

College of Humanities and Social Sciences

Doctor of Psychology in Clinical Psychology (PsyD)



GRADUATE STUDIES

WILLIAM PATERSON
UNIVERSITY

Will. Power.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

WILLIAM PATERSON UNIVERSITY

Doctor of Psychology in Clinical Psychology (PsyD)

William Paterson University's doctor of psychology (PsyD) program in clinical psychology is a practitioner-scholar oriented program. The PsyD program is a full-time, five-year training program that integrates academic coursework, supervised clinical training, and research experience at every stage of the student's progress. A distinguished faculty of active scholars and practitioners leads the program. Students may obtain a master's in clinical and counseling psychology en route to the PsyD degree.

When you enroll in the PsyD program, you will study in a small community of peers and mentors.

Faculty who have diverse interests in both clinical practice and research will support your training in evidence-based assessment and intervention. The program offers individualized attention and state-of-the-art facilities in our Science Complex, which has teaching and research facilities, as well as a psychology clinical training suite featuring recording and monitoring capabilities. We also have a dedicated graduate student suite for work, study, and community.

The PsyD program in clinical psychology is accredited, on contingency, by the American Psychological Association (APA) since April 15, 2018. For more information, please contact APA's Office of Program Consultation and Accreditation, Commission on Accreditation or visit their website: www.apa.org/ed/accreditation

Office of Program Consultation and Accreditation

American Psychological Association, Commission on Accreditation,
750 First Street, N.E., Washington, D.C. 20002-4242

Phone: 202.336.5979 Fax: 202.336.5978



Mission of the PsyD Program in Clinical Psychology

The mission of the William Paterson University PsyD program in clinical psychology is to prepare students to become competent and highly skilled psychologists in the delivery and evaluation of psychological services. Graduates are trained to critically evaluate research, contribute to psychological knowledge, and develop innovations in treatment and service delivery. The program is grounded in a practitioner-scholar model that emphasizes evidence-based theories and practice in psychological assessment, interventions, consultation, and supervision. Academic course work, supervised clinical training, and research experience are integrated at each stage of the student's development within an ethical, culturally sensitive, and supportive context. The program promotes lifelong learning and continual self-improvement.

Graduates may pursue clinical positions in the community, hospitals, health care organizations, government, and industry; clinical research positions in private and public institutions and industry; and opportunities in university settings. Graduates who wish to become licensed clinical psychologists must additionally pass a national examination and fulfill all state licensing requirements.





Training Model

Clinical Training

The emphasis of the program is to train clinicians who are ethically and culturally competent. Students will apply their knowledge, skills, and training towards conducting empirically based assessments and interventions in individual and group formats. Throughout their clinical practicum and internship experiences, students will receive a comprehensive foundation in theory, assessment, diagnosis, and treatment. Faculty will share their unique clinical and research experiences with students, in ways that will help inform, strengthen, and complement classroom-based activities.

Clinical practicum experiences are available in a wide variety of inpatient and outpatient settings, such as hospitals, community mental health clinics, wellness centers, health maintenance facilities, group homes, drug treatment facilities, rehabilitation centers, correctional facilities, and gerontology programs.

Scholarship and Research

All students will receive mentoring in conceptualizing, planning, and conducting research and scholarship that furthers the development of evidence-based psychological practice. From the first semester of the program, students will engage in faculty research labs. As students progress through the program, they will have the opportunity to develop independent research or collaborate on research with a faculty mentor, culminating in the dissertation.

Resources and Facilities for Clinical Practice and Research

The University provides state-of-the-art facilities and resources dedicated to teaching, research, and clinical training. These include:

- A clinical training suite with clinical practice offices, a client monitoring, observation, and recording control room, and meeting spaces. This facility supports clinical training and may serve as a clinical and research resource as well.
- A dedicated graduate teaching and testing room that is a repository for tests, assessment instruments, and media, and where students can practice testing and assessment skills.
- A graduate study suite that offers students a place of their own for studying, socializing, and fostering a supportive graduate community. The space includes computers, printers, and a projection system to provide students a place to practice their presentations for courses, conferences, and other professional endeavors.



