Proposal:

Master of Arts Program in Forensic Mental Health Counseling

John Jay College of Criminal Justice
The City University of New York

January 24, 2007

Contact Person:

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Purpose

This proposal describes the establishment of a Master of Arts Program in Forensic Mental Health Counseling, within the Psychology Department of John Jay College of Criminal Justice, CUNY. Students graduating from the proposed program will be eligible to obtain licensure as counselors in the State of New York, and almost every other state. Within the new program, students will specialize in counseling in forensic settings, and will be uniquely prepared to work as licensed counselors in prisons, juvenile detention centers, probation and parole agencies, and social service agencies that counsel adolescents and adults at risk for criminal behavior. The Program will utilize faculty not only within the John Jay College Psychology Department, but also from other departments at the College, including the Counseling, SEEK, Criminal Justice and Forensic Science departments.

John Jay College is particularly well situated to offer an outstanding program in mental health counseling, with a forensic specialization, and is likely to be the premier program with this focus in the country. The Psychology Department alone has over 30 full-time faculty who specialize in forensic areas, including 6 members who are both attorneys and psychologists, and two Distinguished Professors. The Criminal Justice Program likewise has a large full-time faculty, including two Distinguished Professors. The Counseling Department employs over 15 counselors, many of whom are able to teach and supervise Master’s students. The President of John Jay College, a former Director of the National Institute of Justice, is a nationally recognized expert in the area of prisoners re-entry into society, a crucial area desperately in need of trained counselors. The proposed new program has strong support for a full commitment of faculty and staff resources from the President of the College, the strong endorsement of college-wide faculty, and the unanimous support of the John Jay College Psychology and Counseling Departments.

John Jay College already has an MA Program in Forensic Psychology which offers 75 course sections per semester for over 400 students from across the United States and many other countries; a BA Program in Forensic Psychology that has over 1500 majors; and an MA Program in Criminal Justice that currently enrolls over 300 students. The MA Program in Forensic Psychology, in conjunction with the Addiction Studies Program, offers students the opportunity to complete the education and training requirements for the Credential in Alcoholism and Substance Abuse (CASAC) while attending John Jay College.

The CUNY Doctoral Programs in both Forensic Psychology and Criminal Justice are housed on the John Jay Campus, and provide additional resources and faculty depth. The John Jay College Library is recognized as having the most thorough collection of criminal justice-related materials in the country. Thus, for the purpose of training mental health counselors with a forensic focus, John Jay College of Criminal Justice is the ideal location.
Educational Goals

1. To prepare students for a career as professional mental health counselors, with the commensurate skills in interviewing, counseling, and assessment; based upon established principles and research regarding human development, personality, learning, psychopathology, and counseling.

2. To prepare students to develop a forensic specialization within mental health counseling, through courses and externships, for work in such settings as jails and prisons, family courts, juvenile detention centers, probation and parole offices, and social service agencies that assess and counsel adolescents and adults at risk for future criminal behavior.

3. To prepare those students who are interested in specializing in the field of forensic alcohol and drug counseling, an opportunity to combine courses leading to a certificate as a Certified Alcohol and Substance Abuse Counselor (CASAC) with the MA in Forensic Mental Health Counseling.

4. To provide those students who desire to further their academic studies through doctoral training with an opportunity to perform research in forensic mental health with faculty mentors.

5. To help students develop a critical perspective regarding current laws, institutions and professional practices regarding forensic mental health counseling, based upon an understanding of the best available research and practice in the developing field of forensic mental health.

Background and Need

Mental health counseling means the application of principles of human development, learning theory, group dynamics, and psychopathology to individuals, couples, families, groups, and organizations, for the purpose of treating mental disorders and promoting optimal mental health and functionality. It includes, but is not limited to, the assessment, diagnosis, and treatment of mental and emotional disorders, educational techniques developed to prevent such disorders, as well as the application of a wellness model of mental health.¹ Mental health counselors and programs strive to follow principles and standards established by the American Counseling Association (ACA) and the American Mental Health Counselors Association.

Licensed counselors have become one of the fastest growing professions in the United States. Currently, 48 states have authorized the licensure of counselors. New York has recently recognized the need to license mental health counselors with the passage of the Laws of 2002, Chapter 676, Education Law Article 163. In 2005, the Regulations of the Commissioner of Education, Sections 52.32-52.35, and Subparts 79-9 – 79-12,

¹ RCW 18.19.120(2).
established educational criteria for licensing mental health counselors; and the State Education Department has begun authorizing university programs that prepare students for this career.

It is estimated by the US Department of Labor that the number of mental health counselors will grow from 85,000 to 107,000 between 2002-2012, an increase of 26.7%. This compares favorably to the total growth estimate in all occupations during that time of 14.8%. It is expected that the need for licensed mental health counselors in the State of New York will be even higher than national trends. As the result of the new law, New York City, New York State and non-profit agencies will be creating hundreds of new positions for licensed counselors, especially since non-licensed master's level Psychologists will no longer be able to practice anywhere except in official state jobs, and their duties will need to be filled by licensed mental health professionals. The new program will provide a crucial public service function to the City and State, as well as to interested CUNY students, by providing the necessary training for such counselors, as the first CUNY program to offer such a degree.

Not only is there a strong need for mental health counselors, but there is a particular need for counselors to specialize in the area of forensic mental health, not only in New York City, but nationally. Forensic mental health involves the application of counseling theory and practice to criminal justice, family court, and other legal settings. Many counselors will be working in forensic treatment settings, with forensic populations that require specialized training. Such settings will include jails and prisons, juvenile detention centers, hospitals, clinics, social service agencies, probation and parole offices, child protective services, and the courts. In addition to the standard required courses in counseling, the Forensic Mental Health Counseling Program will offer students the opportunity to take specialized courses in criminal behavior and aggression, juvenile delinquency, alcohol and crime, correctional and reentry counseling, risk assessment, family violence, victimology, crisis intervention, policing, sex offenders, terrorism, violent cults, and criminal profiling, among others.

The need for specialized training for all mental health professionals working in forensic contexts is reflected in the burgeoning research and specialized professional journals that have been created in recent years, for example, Law & Human Behavior, Behavioral Sciences and the Law, Criminal Justice and Behavior, Psychology Public Policy and the Law, Psychology, Crime & Law and Criminological Psychology.

In related mental health fields, both psychiatry and psychology recognize the need for forensic specialization, as both the American Psychological Association and the American Psychiatric Association offer diplomate certification in forensics. John Jay College already offers highly competitive masters and doctoral programs that specialize in forensic psychology. The American Counseling Association, the primary national organization representing counselors, has recognized this need for specialized forensic training by recently creating a partnership with the National Board of Forensic Evaluators.

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to provide a forensic certification process for licensed counselors and other licensed mental health professionals. Such certification will document training in essentially the same areas as those offered in the proposed program in Forensic Mental Health Counseling.

Curricular Design

The degree will require 60 credits, which will be a New York State mandate by 2010. The program will contain a group of eleven required courses (33 credits) consistent with curricular content mandated in Regulations of the Commissioner, Section 52.32; another group of five to seven forensic mental health electives (15-21 credits); two permitted cognate courses (0-6 credits) for particularized student interests; plus a 600 hour (6 credits) supervised internship. Beginning students will be expected to complete courses in Introduction to Forensic Mental Health Counseling; Mental Health Professionals, Social Science and the Law; Psychopathology; Intermediate Statistics; and Research Methods, before the completion of their first 30 credits.

The overall orientation of the program is to develop licensable mental health counselors who have the standard training, plus the specialized ability to function as practitioners in a broad range of settings involving forensic assessment, counseling, and administration. The program will also provide an optional CASAC track, for the pursuit of drug and alcohol training, as well as an optional thesis track for those wishing to pursue doctoral education and research.

**Required Courses:**

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<td>Introduction to Forensic Mental Health Counseling (PSY 8XX)</td>
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<td>Mental Health Professionals, Social Science, and the Law (PSY 700)</td>
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<td>Human Growth and Development (PSY 731)</td>
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<td>Psychotherapy and Counseling Methods (PSY 760)</td>
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<td>Psychopathology (PSY 745)</td>
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<td>Clinical Interviewing and Assessment (PSY 761)</td>
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<td>Tests &amp; Assessment (Choice of 1: PSY 751, 752, 753, 737, 779)</td>
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<td>Research Methods (PSY 715)</td>
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<td>Intermediate Statistics in the Social Sciences (PSY 769)</td>
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<td>Clinical Instruction (PSY 8XX)</td>
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**Required Supervised Internship**

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<td>Fieldwork in Counseling I (PSY 780)</td>
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<td>Fieldwork in Counseling II (PSY 781)</td>
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Students enrolling in Psychology 780 and 781 must have completed Clinical Instruction (PSY 8XX) as a prerequisite.

