paperwork are required, students may sign up for an appointment during office hours. Students who drop in without an appointment and last minute risk being turned away. It is the student’s responsibility to follow-up with Ms. Shulevitz or the Registrar’s office to confirm receipt of their paperwork.

### Deadlines for Filing Documents with Registrar’s Office

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<th>Month of Graduation</th>
<th>Green Sheets Due</th>
<th>Pink Sheet Due</th>
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<td>May</td>
<td>February 1</td>
<td>April 30</td>
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<td>October</td>
<td>August 1</td>
<td>September 1</td>
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<tr>
<td>February</td>
<td>November 1</td>
<td>January 2</td>
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**Documents to be placed in mailbox of Program Coordinator, Dr. Athan:**
1. Green Sheet (list of courses completed) → For Registrar
2. Pink Sheet (Special Project) → For Registrar
3. Evaluation of Special Project for MA Program → For MA Program (needed if Pink Sheet is to be signed)
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:** 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 or 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. Plagiarism, cheating, copying, and/or presenting purchased materials as one’s own are treated as academic misconduct.

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.**

**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).
Academic Probation

There are two main reasons a student in the MA Program is placed on academic probation:

1. More than one class with a grade of C- or less per semester
2. Evidence of Academic Dishonesty

1. Grades
The TC Registrar Policy states that students can only count a max of 3 credits of C- toward their degrees. In other words, if you get C- in two classes for 3 credits each, only one of those courses will count toward your TC degree. You must make one of them up and get a grade above C-. The Program Coordinator is informed by the Registrar when a student has received more than one grade of a C- or lower. In the event you are placed on academic probation, you will have to meet with the Program Coordinator to devise a plan to return to good standing.

2. Academic Dishonesty
The TC-wide policy on Academic Dishonesty was provided in the previous pages. The MA Program policy reflects the same principals. Academic Dishonesty is considered an ethical violation and is taken very seriously. Below is a quoted paragraph that may be of help.

“Academic dishonesty is not a victimless crime. It undermines an atmosphere of trust between students and faculty and harms those students who play by the rules. Why do students cheat? Many students blame the pressure that they are under to succeed. Parental expectations, competition to get into graduate or professional school, even the need to maintain eligibility for financial aid contribute to academic dishonesty. Opportunity also plays a role. The Internet makes plagiarism as easy as cutting and pasting, and crowded classrooms give students a chance to peek at their classmates’ tests. Poor time management leads some students to cheat out of a sense of panic. Also, many students (50 percent, according to one recent study) feel that there is nothing wrong with cheating, and believe, correctly, that they’re unlikely to get caught.”

- Stephen Mintz, Quoted in “Plagiarism” - Teaching Center, Columbia University

**IMPORTANT:** If there is evidence that you have been found to engage in any form of academic dishonesty or an ethical violation within TC courses or offsite on a fieldwork placement, you will be asked to meet with the Program Coordinator. Your actions will be reviewed at the program-level and a decision will be promptly made to place you on academic probation along with a plan to return to good standing. If you disagree with the terms, you may make an official complaint with the college and have your case reviewed at which point it would undergo a formal investigation of academic misconduct. Please be informed that if the TC Student Misconduct Committee concludes you have violated academic integrity, alternate sanctions will likely be made. Such sanctions may include dismissal from the university and a permanent notation on your transcript.
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 Applied 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/cur/esources?rtype=
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 (Sixth Edition, 2009). Please note that numerous corrections were made to the first printing of the 6th edition publication manual. Check the copyright page to verify that you have the correct version. It should state: Third printing: December 2009.

The Graduate Writing Center

The Graduate Writing Center, located in Thorndike Hall, Rm. 155, is also a valuable resource for students at Teachers College. The Center's mission is to assist students in academic writing. The writing consultants 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 Graduate Writing Center are open to the entire TC community, and all TC students are eligible to receive a special subsidized rate when they purchase a 10-session package. Each semester, the GWC provides informative workshops on topics such as APA Citation Style, Concept Mapping, and Conducting a Literature Review. The center also offers individual one-on-one tutoring sessions with a Writing Center consultant to review academic writing assignments (e.g., response papers, individual projects/masters theses, and dissertations).

Students can visit the website at www.tc.columbia.edu/centers/writingcenter for additional information and writing resources. Students can call 212-678-3798 to schedule an appointment.

APA Style

One of the best ways to begin learning APA style is to use the visual examples provided on pages 40 to 59 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 (6th Edition), 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 New Roman)
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**: (½ inch)
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 on the left top margin of every page, beginning with the title page. Manuscript page headers are used to identify manuscript pages during the editorial process.

[Note: The manuscript page header and page number can be inserted into a header, which then automatically appears on all pages.]

**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 (2 inches from top).
D. **Author(s)**: Uppercase and lowercase letters, centered on the line following the full article title.
E. **Institutional Affiliation**: Uppercase and lowercase letters, centered on the line following the author(s).

F. **Running Head**: The running head is an abbreviated title that is printed at the top of each page of the document. On the title page, the abbreviated title is typed flush left (all uppercase) following the words "Running head:" and should not exceed 50 characters, including punctuation and spacing. Please note that the words "Running head" only appear on page 1. For an example see pg. 40 in the manual.

**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 250 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. Formatting for heading and subheadings are clearly defined in the manual. See Table 3.1 on pg. 62.

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

C. 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...

D. 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).

E. 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.

F. 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. Use the & to separate only two authors. When a work is credited to more than seven authors, the reference is listed by providing the names of the first six authors followed by . . . and then the final author. The remainder of the reference follows the same format as that for six or less 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.

   3. **Source Reference:** Includes title, journal, volume, pages (for journal article) or title, city and state of publication, publisher (for book).