Research Laboratories

Research is conducted in a variety of labs that are organized around faculty interests, including:

- Addictions and Substance Abuse • Aging • Anxiety Disorders • Borderline Personality Disorder • Child Victimization and Maltreatment • Chronic Disease and Disorders • Clinical Neuropsychology and Cognitive Neuroscience • Cognition and Emotion • Community-Based Interventions • Complementary, Alternative and Integrative Medicine/ Psychotherapy • Cross-Cultural Psychology • Impulsive-Aggressive Behavior • Integrating Neuroscience and Clinical Psychology • Intimate Partner Violence • Measurement of Aggression and Abuse in Adolescent and Young Adult Romantic Relationships • Mindfulness • Minorities and Social Marginalization • Mood Disorders • Neurologic and Neuropsychiatric Disorders • Neurorehabilitation • Psychopharmacology • Stress Reduction • Suicidal Behavior • Teen Dating Violence • Third-Wave Behavioral Treatments • Trauma-Related Disorders • Trauma and Aggression





Minimum Recommended Admissions Requirements for Doctor of Psychology

- A bachelor's degree and official transcripts from an accredited institution or an appropriately certified foreign institution.
- Grade point average of at least 3.0 (on a scale of 4.0)
- GRE Exam taken within last five years. The Psychology subject GRE is not required.
- Current resume or curriculum vita.
- Personal statement.
- Three professional recommendations from professors, mentors, or supervisors.
- Prerequisite courses:
 - Abnormal Psychology
 - Statistics
 - Developmental Psychology
 - Physiological Psychology or equivalent
 - Research Methods
- Interview with members of the PsyD Admissions Committee and current PsyD students

For more information about admissions criteria visit:

www.wpunj.edu/cohss/departments/psychology/psyd/admissions.html

Financial Support for Graduate Study

Graduate Assistantships

Graduate assistantship opportunities will be available to select students with outstanding credentials. The assistantships provide tuition waivers and a stipend. Contact the Graduate Admissions Office at 973.720.3641 or the PsyD program at 973.720.3500 for details.

Teaching

Students who hold an MA/MS degree in psychology or a related field may be eligible to teach in the William Paterson University Psychology Department. Adjunct faculty receive teaching experience, financial compensation, and partial tuition remission.

Grants and Scholarships

Contact the program regarding research, clinical, or training grants that may be available for student support.

Distinguished Faculty

The professors in William Paterson University's PsyD program have a diverse range of research and clinical interests and areas of specialization. They bring an extensive record of publications and national and international conference presentations.

Gregory Bartoszek, PhD. BA, University of Illinois at Chicago, Chicago, IL; PhD, University of Illinois at Chicago, Chicago, IL; Postdoctoral Research Fellow, Edward Hines, Jr. VA Hospital, Hines, IL License Eligible Psychologist (NJ). Professor Bartoszek's research uses indirect assessment methods to investigate cognitive, psychophysiological, behavioral, and motivational aspects of emotions and affective psychopathology. His research interests include comorbidities among mental health problems, particularly depression and anxiety disorders, and mechanisms of change in evidence-based psychotherapies (e.g., CBT). His ultimate research goal is to inform conceptualization of psychiatric disorders and to improve psychological interventions.

Michele Cascardi, PhD. BA, Duke University, Durham, NC; MA, Stony Brook University, Stony Brook, NY; PhD, Stony Brook University, Stony Brook, NY; Licensed Psychologist (NJ, PA). Professor Cascardi's research aims to improve measurement of adolescent relationship abuse from early adolescence into young adulthood. Her work also focuses on trauma, attachment, and social information processing theories that contribute to risk for aggressive behavior in romantic relationships. Ultimately, this work aims to inform intervention to prevent intimate partner violence. She provides consultation for forensic assessment in family and civil law.