**Forensic Mental Health Electives 6-21 Credits**
- Criminal Behavior (PSY 701).
- Violence and Aggression (PSY 703).
- Victimology (PSY 705).
- Treatment and Rehabilitation of the Offender (PSY 707).
- Crisis Intervention and Short-term Treatment (PSY 708).
- Alcoholism and Substance Abuse (PSY 714).
- The Evaluation and Treatment of the Juvenile Offender (PSY 716).
- Social Science Evidence in Court (PSY 718).
- Social Psychology and the Legal System (PSY 722).
- The Evaluation and Treatment of the Sex Offenders (PSY 722).
- Mental Health Issues in Policing (PSY 726).
- Eyewitness Identification (PSY 727).
- Terrorism (PSY 729).
- Ethical Issues in Forensic Mental Health (PSY 730).
- Criminal Forensic Assessment (PSY 734).
- Family Violence and Disputes (PSY 742).
- Personality Assessment I: Intelligence and Cognition (PSY 751).
- Personality Assessment II: Projective Techniques (PSY 752).
- Personality Assessment III: Objective Personality Assessment (PSY 753).
- Mental Health Evaluation, Consultation and Testimony in the Criminal Justice System (PSY 754).
- Group Dynamics and Group Treatment (PSY 765).
- Personality Profiles of the Homicidal Offender (PSY 766).
- Brain and Behavior (PSY 779).
- Thesis Completion (PSY 8XX)
- Capital Punishment (PSY 800).
- Cults (PSY 806).
- The Psychology of Crime Scene Analysis (PSY 818).
- Dissociation and Trauma (PSY 819).
- Profiling Methodology (PSY 821).
- Diversity Issues in Forensic Mental Health (PSY 8XX).

**Forensic Mental Health Thesis Track Electives 0-15 Credits**
- Descriptive and Statistical Data Analysis (PSY 737).
- Advanced Research Methods (PSY 738).
- Prospectus Seminar (PSY 791).

Students interested in the thesis track must achieve a grade of A or A- (or the permission of a thesis sponsor and the Program Director) in Psychology 715, 737, 738, and 769 before enrolling in the Prospectus Seminar 791.
CASAC Track Electives

- Alcoholism and Substance Abuse (PSY 714).
- Social Aspects of Alcoholism and Drug Use (CRJ 714).
- Ethical Issues in Forensic Mental Health (PSY 730).

Students pursuing the Credential in Alcoholism and Substance Abuse Counseling (CASAC) must complete their fieldwork requirements (PSY 780 and 781) in a OASAS-licensed facility. They must also complete five undergraduate courses in the John Jay CASAC program, in addition to the 60 credits required for the MA in Forensic Mental Health Counseling.4

Cognate Courses 0-6 Credits

- Students may enroll in up to two additional graduate courses offered at John Jay College, including those courses in the MA Programs in Criminal Justice, Forensic Science, Forensic Computing, or Public Administration.

Governance of the Program

Governance of the program will have two components: a faculty policy committee, and a faculty program director and deputy director.

The faculty policy committee will consist of all full-time faculty members who are in the program’s teaching rotation, and who have been approved by the Graduate Studies Committee at John Jay College. This committee, with assistance from appropriate subcommittees and program administrators, will make policy recommendations which, following normal governance practices at John Jay College, will be reviewed by the Committee on Graduate Studies and, where appropriate, the College Council.

Daily administration of the program will be handled by a Director, and Deputy Director. These will be full-time faculty members appointed by the Dean of Research and Graduate Studies, with the Provost’s approval.

A minority of program faculty will consist of adjunct professors who work full-time providing services in counseling and related fields, to ensure that students receive a mix of classroom instruction that is sensitive to actual daily hands-on clinical practice. Field externship on-site supervisors who already work with MA students in Forensic Psychology, have committed to making themselves available for students in the new Program as well.

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4 Additional undergraduate courses required for the credential include Sociology 161, Chemical Dependency and the Dysfunctional Family; Psychology 268, Therapeutic Interventions in Chemical Dependency; Psychology 255, Group Dynamics in chemical Dependency counseling; Psychology 331, Assessment and Clinical Evaluation in Chemical Dependency Counseling; and Counseling 350, Advanced Topics in chemical Dependency Counseling.
Administration of the program will be done by the program director and deputy director, who will receive nine credits of release time to administer the program. The Psychology Department at John Jay College will receive additional College Assistant funds for administrative backup, and will provide the new program with the use of its facilities and staff. The Office of the Dean of Research and Graduate Studies will provide additional logistical support, making use of its current resources.

Program Development and Self Assessment

The LMHC Program will be committed to an ongoing process of self assessment and program development, through a standing Assessment and Development Committee, elected by Program Faculty and chaired by the Deputy Director, with the Program Director serving ex-officio.

The Committee will develop a set of specific competencies that students are expected to master, consistent with the educational goals of the Program (supra). These competencies will be coordinated in two ways: First, they will be coordinated with course objectives and evaluated through traditional means such as grades and detailed supervisory assessments from supervisors, who evaluate the student’s capstone externship, that applies classroom knowledge to clinical counseling settings. Secondly, competencies will be assessed through the creation of student portfolios, that will contain representative work samples of each student’s skills, including case studies, clinical assessment reports, research projects, and essays reflecting knowledge and application of course content.

The Committee will regularly perform annual systematized reviews of sample student portfolios, to assess student and program success in mastering learning objectives. It will also conduct annual student and faculty surveys and create other systemized internal feedback systems for addressing concerns and for deriving new ideas and solutions. Finally, regular external reviews, from outside the college and university, will be conducted to provide for additional input, criticism and feedback, that will lead to further refinement and development of the Program.

Resources Required

John Jay College is fully prepared to provide the necessary resources to support the proposed MA in Forensic Mental Health Counseling Program. The administration will provide funds for the Lloyd Sealy Library at John Jay College to acquire materials needed for the new program. In addition to the 30 full-time Psychology Department professors currently available for teaching in the new program, at least two additional full-time faculty lines will be allocated and filled by the time the program commences. A full-time equivalent adjunct position also will be created to allow Counseling Department members to teach courses and supervise students in the program as well, in addition to their other service responsibilities.
Admissions Requirements

The program will seek individuals who have the academic background, ability, and motivation to become competent licensed forensic mental health counselors. Admission to the program will be based upon the following criteria, which will be interpreted flexibly to take into account individual experiences and situations:

- A bachelor's degree, with an undergraduate GPA of 3.0 (as a 3.0 GPA is required to graduate from the MA Program).
- GRE scores, typically in the Average range (About 1000, combined Verbal and Quantitative).
- Undergraduate background of 18 credits in psychology, including statistics, and experimental psychology or research methods.
- Articulate personal statement that supports the applicant's request for admission to the program.
- Appropriate letters of recommendation that consider the individual's intellect, character, maturity, judgment and interpersonal skills.
- Interviews with candidates, as indicated.
- Mental health job or externship experience will be an asset for admission, but not required.

Transfer students, from other master's degree programs will be accepted on an individual basis, with up to 12 credits permitted towards the MA degree, based upon transcript review.

Students must maintain a 3.0 grade point average and perform satisfactorily in all practicum and fieldwork counseling courses to graduate from the MA Program.

Expected Number of Students

This program would seek to admit a cohort of at least 50 students in fall semesters, and 25 students in the spring, for the first few years of existence, which will allow for a sequence of course offerings. It is anticipated that the typical students will take five semesters to complete the 60 credit degree program, although some students will be able to complete the program within four semesters, if they take 15 credits per semester, and take advantage of summers to complete internship work. The program's goal would be to graduate at least 50 students per year after three years of operation.

While the number of expected students is relatively high, it should be noted that currently the Master's Program in Forensic Psychology enrolls over 400 students per year. It is anticipated that significant numbers of students, who are currently interested in a Forensic Psychology masters degree, will choose to enroll in the new Program in Forensic Mental Health Counseling rather than in the current Forensic Psychology M.A.
Program, since the proposed program presents both an opportunity for licensure as well as additional employment opportunities. Likewise, previous graduates of the John Jay MA Program in Forensic Psychology may wish take additional courses in the new program, to be credentialed in the counseling field.