D. **Citing Electronic Sources:** Most peer-reviewed journals and academic publications are now available online. Significant changes were made to the 6th edition of the Publication Manual to address prevailing electronic publishing practices.

   1. The digital object identifier (DOI) is a unique alphanumeric string used to identify an electronic document. The publisher assigns a DOI when an article is published and made available electronically.

   2. The DOI is often at the top or bottom of the first page of the article. It can often be found on the journal web page that provides the pdf link to the requested article. To learn whether an article has been assigned a DOI, go to [http://www.crossref.org/guestquery/](http://www.crossref.org/guestquery/).

**Examples of references for electronic sources**
1. **Journal article with DOI**


2. **Journal article without DOI, print version**


3. **Journal article without DOI, retrieved online**


E. **Tables and Figures:** The *Publication Manual* (2009, pp. 127-167) provides detailed instructions on the formatting of tables and figures.

(This information was adapted from the APA website: [http://www.apastyle.org](http://www.apastyle.org) and a web site maintained by Douglas Degelman, Ph.D., and Martin Lorenzo Harris, Ph.D. at Vanguard University of Southern California: [http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/](http://psychology.vanguard.edu/faculty/douglas-degelman/apa-style/))
Program Administrators

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
Director of Academic Administration
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Department Secretary
212-678-3257

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Medical Insurance & Health Services

In partnership with Columbia University, Teachers College offers the Health Service Program and the Columbia Student Medical Insurance to all registered students enrolled in degree-granting programs. Insurance and Immunization Records in the Office of Student Activities & Programs manages the enrollment and waiver requests of the Health Service Program and the Columbia Student Medical Insurance.

The Health Service Program provides students with many important resources including primary medical care, counseling services, and self-care programs. Columbia Student Medical Insurance coverage is provided by Aetna Student Health, Inc. which works closely with Columbia to provide quality care.

Please visit the Insurance and Immunization Records’ website at www.tc.edu/health for the most updated information regarding annual requirements, deadlines, and prices.

For additional information, please contact Insurance & Immunization Records for more information:

Insurance and Immunization Records
Office of Student Activities & Programs
Teachers College, Columbia University
525 West 120th Street, Box 308
New York, NY 10027
Email: health-immunization@tc.edu
Phone: 212-678-3006
Fax: 212-678-3681
### Important Phone Numbers

**TC Information 212-678-3777**

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<th>Service</th>
<th>Office/Location</th>
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<tr>
<td>Admissions</td>
<td>301 Thorndike Hall</td>
<td>678-3710</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>113 Main</td>
<td>678-3052</td>
</tr>
<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 Hall</td>
<td>678-3140</td>
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<td>Computer Center</td>
<td>236 Horace Mann Hall</td>
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<td>Dean of the College</td>
<td>122 Zankel Hall</td>
<td>678-3050</td>
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<tr>
<td>Development/External Affairs</td>
<td>193 Grace Dodge</td>
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<td>Duplicating</td>
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<td>Financial Aid</td>
<td>134 Thompson Hall</td>
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<td>Emergencies</td>
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<td>Info/Appointments</td>
<td>4th floor John Jay Hall</td>
<td>854-2284</td>
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<td>8th floor Lerner Hall</td>
<td>854-2878</td>
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<td>Human Resources</td>
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<td>Library</td>
<td>Russell Hall</td>
<td>678-3494</td>
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<td>Ombudsman</td>
<td>280 Grace Dodge Hall</td>
<td>678-4169</td>
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<td>Registrar</td>
<td>148 Horace Mann</td>
<td>678-4050</td>
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<td>Residential Services</td>
<td>107 Whittier Hall</td>
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<td>Student Accounts</td>
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<td>Student Life</td>
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<td>Disability Services</td>
<td>163 Thorndike Hall</td>
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<td>Dodge Fitness Center</td>
<td>Columbia Main Campus</td>
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<td>Graduate Writing Center</td>
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<td>678-3939</td>
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<td>Immunization/Health Ins.</td>
<td>159 Thorndike Hall</td>
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Helpful Hints
(Making Life Easier for You and Others)

1. Buy and use the APA Publication Manual (Sixth Edition, 2009). 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. If you provide an electronic copy, print it out as well and provide it to the professor ready to read! 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:
- They need time to read material you hand in. A week is minimal, two weeks are better.
- 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.
- Despite good intentions, they may not remember the details of what you talked about "last time". Remind them!
- 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").

(Your Life after Graduation)

If you enter a doctoral program in the future, you may have the opportunity to transfer M.A. 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. This is a good habit to get in to even for your tenure with the MA Program. Many Special Topic courses a.ka. CCPX 4199 are offered once or twice and are not repeated. It is your responsibility to hold on to syllabi and keep email correspondences with instructors – especially in the event you need to complete an INCOMPLETE!
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 the MA Program Advisors or Program Coordinator for further assistance.

Financial Aid: Unlike many undergraduate institutions, the administrative offices at Teachers College do not “hold your hand” through all of the paperwork 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/

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. 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 the MA Program Assistants. 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 may be available at the CU Bookstore if stated by the instructor. 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 your own home at www.amazon.com or at www.half.com. For those in Manhattan, there may be same-day delivery by Barnes & Nobles.

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 web sites 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. 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 that 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. The food’s okay, nothing gourmet. 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.
# Credit Calculation

## General Track (PsyG)

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**CCPX**

**TOTAL:**
At least 18 Credits Completed

## Applied Track (PsyA)

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**CCPX**

**TOTAL:**
At least 24 Credits Completed

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**TOTAL:**
At least 6 Credits Completed

**TOTAL CREDITS:**
36 Required

## Out-of-department (Not CCPX or CCPJ)

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**TOTAL:**
At least 6 Credits Completed

**TOTAL CREDITS:**
36 Required