Megan Chesin, PhD. BA, College of William and Mary, Williamsburg, VA; PhD, City University of New York, New York, NY; Postdoctoral Research Fellow, Columbia University, New York, NY; Licensed Psychologist (NY, NJ). Professor Chesin specializes in the study of impulsive-aggressive behavior and third-wave behavioral treatments, such as mindfulness-based cognitive therapy and dialectical behavior therapy. Her research interests also include minority college student mental health, executive attention, and stress response, particularly as these factors, or changes to them, relate to suicidal behavior or explain treatment gains among suicidal individuals.

Bruce J. Diamond, MEd, PhD. BA, The Ohio State University, Columbus, OH; MEd, Smith College, Northampton, MA; PhD, University of Manchester, Manchester, UK; Licensed Psychologist (NJ) specializing in clinical neuropsychology. His areas of research include cognitive neuroscience, psychophysiology, and neurorehabilitation. Professor Diamond is a practicing clinician whose specific research interests include memory, executive function, attention, information and language processing, and mood/anxiety in clinical and healthy populations.

Jan Mohlman, PhD. BA, University of California, Los Angeles, CA; PhD, University of Oregon, Eugene, OR; Licensed Psychologist (NY). Professor Mohlman's research seeks to explain how processes of aging (e.g., hearing loss, progressive brain disease, deficits in cognitive skills) impact the presentation and treatment of anxiety in later life. Her work also extends to treatment outcome research, and applies methodology from affective and cognitive neuroscience to inform studies of cognitive behavior therapy (CBT) in adults with anxiety disorders. She is a practicing clinician specializing in cognitive behavior therapy and other evidence-based interventions.

Robin Nemeroff, PhD. BA, Amherst College, Amherst, MA; PhD, Columbia University, New York, NY; Licensed Psychologist (NY). Professor Nemeroff specializes in community interventions, mind-body approaches to well-being, and lifespan issues. She is trained in psychodynamic psychotherapy, cognitive behavioral therapy, and therapies that incorporate mindfulness techniques, such as dialectical behavior therapy and mindfulness-based stress reduction. Her research focuses on stress-reduction and the treatment of generalized anxiety disorder through the integration of traditional psychotherapies and complementary approaches such as mindfulness and yoga. Professor Nemeroff is a practicing clinician.

Aileen Torres, PhD. BA, Boston University, Boston, MA; MA, Columbia University, New York, NY; PhD, Carlos Albizu University, San Juan, Puerto Rico; Licensed Psychologist (NJ). Professor Torres specializes in child abuse, trauma, family therapy, and bicultural parenting issues. She is a mentor for the American Psychological Association's Minority Fellowship Program, Training Advisory Committee and a Past-President of the Latino/a Psychological Association of NJ. Her research focuses on childhood sexual abuse, parenting, mental health disparities in low-income minority communities, cultural identity development, and immigration-related psychological evaluations. She is endorsed as a Level IV Clinical Mentor by the NJ Association for Infant Mental Health.



Located on 370 wooded acres in suburban Wayne, New Jersey, William Paterson University is composed of five academic colleges: College of the Arts and Communication, Cotsakos College of Business, College of Education, College of Humanities and Social Sciences, and College of Science and Health. In addition to its graduate programs, the University offers a wide range of undergraduate programs, as well as a number of programs leading to endorsement for teacher certification and other professional licensing qualifications.

When you choose graduate study at William Paterson University, you will benefit from small classes; numerous research, internship, and clinical experiences; and sophisticated educational resources. You will receive individualized attention from faculty who provide a valuable blend of accomplished scholarship and practical, applied experience. Among the University's faculty are 41 Fulbright scholars and recipients of many other awards, grants, and fellowships.

For more information, contact the Office of Graduate Admissions and Enrollment Services at 973.720.3641, visit wpunj.edu/graduate or email graduate@wpunj.edu. For more information about the PsyD program, visit wpunj.edu/psyd.

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