Moreover, as one of the premier programs serving forensic mental health training in the State, the new program will generate high interest on its own, in light of the new licensing law and practice opportunities. Program size would stabilize at about 150 students by the end of the third year, with new students to John Jay College representing approximately half of the cohort, and transfers from the John Jay MA Program in Forensic Psychology comprising the other half.

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Course Descriptions

**PSY 700. Mental Health Professionals, Social Science, and the Law**
Reviews the various areas, and ways, in which mental health issues interact with the law and, in particular, the criminal justice system. Explores topics such as mental health testimony; civil commitment; the rights of mental patients; competency to stand trial; the insanity defense; the antisocial personality; and child custody disputes and determinations. Considers the utility and the limitations of mental health expertise in relation to the legal system. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 701. Criminal Behavior**
Focuses on the major theories of criminal and aggressive behavior. Viewpoints from cognitive, psychodynamic, behavioral, social learning, descriptive and developmental theorists are discussed and compared with current classification systems. Case examples are used to illustrate the various theories. If time permits, selected specialized topics may be considered including alcohol and crime; sex crimes; juvenile delinquency; and women
and crime. Suggested prerequisite: PSY 745. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 703. Violence and Aggression**
Critical evaluation and examination of violence and aggression, their origins and determinants, and their impact on the individual and society. Application to forensic issues will be emphasized through the liberal use of clinical and research material. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 705. Victimology**
Presents an intensive study, both theoretical and clinical, of the victim. Concentrates on community attitudes towards victims, the interaction of the victim with the criminal justice system, and programs for rehabilitation of the victim. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 707. Counseling and Rehabilitation of the Offender**
Reviews the wide gamut of approaches to the treatment and rehabilitation of offenders in the context of the various goals of offender dispositions. Surveys the contexts of offender treatment through the criminal justice system, with particular emphasis on prisons, jails, halfway houses, and special treatment programs. Debates issues such as mandatory versus voluntary treatment, confidentiality, and the agency and the individual client. Reviews the range of therapeutic and other interventions utilized in dealing with offender populations, with attention to evaluations of their effectiveness. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 708. Crisis Intervention and Short-term Counseling**
Considers crisis intervention as a system for dealing with emotional upheavals with particular application to such police problems as dealing with family disputes, suicides, hostage situations, and conflicts of police personnel. Approaches to short-term counseling utilize case studies and field trips, as appropriate. Prerequisite: PSY 745 is recommended. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 714. Alcoholism and Substance Abuse**
Examines principles for alcoholism and substance abuse counseling. Techniques for assessment are outlined. Current treatment models are reviewed. The special issues of counseling for alcoholics and substance abusers, including transference and countertransference problems, forming the therapeutic alliance, and concurrent diagnoses are the major topics of the course. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 715. Research Design and Methods**
Presents the nature of the research process and guidelines for formulating researchable questions and testable hypotheses. Reviews the methods of operationalizing variables and indicators, and collecting data, including designing experiments, carrying out surveys, and evaluating programs. Explains data analysis strategies leading to a written report.
Prerequisite: Undergraduate statistics. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 716. Assessment and Counseling of the Juvenile Offender
Addresses the factors leading to the causes, assessment, classification, and treatment of juvenile delinquency. Examines cognitive behavioral, psychodynamic and developmental approaches, emphasizing neurotic, constitutional and psychopathological factors contributing to delinquency. Reviews the major counseling approaches, with relevant case studies presented for illustrative detail. Analyzes legal and institutional responses to juvenile crime from the varying theoretical perspectives. Discusses the role of the mental health professional in the juvenile justice system. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 718. Social Science Evidence in Court
This course will focus on the ways in which social science information is being used in court. The course will examine the empirical issues raised in criminal law, tort law, trademark law, etc. The use, misuse, and nonuse of social science information in court will be considered. 30 hours plus conferences, 3 credits. (Offered Spring 2006.)

PSY 720. Social Psychology and the Legal System
Applies social science knowledge to the criminal and civil justice systems. Places special focus on topics such as social psychology of justice institutions, environmental social science, socialization into roles and identity, collective behavior, research on juries, attitude formation and change, and criminal identification. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 722. Evaluation and Counseling of the Sex Offender This course will focus on the dilemmas facing mental health professionals in evaluating and treating sex offenders. Students will learn about the assessment and treatment of interpersonal and intrapsychic dynamics of such offenders. This will include such issues as the common cognitive distortions used by offenders, deviant arousal patterns, risk assessment, and relapse prevention techniques. 30 hours plus conferences, 3 credits. (Offered in fall semesters.)

PSY 726. Mental Health Issues in Policing
The focus of the course is on using mental health principles, research, and clinical experience to gain an in-depth understanding of important topics within the field of policing including: the personality of police officers, police stress, police suicide, police selection, treatment techniques, and services to police officers and agencies. 30 hours plus conferences, 3 credits. (Offered fall semesters.)

PSY 727. Eyewitness Identification
Examines selected recent and current research on eyewitness performance including research on the effects of witness and crime characteristics. Particular emphasis is given to the impact on witness errors of police identification procedures such as methods of foil selection; mug shots, show-ups, photo arrays and lineups, and alternative methods for presenting lineups to witnesses. Attention is also given to the strengths and weaknesses of
alternative eyewitness methods including laboratory and field experiments and archival studies. 30 hours plus conferences, 3 credits. (Offered Spring 2005.)

**PSY 729. Terrorism**
This course will consider the definition and various forms of terrorism, as well as the strengths and weaknesses of terrorism typologies. Various forms of political, religious, and cultural terrorism will be examined, as well as their causes. Learning theory, Psychodynamic theory, and other theoretical constructs will be considered for their salience in helping to reach an understanding of terrorism from a mental health perspective. 30 hours plus conferences, 3 credits. (Offered fall semesters.)

**PSY 730. Ethical Issues in Forensic Mental Health**
Forensic clinicians encounter ethical conflicts and dilemmas when called upon to function in the legal system either as evaluators or as expert witnesses. This seminar will focus on ethical, legal, and professional controversies, methods for analyzing these ethical dilemmas, and attempts to resolve such conflicts. Areas to be considered include: role of the expert witness, standards of practice in forensic mental health, addressing the “ultimate issue”; protecting the constitutional rights of criminal defendants; evaluating competency to be executed; confidentiality and duty to protect; right to refuse and consent to treatment; research and the role of Amicus Curiae briefs; and the forensic clinician versus the media. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 731. Human Growth and Development**
This course traces human development throughout the life span, including prenatal, infancy, toddlerhood, childhood, adolescence and adulthood. The goal of the course is to develop a clear picture of observable developmental milestones for each era, within the traditional domains of behavior (i.e. cognitive, social/relational, emotional, motivational, and physical/biological). In addition, issues related to the relationship between developmental issues and forensics will be emphasized, including attachment, as it relates to the development of conscience and self control; risk and preventive factors as they relate to the development of violent lifestyles; and delinquent and criminal career transitions in the adolescent and adult life cycle. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 734. Criminal Forensic Assessment**
This testing course will consider current forensic assessment instruments associated with relevant issues in criminal forensic assessment. Students will learn to administer, score, and interpret selected forensic assessment instruments. Such tests will involve the measurement of risk assessment, competency, mental state at the time of the offense, psychopathy, and malingering. 30 hours plus conferences, 3 credits. (Offered spring semesters.)

**PSY 737. Descriptive and Statistical Data Analysis**
This course introduces the use of computer software to manage and manipulate data sets, produce descriptive statistics, graphs, or other output that appropriately summarize patterns and relationships in the data, and produce inferential statistics that appropriately
test hypotheses and support substantive interpretations and conclusions. Inferential statistics include bivariate and multivariate models. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 738. Advanced Research Methods**
This course addresses advanced issues in conducting research in forensic mental health, including experimental and non-experimental research design and methods, theory development and the conceptualization of research problems, the formation of testable hypotheses and the use of statistics, operationalizing and measuring variables, ethical issues, analysis and interpretation of findings, and the development of a research proposal. These issues will be considered in the context of readings and presentations related to current forensic faculty research. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 741. Theories of Personality and Counseling**
Critically examines and compares the major personality theories, and their implications for counseling. Readings from original sources emphasize scientific and professional research generated by cognitive, psychodynamic and learning theorists. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 742. Family Violence and Disputes**
Explores the psychopathology and dynamics of child abuse, spouse abuse, incest, and other forms of intrafamilial violence that frequently come to the attention of the legal system. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 745. Psychopathology**
Evaluates the theoretical and practical considerations involved in the etiology, symptomatology, and dynamics of personality deviation and emotional disorder. Provides an intensive study of case material appearing in the scientific and professional literature. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 751. Intellectual and Cognitive Assessment**
Provides practical experience in the evaluation of cognitive and intellectual functioning in children, adolescents, and adults. Focuses on the administration, scoring and interpretation of instruments such as the WAIS-R, the WISC-R, the WPPSI, and the Stanford-Binet. Discusses general issues such as the nature of human intelligence and its measurements with explicit linkage to issues in forensic mental health. 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 752. Projective Personality Assessment**
Provides advanced experience in the administration and interpretation of projective techniques, particularly the Rorschach Test, using Exner's Comprehensive System. The TAT, figure drawings, and other tests may also be considered. Surveys the scientific literature relating to projective measures on personality. Forensic applications of such personality measures are discussed. 30 hours plus conferences, 3 credits. (Offered every semester.)
PSY 753. Objective Personality Assessment
Provides advanced experience in the administration and interpretation of objective personality tests such as the MMPI, MCMI, CPI, etc. Surveys the literature regarding the developments and validity of objective measures of personality. Forensic applications of objective personality measures are discussed. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 754. Advanced Forensic Assessment
This capstone assessment course further develops the capacity of students to perform forensic evaluations, integrating multiple sources of data, and enables the student to present the results of such evaluations in a lucid and useful manner. Focuses on detailed interpretations of representative forensic assessment protocols and case histories. Topics include competency to stand trial; criminal insanity defenses; presentencing evaluations; dangerousness; assessment of police candidates; job disability and fitness to return to full-duty status; malingering; and forensic hypnosis. Lays special emphasis on ethical standards as they relate to confidentiality, selection of testing procedures, and responsibilities to the “client” as well as the role of the forensic clinician as a consultant to attorneys, judges, and criminal justice personnel. Prerequisites: PSY 700 or the equivalent; Completion of either 751, 752, 753, or 779; and enrollment in a second assessment course. 30 hours plus conferences, 3 credits. (Offered fall semesters.)

PSY 760. Counseling and Psychotherapy Methods
Examines the techniques and processes of individual and group counseling and psychotherapy from the cognitive behavioral perspective as well as from the psychodynamic viewpoint. Particular attention will be paid to the extent to which various counseling methods are evidenced based. An additional focus will be the study of counseling with persons suffering from DSM-IV antisocial, narcissistic and borderline disorders, whose difficulties are of interest to the forensic clinician. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 761. Clinical Interviewing and Assessment
Focuses on the clinical interview as a means of gathering relevant life data, defining problems, resolving conflicts, and establishing diagnoses where appropriate. Surveys the theory and use of the interview, particularly as related to various counseling theories. Interviewing for specific forensic mental health issues such as competency, insanity and dangerousness will also be discussed. (Offered every semester.)

PSY 765. Group Dynamics and Group Treatment
Facilitates the understanding of the dynamics of small groups and larger organizations, emphasizing groups formed for the purpose of counseling and rehabilitation of offenders, as well as the group dynamics of institutions designed to work with delinquent populations. Topics include leadership, role specialization, group formation and development; composition and goals; group violence; group resistance to change; and those factors that facilitate positive growth within groups. 30 hours plus conferences, 3 credits.
PSY 766. Clinical Profiles of the Homicidal Offender
The goal of this course is to acquaint the student with the varying personality profiles, levels of motivation, and prognoses of the homicidal offender. Homicide will be studied, not as a unitary event, but as a complex behavior with differing phenomenology, Psychopathology and dynamics. In addition to the study of typologies, theories and research, a major focus throughout will be on criminal profiling through presentation of case material and applying case finding to further the understanding of murder. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 769. Graduate Statistics
The primary purpose of the course is to educate students about basic statistical theories and techniques used in the behavioral sciences. The instructor will briefly review information typically covered in undergraduate statistics, and will then introduce more advanced statistical techniques. Upon completion, the student is expected to possess an awareness of the theoretical underpinnings for the various statistical techniques and of the assumptions data must meet to validly use these statistics. The student will also gain an introduction to computer-based statistical analysis. 30 hours plus conferences, 3 credits.

PSY 779. Brain and Behavior
Surveys the field of brain and behavior, including its relevant philosophical underpinnings, its place within traditional and forensic settings, and practical applications in the areas of assessment and rehabilitation of brain injury and deficits. This introduction examines brain-behavior correlates, test employed in the evaluation of nervous system trauma, and the common syndromes affiliated with such injury. 30 hours plus conferences, 3 credits. (Offered every semester.)

PSY 780. Fieldwork in Counseling
Provides supervised experience assisting mental health professionals in the assessment, management, and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Field work training is supplemented by conferences with a faculty advisor. Prerequisites: Completion of a minimum of 12 graduates credits in the MA Program, and permission of the program director. 300 hours including weekly supervision by adjunct clinical faculty.

PSY 781. Fieldwork in Counseling II
This course is a continuation of Psychology 780, for those students choosing additional fieldwork experience. Provides supervised experience assisting mental health professionals in the assessment, management, and counseling of clients. Students work in an applied institutional setting, such as a prison, special treatment clinic, hospital, delinquency or rehabilitation setting. Training includes interviewing and taking case histories, observations, staff and case conferences. Field work training is supplemented by conferences with a faculty advisor. Prerequisites: Completion of a minimum of 12
graduates credits in the MA Program, and permission of the program director. 300 hours including weekly supervision by adjunct clinical faculty.

**PSY 791. Prospectus Seminar**
Assists students in the identification and delineation of researchable topics, leading to the development of a thesis prospectus by the end of the semester. The prospectus is expected to include a literature review, hypotheses, and a methodology. Prerequisites: Permission of the instructor, and an "A" or A- in the following three courses, except with permission of the Director of the MA Program: Graduate Statistics 8XX, Research Design and Methods PSY 715, Descriptive and Statistical Analysis PSY 737), Advanced Research Methods PSY 738). 30 hours plus conferences, 3 credits. (Offered every semester.)

**PSY 800: Capital Punishment** This course focuses on the role of the forensic practitioner in capital cases: trial consultant; expert witness; and, involvement in post-conviction relief cases. Death penalty statutes, both federal and state, will be reviewed along with relevant landmark legal decisions. Ethical issues related to the practice of forensic mental health and specific to capital case involvement will be discussed. Prime attention will be given to assessment methodology, the evaluation of malingering, report writing, and expert testimony. A number of death penalty cases will be reviewed in detail. 30 hours plus conferences, 3 credits.

**PSY 806: Cults.** This course will discuss the definition of cults and place the development of cults in a historical perspective. Cult leaders and cult members will be studied from various personality perspectives. Individual, family, and group counseling approaches will be considered. In addition, research issues and forensic perspectives will be discussed. 30 hours plus conferences, 3 credits.

**PSY 818: Clinical crime scene analysis** This course is a research practicum in crime scene analysis. Students will review FBI files and code data relating to crime scene variables. Students will be expected to develop their own hypotheses about criminality through the research and class discussion. Prerequisite: PSY 766. 30 hours plus conferences, 3 credits.

**PSY 819: Dissociation and trauma:** This course reviews issues arising from interconnections among trauma, memory, and dissociation. The impact of trauma on family systems and the reliability of memory for trauma are studied, as well as counseling, and forensic questions such as: "false memory syndrome," diminished responsibility, and competence to stand trial. 30 hours plus conferences, 3 credits.

**PSY 821: Empirical Profiling Methods:** This course will deal with advanced issues relating to the empirical and scientific study, development and evaluation of offender profiling as an applied method for use in police investigations. The main psychological principles upon which offender profiling is based will be outlined, including classification of criminal behavior, and behavioral change and consistency. The course will further build on this by focusing on methodological questions relating to classifying
crime scene behaviors, linking behavioral types to offender characteristics, and linking serial offences. 30 hours plus conferences, 3 credits.

PSY 8XX: Empirical Crime Scene Analysis.
This is an advanced level course, aimed at introducing students to empirical methods of crime scene analysis and profiling research, using the FBI crime files held at John Jay. Students will learn how to develop the theoretical knowledge of profiling, learned in PSY 821, into applied research. The course will take them through the process of completing a publication-level research project from start to finish. This is a time intensive course which will consist of some lectures, student-led group research, and regular meetings to discuss progress. Prerequisites: PSY 715, 737 & 821. 30 hours plus conferences, 3 credits.

PSY 8XX. Diversity Issues in Forensic Mental Health.
This course will acquaint the student with the growing body of literature on ethnic, age, ability, life style, and other diversity issues pertaining to forensic mental health. Objectives will be to sensitize the student to unique aspects of cultures of minority individuals; to acquaint the student with forensic roles currently identified as effective in multi-cultural assessment, diagnosis and treatment; to increase the student’s awareness of his/her limitations and strengths when engaged in multi-cultural assessment, diagnosis, and counseling; and to enhance the student’s ability to work with individuals from various cultural backgrounds. 30 hours plus conferences, 3 credits.

PSY 8XX. Clinical Instruction
This course provides the initial clinical instruction for students, providing assessment, counseling and case management services in a supervised institutional setting. A variety of mental health and correctional settings will be offered, depending upon the needs of students and clients. Training includes interviewing and taking case histories, observations, counseling, staff and case conferences. Clinical instruction involves frequent individual and group clinical supervision with an onsite supervisor, as well as faculty feedback. Prerequisites: Completion of a minimum of 12 graduates credits in the MA Program, and permission of the program director. 100 hours of supervised practicum experience, including 40 hours of direct service with clients.

PSY 8XX Introduction to Forensic Mental Health Counseling
This course will first explore the history and professional orientation of the counseling profession, the development of licensure laws, and the role of mental health counseling in the forensic mental health field. Next, ethical codes of the American Counseling Association and others will be considered, along with regulatory standards of professional conduct. Finally, social and cultural issues will be discussed, with particular reference to diversity issues pertaining to forensic mental health. 30 hours plus conferences, 3 credits
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University of Rochester
Rochester NY 14627
derickson@warner.rochester.edu
585-275-1007

APPENDIX N
Evaluation Report Form for Program Proposals

Institution: John Jay College of Criminal Justice – City University of New York
Evaluator: Deborah Erickson, Ed.D Ph.D. LMHC: Chair of Counseling and Human Development at the University of Rochester
Program Title: Forensic Mental Health Counseling
Degree Title: Masters of Arts
Date of Evaluation: 11/15/06

I. Program

1. Assess program purpose, structure and requirements as well as formal mechanisms for program administration monitoring.

The John Jay College of Criminal Justice, City University of New York’s proposal for a Master of Arts Program in Forensic Mental Health Counseling as a licensure qualifying registered program through the Office of Professions is a unique program in the field of mental health counseling. Located in a psychology program with course work that is traditionally viewed as psychologically oriented, the 60 credit hour program was able to integrate counseling philosophies, theories and practices into the core courses required for the students. It is a well written and well documented proposal with the major goal to prepare students for a career as a professional mental health counselor, with a forensic, addictions and/or research specialty area.

The 39 credits required through core courses generally cover all the licensure qualifying curriculum content areas. There are many broad topic electives, and the use of electives
often enhances a student's ability to focus on areas of personal interest, however, it also limits the time to cover the major areas required by the licensure law. The major area that is not covered adequately in this program design is lifestyle and career development. While the Human Growth and Development (PSY 731) course is designated to cover all of the areas labeled Human Development in the licensure requirements, it must also cover this very broad area of adult lifestyles and career counseling. While PSY 731 is a very solid study of the life course, the one week of adult development listed in the course syllabi does not specifically include career counseling and one week is not sufficient, even if it was listed. Something must be done about covering career counseling and adult lifestyles in a more comprehensive manner for students in the licensure-qualifying program.

Two other areas that are covered by parts of courses – social and cultural foundations of counseling and group dynamics, actually have electives available to the students (e.g. Psy765 – Group Dynamics and Group Treatment and PSY8XX – Diversity Issues in Forensic Mental Health) that would be excellent required courses to further broaden the parts of courses indicated for social and cultural foundations of counseling and group dynamics. While this, in my opinion, would strengthen the counseling part of the program, its not a necessity, just a recommendation, since the courses designated as covering these areas (e.g. Psy8xx -Introduction to Forensic Mental Health Counseling and Psychotherapy and Counseling Methods) do spend a significant part of the syllabi on these topics.

Another recommendation for enhancing the counseling focus of this program is to consider switching Mental Health Professionals, Social Science and the Law (PSY 700) with Ethical Issues in Forensic Mental Health (PSY 730) since the topics covered in PSY 730 are consistently more aligned with the Council for Accreditation for Counseling and Related Educational Programs (CACREP) model of Mental Health Counseling Education.

The description of the program administration is clearly articulated and time allotted to administer the program (9 credit hour reduction) for the director and deputy director seems adequate, if field experience placements go smoothly. However, finding placements for the anticipated 50 students each year may require more course reduction time and a designated clinical coordinator. While the program has supervisors ready to work with MA students in the new program, finding licensed professionals has proven more difficult than first thought throughout NYS, so to assist in securing placements with licensed professionals more time may be needed for the administration of the program. The program self-assessment method will allow the faculty to determine if there is a need for more administration time. The program will evaluate the success of the large numbers of students placed in the field with appropriate supervision through their student portfolio process and determine if they are finding the most appropriate sites.

2. Comment on the special focus of this program, if any, as it relates to the discipline.
The focus on Forensic mental health counseling with the ability to also gain the Credential in Alcoholism and Substance Abuse Counseling (CASAC) is an excellent addition to the field of Mental Health Counseling in New York state. This combination will expand the original Masters' Forensic programs offered by John Jay, and I agree with their assessment that many of the 400 students in the program, will wish to move into the new MA in Forensic Mental Health Counseling due to the increased opportunities made available by both the training in Forensic Mental Health and the license in Mental Health Counseling. The addition of the CASAC is an added bonus to students, in terms of their ability to secure future jobs. In addition, I agree that it may well become a premier program due to this focus, in the country.

3. Comment on the plans and expectations for continuing program development and self-assessment

The program development and self-assessment process proposed includes development of specific competencies to guide the student assessment process. Successful demonstration of the competencies will be monitored through field experiences, courses and a final student portfolio. In addition, there will be a standing committee systematically reviewing student progress. External reviews will add additional insights into the progress of the students and the program in general. The recommendation that I have is that the competencies and the articulated assessment process be completed before the program enrolls students.

4. Assess available support from related programs

The MA in Forensic Psychology offers 75 course sections per semester for over 400 students. The proposed program is also collaborating with other departments such as from the Counseling, SEEK, Criminal Justice and Forensic Science departments. The CUNY doctoral programs in both Forensic Psychology and Criminal Justice are also housed on John Jay campus and will provide additional resources and faculty depth.

5. What is the need and demand for the program locally, in the state and in the field at large. What is the extent of occupational demand for graduates? What is the evidence that demand will continue? (NA- only for programs requiring master plan amendment) – see program proposal

II Faculty

1. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service and recognition in the field.

Without exception all faculty assigned to teach the various courses are clearly educated in the area they are teaching, hold the credentials necessary to evidence their expertise in the area, and research and publish in the area related to the courses they will teach. The faculty both individually and collectively are of a high caliber and the John Jay administration, and the NYS Mental Health Professional organization should be proud to have them engaged and teaching in the field of Mental Health Counseling.
The one recommendation I have is to be sure that two Counseling faculty are hired in the two searches, and preferably one (or two) from a CACREP accredited doctoral program. This will ensure the counseling philosophy remains embedded within the program training elements. In addition, while the professional service and experience of all faculty is impressive in their areas of expertise, I recommend that a connection with the American Counseling Association and the American Mental Health Counseling Association occur, through conference presentations, membership on professional organization committees, etc.

2. Assess the faculty in terms of size and qualifications. What are plans for future staffing?
Using the CACREP guidelines on Counseling faculty size, a student to teacher ratio should be 1:10. To propose 50 students in the counseling program, means that there should be at least 5 FTE equivalent faculty designated to the program. It appears that this is the case from looking at the different faculty assignments (including collaborations from the counseling, SEEK and criminal justice faculty) and the two new hires projected who will be counseling oriented in their training. To reiterate, the John Jay faculty are of a high caliber and there is no question about their qualifications in their fields of expertise. However, there backgrounds are primarily clinical psychology, law and other branches of psychology which is different than counseling backgrounds. Fortunately, mental health counseling as defined in NYS law, is more similar to psychology than the other state definitions of professional counselors, so the psychology background will enhance the program. However, there is a need to be sure that the program does hire 2 faculty with a counseling background to assure connections to the national field of counseling.

3. Evaluate credentials and involvement of adjunct and support faculty.
Support faculty in the electives look qualified with strong credentials in the areas that they are assigned to teach.

III Resources

1. Comment on the adequacy of physical resources and facilities, (e.g. library, computer and laboratory facilities; practice and internship sites; and support services for the program including use of resources outside the institution.)

John Jay College indicates that it is fully prepared to provide the necessary resources to support the proposed MA program. The Lloyd Sealy library will acquire new counseling materials needed for the program and in addition to the 30 faculty currently teaching either core courses or electives for the new program, two additional full-time faculty will be hired with a counseling background. In addition, there will be an equivalent to one full-time adjunct position created to allow Counseling Department members to teach courses and supervise students in the program while in their practice and internship sites.

One word of caution is about the difficulty other programs in NYS are having finding licensed professionals to supervise internships on site. There are not many Licensed
Mental Health Counselors, yet, and there has been some undercurrent of resistance by other licensed professionals to take on Mental Health Counseling students – even though they are official Health Care Providers through the Office of Mental Health. It may be an asset to John Jay’s program that they are already known in their field of Forensic Psychology and will be able to secure other licensed professionals to supervise their students in Forensic Mental Health Counseling sites. However, as said before, the program may have to designate a clinical coordinator to start building rapport and relationships directly with sites for the counseling students.

2. What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries and the number of faculty lines relative to student numbers and workload (NA – only for programs requiring master plan amendment)

IV Comments

1. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The proposed masters program in Forensic Mental Health Counseling could, indeed, become a premier program in the country. It is well conceived and articulated, and more importantly, the program has had experienced faculty teaching these or similar courses for years. The addition of two counseling-oriented faculty will enhance the mental health counseling component of this program and assure the relationships to the field of counseling as described by the American Counseling Association and the American Mental Health Counseling Association.

The strength is the history and expertise of the present faculty and the structure to allow students to have a Forensic Mental Health Counseling focus leading to a Mental Health license and an addictions credential that will enhance both effectiveness with clients and job opportunities. This same structure allowing for extra electives, is also the weakness at present. The career and adult lifestyle area is not adequately addressed in the program. While the social and cultural foundations is covered in about 1/3 of the Introduction course, and group dynamics is mentioned in the Psychotherapy and counseling course, the school offers electives that seem to cover everything you could expect in these content areas. Nevertheless, I would strongly recommend registration through the office of Professions, once the career and lifestyle area is covered.

2. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

I look forward to the addition of an MA in Forensic Mental Health Counseling masters program in our state. It will be a model program for dealing with a specialty area, while educating students to offer mental health counseling to a very needy population in our society. My congratulations on this excellent program.
DEBORAH ERICKSON, Ed.D., Ph.D

Professor/Chair of Counseling and Human Development
Director of Academic Programs and Student Services
Warner Graduate School of Education
and Human Development
University of Rochester, NY 14627
derickson@warner.rochester.edu

EDUCATIONAL EXPERIENCE

Doctor of Philosophy in Science (with emphasis in Health Psychology), University of Sydney, AU.

Doctor of Education in Counselor Education (with emphasis in School Counseling/Special Needs Populations), University of Arkansas, Fayetteville, AR.

Master of Arts (60 credit hours) in School Psychology, Alfred University, Alfred, NY.

Bachelor of Arts (with honors) in Psychology and Music, Houghton College, Houghton, NY.

LICENSES AND CERTIFICATIONS

Present
Licensed Mental Health Counselor, State of New York
Registered Psychologist, New South Wales, Australia
Certified School Psychologist, State of New York
Certified School Counselor, State of New York
Certified School District Administrator, State of New York
Certified Professional Counselor, National Board Certification for Counselors
Certified School Psychologist, National School Psychology Certification Board

Past (retired or expired)
Licensed Psychologist, State of Oklahoma
Licensed Psychological Examiner, State of Arkansas
Licensed Professional Counselor, State of Arkansas
Licensed Professional Counselor, State of Texas
Certified School Psychologist, State of Oklahoma
Certified School Administrator and Supervisor, State of New York
Certified Elementary School Teacher (N-6), State of New York
PROFESSIONAL EXPERIENCE

FULL-TIME PRIMARY EMPLOYMENT

University of Rochester, Warner Graduate School of Education and Human Development, Rochester NY 14627
2005-present

Professor
Supervised Doctoral/Masters Internship, Ed.D Cohort Seminar and Dissertation Seminar

Chair of Counseling and Human Development
Planned implementation of 4 new licensure-qualifying mental health masters and doctoral programs including staffing, scheduling and advising; Supervised 10 faculty and 6-10 adjunct/teaching assistant faculty; Supervised daily implementation of 11 other programs; Worked with marketing staff to enhance qualified applicant pool and target a 10% increase over present 120 students.

Director of Academic Programs and Student Services
Supervised development of six new academic programs that were submitted and registered with the state; Coordinated accreditations (NCATE and CAREP) and assessment processes; Supervised staff of 4 in Student Services to offer online-registration, student-friendly communications and records, student orientations and transition to online-state certification.

St. John Fisher College, Rochester, NY, 14618.
2004-2005

Professor (tenure recommended)
Taught Graduate: Psychological Assessment in Counseling, Theories and Strategies in Counseling; Child Psychopathology. Undergrad: Introduction to Counseling.

Director of the Planned, developed and worked
Pharmacy Task Force

with government and accreditation
organizations and university
administration to create a doctoral program
(Pharm.D) that was submitted and
registered by the state as a licensure-
qualifying program to educate students to
become licensed Pharmacists; Worked in
collaboration with the administration and
authors of the other proposed doctoral
programs at the institution to write the State
Institutional Readiness Self-Report and
integrate the site visit findings into the Self-
Study to prove Institutional Readiness to
offer a new level (doctoral) degree; Worked
in collaboration with architects engineers
and builders to create a 36,000 sqft
Pharmacy Building, which included
classrooms, laboratories, computer facilities
and student areas.

Program Director
MS in Mental Health Counseling

Planned, developed, and worked with
government offices and university
faculty to create and implement a
program that was submitted and registered
by the state as a licensure-qualifying
program to educate students in Mental
Health Counseling for the new state
licensure.

University of Sydney, Sydney, Australia
University of New South Wales, Sydney Australia
1998-2003

Visiting Professor/ Research Fellow

Conducted research in development of
quality of life scales for Myopia,
Presbyopia, ADHD, and Health Proneness.
Taught Graduate: Child Clinical
Psychology, Psychological Assessment,
Family Therapy and Supervised Masters and
Doctoral Thesis/Dissertations.

Director of Clinical Training
Clinical Psychology Unit
Psychology Department

Coordinated program development,
student clinical training, master and
doctoral theses/dissertations; Supervised
on-site supervisors of clinical psychology
student interns, faculty in the clinical unit
Coordinator of the School Psychology/School Counseling Program
Joint degree: Psychology/Education

Planned, developed, and negotiated with government bodies and university faculties for modifications to regulations to allow new degree; Implemented new program; Recruited students; Marketed new program in the community.

Niagara University, Niagara, NY
1990-1998

Professor, Associate Professor, Tenured

Taught Graduate: Child Development, Lifespan Development, Abnormal Psychology, Multicultural Counseling, Psychological and Psychoeducational Assessment, Differential Diagnosis and Treatment, Advanced Research, Counseling, Theories, Counseling Practicum/Internship, Group Counseling, Marriage and Family Counseling, Thesis Direction. Undergrad: Psychoeducational Assessment, Writing 100: Education in a Pluralistic Society Writing 100: Interpersonal Communications

Chair of the Education Department

Supervised and evaluated 13 full-time faculty, and over 50 part-time faculty teaching for 800 students enrolled in education, counseling and administration programs; Coordinated program development and implementation of eight graduate programs and five undergraduate programs; Developed and coordinated departmental budget; Facilitated long-term strategic plan for department; Directed NCATE re-evaluation self-study; Facilitated proposal to the state department for new reading program and new doctoral program; Facilitated development of the learning outcomes for portfolio assessment in all programs; Wrote the NCATE folio for the inclusion special education program.

Coordinator of the Counseling Program

Scheduled courses; Recruited, interviewed and observed adjunct faculty; Recruited and
interviewed site-supervisors for field experiences; Matched students with site and supervisors; Developed new program for Mental Health Counseling that was submitted and registered by the State Education Department; Developed proposal that was submitted and accepted by the Professional Consortium to be a site designated as Excellence in Training Mental Health Counselors

Director of the NCATE Accreditation Process

Facilitated focus groups to evolve the knowledge base, articulate the college and program goals, relate the courses to the program goals, develop clear course learning objectives with appropriate assessment strategies and develop masters course syllabi; Wrote the self-study report and coordinated the site-team visit. Accreditation under the new performance based standards was achieved.

Monroe Community College, Rochester, NY
1986-1990

Assistant Professor
Tenured


Greece Central School District, NY
1985-1986

Supervisor of Special Education and Psychological Services

Supervised 47 special education teachers and 11 school psychologists; Developed curriculum for elementary and secondary special class students; Participated on committees designed to enhance the quality of education for all students.
Rochester City School District, Rochester, NY
1984-1985

Psychologist on the Committee Of the Handicapped (now CSE)
Psychologist at Alternative High School Reviewed referrals to the committee;
Completed psycho-educational assessments;
Counseled youth in crisis; Consulted to teachers and parents.

Northeastern State University of Oklahoma, Tahlequah, OK
1981-1983

Assistant Professor Taught Graduate: Child Psychology,
Educational Psychology, Psychodiagnostics
Clinical Psychopathology, Wechsler Scales
Stanford-Binet, Projective Techniques
Taught Undergraduate: Child Psychology
Tests and Measurements, Motivation and
Learning, Introduction to Human Behavior

Satellite Center at Siloam Springs AR,
1980-1982

Director Planned and coordinated courses offered in area Community College

Ozark Guidance Center, Inc. Springdale, AR.
1978-1980

School Psychologist Completed psychoeducational assessments;
Counseled children and parents; Consulted to teachers and worked on learning teams in Rogers, Huntsville, Gravette, and Lincoln Public Schools

Coordinator of Drug Abuse Program Coordinated referrals between agencies;
Counseled individuals with drug related problems; Organized drug abuse prevention programs in community; Wrote drug abuse state grant.

Benton County Suspected Child Abuse and Neglect Program, Bentonville, AR.
1977

Director Supervised staff of 12 in case evaluation,
case action planning, and crisis intervention;
Stimulated community involvement by delivering speeches, developing committees for fund raising and facilitating an advisory board of community professionals.

PART-TIME LEADERSHIP ROLES

President of the North Atlantic Regional Association of Counselor Education and Supervision, 1996

President of the New York Association of Counselor Education and Supervision, 1995 and 1996

Chair of the Consortium of Centers for Excellence in Mental Health Counseling 1995-1997

Coordinated the 1995 conference program selection and schedule; Served on the national executive board.

Facilitated business meetings, developed newsletter format and coordinated subcommittees on certification/licensure budget and accreditation; Planned and coordinated yearly conference.

Managed the coordination and administration of the consortium.

ADJUNCT/SECONDARY PART-TIME TEACHING

Roberts Wesleyan College
2003-2004

Assessment in Inclusive Classrooms
Research Methods
Adolescent Psychology for Teachers
Exceptionality in School and Society

Rochester Institute of Technology
Rochester, NY
1986-1990

Tests and Measurements
Intelligence Testing
Personality Assessment
Analysis of Individuals
Counseling Theories and Practicum

St. John Fisher College
Rochester, NY
1985-1990

Psychology of Exceptional Children
Introduction to Counseling

University of Arkansas,
Fayetteville, AR
1977

Participated on University Wide Planning Project on Special Education Federal Grant
Graduate Teaching and Research
Assistant Taught Wechsler Scales
PART-TIME CONSULTANT IN APPLIED PSYCHOLOGY

School Psychologist
Substitute for Webster Schools
2003

Conducted psycho-educational assessments;
Consulted with parents, teachers and CSE

Clinical Psychologist
Part-time Private Practice
2000-2003

Child, adolescent and family therapy;
Conducted psychological assessments;
Consulted to Westmead Child and Adolescent Hospital.

Consultant
Niagara Falls School District
1996-1998

Conducted Peer Mediation and Conflict Resolution training sessions for middle school and high school students, faculty and administration.

Psychological Consultant
Bausch and Lomb (Fortune 500 Company) Buffalo State, Niagara, St. Bonaventure, Eastern Tennessee State University
New York State
Governors Team
1992-1998

Conducted Team –Building,
Effective Communication,
Sensitivity to Sexual Harassment,

Evaluator/Consultant
Even Start Literacy Program
Niagara Falls School District
1992-1998

Developed internal evaluation standards and methods of assessment; Provided in-service training for testing and developing portfolios; Supervised students conducting assessment process.

Educational Consultant
CHW Elementary School
Holley, NY
1993-1995

Developed process to assess student learning; Provided in-service training for testing, team building and developing portfolios.

Psychologist
Cherokee County Guidance Center
Tahlequah, OK. 1982-1983

Counseled children, adolescents and families; Completed psychological assessments; Consulted to courts as expert witness; Consulted to local optometrists.

Counselor in Community

Counseled individuals, marriage partners
Based in Siloam Springs Medical Center, Siloam Springs, AR 1980-1982 and families; Consulted to Siloam Springs and Gravette public schools.

Counselor in Human Development Center Alfred State Technological School, NY 1975-1976 Counseled students with vocational concerns; Designed and facilitated group experiences.


Assistant Music Teacher Practicum Belmont Central Schools, NY 1974 Completed Music Therapy Independent Study; Taught piano, guitar and drums in class for emotionally disturbed youth.

PUBLICATIONS

PEER OR EDITOR REVIEWED JOURNALS


perspective for marriage and relationship counseling. *Journal of Professional Counseling, 10*(1), 51-64.


Erickson, D.B. (1994) Examining the motivation of PRK patients. *Contact Lens Spectrum, 9*(6);47.


PUBLICATIONS IN PROCESS


Lazon, P., Erickson, D.B., Erickson P & Stapleton, F (in revision stage) Psychological variables affecting LASIK surgery patients.


Erickson, D.B., Lang, M, Kohn, M & Clark, S (in process). Cognitive Processing Differences In Children Before and After Prescription of Stimulant Medication

PROFESSIONAL DEVELOPMENT ARTICLES

Erickson, D.B. (1997) We need our division status: We need ACES! North Atlantic Counselor Educators and Supervisors Newsletter, June.


**SCHOLARLY ACTIVITIES**

**PROGRAM DEVELOPMENT**

Primary Author

Ph.D in Mental Health Counseling and Supervision (2005) - accepted by the Office of Professions for registration to educate Mental Health Counselors to become licensed under NY State Law. (University of Rochester)

Ed.D. in Mental Health Counseling and Supervision (2005) – accepted by the Office of Professions for registration to educate Mental Health Counselors to become licensed under NY State Law. (University of Rochester)

MS in Community Mental Health Counseling (2005) – accepted by the Office of Professions for re-registration to educate Mental Health Counselors to become licensed under NY State Law. (University or Rochester)

MS. in Gerontological Mental Health Counseling (2005) – accepted by the Office of Professions for re-registration to educate Mental Health Counselors with focus on the Gerontological population to become licensed under NY State Law. (University or Rochester)

Pharm.D. (2005) – accepted by the Office of Professions for registration to educate Pharmacists to become licensed under NY State Law. (St. John Fisher College)

Institutional Readiness Self-Study for Pharm.D. program (2005) – accepted by the office of Higher Education and Evaluation to evidence College-wide Readiness for offering doctoral programs at the institution. (St. John Fisher College)

MS in Mental Health Counseling Program Proposal (2004) – accepted by the State Education Department, Office of Higher Education - Accepted for implementation Fall 2004 at St. John Fisher College, NY. Re-submitted and accepted by the Office of
Professions (2005) for re-registration to educate Mental Health Counselors to become licensed under NY State Law. (St. John Fisher College)

BS School counseling/School Psychology (2000) – accepted by the NSW Education Department, Sydney Australia. (The University of Sydney)

Inclusion Special Education Program Folio (1997) – accepted by the Council for Exceptional Children for review as part of the NCATE re-evaluation process (Niagara University)

Proposal to the Consortium of Centers for Excellence in Training Mental Health Counselors (1994) - Awarded Center for Excellence in 1995. (Niagara University)

MS in Mental Health Counseling Program Proposal (1995) accepted by the State of New York Office of Higher Education Department. (Niagara University)

Peer Mediation and Conflict Resolution Manual (1995) for educating all High School Students in the Niagara Falls School District through the SAFE SCHOOL Grant. (Niagara University)

Collaboration with Apple Computers, (1994) Integrating portfolio assessment into the learning process through partnerships with local school - program implemented through the university. (Niagara University)

NCATE self-study report (1992-93) – Accreditation received 1993. (Niagara University)

GRANTS


Funds For the Improvement of Higher Education Grants (2005) Biomedical Informatics Applied in a School of Pharmacy. $99,000. Grant conferred by NYSED.

University Research Scheme (2000) Developing a Quality of Life Scale to determine the effect of medication on children with AD/HID. $19,000. Grant conferred by Sydney University, AU

University Research Grant (1999) Examining cognitive processing in children taking stimulant medication for AD/HID. $11,000. Grant conferred by Sydney University, AU.

Research Grant (1998) Examining Personality Characteristics of Compliant and Non-Compliant Contact Lens Patients. $10,000 Grant Conferred by Bausch & Lomb, Rochester, NY.
Summer Research Grant, (1994) Examining cognitive processing preferences and personality styles in patients wearing monovision. $4000 Grant conferred by Niagara University. Work ensued in collaboration with Bausch and Lomb contact lens research clinic.

EDITORIAL REVIEW BOARDS

Associate Editor, Journal of the Professional Counselor 1995-1997
Journal of Counselor Education and Supervision 2006-present
Investigative Ophthalmology and Visual Science 2004- 2005 (quest reviewer)
Journal of Refractive Surgery 1995-2002 (quest reviewer)

PRESENTATIONS

INTERNATIONAL AND NATIONAL CONFERENCES


Quality of Life before and after LASIK (co-authored). International Association for Refractive Surgery, Spring, 2004


Psychological Factors Contributing to Monovision Lens Adaptation. International Society for Contact Lens Research, August, 1999

Psychological Correlates of Ocular Functioning. International Society for Contact Lens Research, Summer, 1997


Should We Re-define the Profession of Counseling? (co-facilitated). Association of Counselor Education and Supervision, Fall, 1996.


Training Multicultural Sensitivity Through the Use of the Myers-Briggs Type Indicator. Association for Counselor Educators and Supervisors. Fall, 1992.


Counseling Middle School Children About HIV/AIDS. Middle Schools Association in Education. Fall, 1991.

Counseling and Teaching Children and Adolescents About HIV/AIDS. American Association for Counseling and Development. Spring, 1990.


STATE AND REGIONAL PRESENTATIONS

Authentic Leadership Style: Women's Network in Higher Education in Western NY. 2003


Gender Communication Patterns in Management. Governor's Office of Employee Relations. Spring 1996.


Female and Male Communication Patterns; A Multicultural Perspective. New York State Association for Counseling and Development. Fall, 1993.


Personality Type and Preferred Counseling Theory. New York State Association for Counseling and Development. Fall, 1992


COMMUNITY PRESENTATIONS
Over 50 community presentations in local civic and community agencies- list available upon request.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
PRESENT MEMBERSHIPS
American Counseling Association
   Divisions: Association of Counselor Education and Supervision
   North Atlantic Association of Counselor Education and Supervision
      President, 1996-97.
      "Liaison to the American Association of State Counseling Boards, 1996-97.
American Psychological Association
National Association of School Psychology
American Association for Colleges for Teacher Education
      Institutional Delegate

PAST MEMBERSHIPS
American Educational Research Association
Arkansas School Psychology Association
Australian Psychological Society
      Member of College of Clinical Psychology
      - "Liaison for Training and Standards"
New York Psychological Association (Genesee Valley)
New York School Psychological Association
      New York State Association of Counseling
      Division: New York Association of Counselor Education and Supervision
      President, 1995-97
Northeastern Educational Research Association
Oklahoma Psychological Association
Oklahoma School Psychology Association
      - "Higher Education Representative on Board, 1984"
Oklahoma Association for Counseling and Development
Oklahoma Association for Gifted and Talented
      "Vice President-elect, 1984"
Phi Delta Kappa

PERSONAL INFORMATION
Adult Children: Haley, Austen, Deron, Lara and Inger
Married: Paul Erickson, O.D. Ph.D., Vice President for Research and Development, Bausch and Lomb.
REFERENCES

Dr. Judy Willard, Ph.D
Assistant to the President for Planning
Niagara University, NY 14109-2042
jaw@niagara.edu
716-286-8421

Dr. Ronald Ambrosetti, Ph.D.
Provost and Academic Dean
St. John Fisher College, NY 14618
rambrosetti@sjfc.edu
585-385-8116

Dr. Lisa Lopez-Levers
Associate Professor of Counseling
Duquesne University, Pittsburgh PA 15282
levers@duq.edu
412-396-1871

Present references upon request
December 16, 2006

James S. Wulach, Ph.D., J.D.
Director, M.A. Program in Forensic Psychology
John Jay College of Criminal Justice
The City University of New York
445 West 59th Street
New York, NY 10019

Dear Dr. Wulach:

Enclosed is my evaluation of your proposed new program in Forensic Mental Health Counseling. It was a pleasure to review and my apologies that I was not able to get this report to you earlier. Best of luck with your new program – it looks most interesting and will be a real asset to the field. And finally, happy holidays.

Sincerely yours,

Mary Sue Richardson, Ph.D.
Professor and Director of M.A. Counseling Programs
Evaluation Report Form for Program Proposals

Institution: John Jay College of Criminal Justice

Evaluator: Mary Sue Richardson, Ph.D. New York University, Department of Applied Psychology, Director of M.A. Counseling Programs

Program title: Forensic Mental Health Counseling

Degree title: M.A.

Date of evaluation: Dec. 16, 2006

I. Program

1. The program purpose is very clearly stated which is to prepare mental health counselors for forensic settings. The structure of the program in terms of required and elective courses addresses each of the curriculum areas required for licensure including a 600 hour fieldwork experience as well as a very extensive set of elective courses in forensic psychology and criminal justice. Additionally, the program is structured to include two specialized tracks, one leading to completion of a thesis and designed for students interested in pursuing doctoral level study, and a second one that enables students to complete requirements for the Credential in Alcoholism and Substance Abuse Counseling. The program requires the completion of 60 credits which is what the licensure law mandates by 2010. Requirements for entry into the program are rigorous and appropriate as are the requirements for graduation.

Currently eleven of the full-time faculty in the Psychology Department are designated to serve on the faculty policy committee for this program and are responsible for the governance of the program. A director and a deputy director will be responsible for the ongoing administration of the program. These are typical and appropriate governance and administrative program structures.

2. This program's special focus on mental health counseling in forensic settings is its greatest strength. The program is situated in a college that specializes in this area of study and as such students in this program will have access to an impressive array of elective courses, a faculty with both depth and breadth in the many aspects of forensic psychology and criminal justice, and opportunities for advanced study in the field. Forensic mental health counseling is also an area in which there will be very good employment oppportunities.

3. The clearest plans for continuing program development is that the Psychology Department is searching to hire two full-time faculty with backgrounds in counseling and counseling psychology. Since only two of the current full-time faculty have any background in counseling, this will substantially strengthen the programs commitment to and relationship with the counseling profession. One can also expect that these new hires
will have a major voice in the ongoing evolution and development of the curriculum and the program.

4. Support from related programs is appropriate and useful. Faculty from the counseling department will teach and supervise students in the program on an adjunct basis. Related programs in forensic psychology, in criminal justice, and in addiction studies help to provide additional faculty and curriculum support for the program.

II. Faculty

1. The full-time faculty is a set of very diverse and distinguished professionals in the field. Three are full professors, one is an associate professor, and six are assistant professors. This is indicative of a faculty that has extensive experience in the field and in academia as well as a good cadre of newer and, mostly, younger faculty. I was impressed with the range of institutions from which the faculty received their Ph.D.s. Although most have degrees in clinical psychology, developmental, organizational, and counseling psychology are also represented. Several of the faculty have been recipients of postdoctoral research fellowships and most indicate active and productive scholarly careers. As expected, their areas of research and scholarship are related to various aspects of the forensic psychology and criminal justice field. The director of the program, Dr. James Wulach, is the author of a major text on law and mental health professionals published by the American Psychological Association.

It is also notable that most faculty have been or are currently involved with professional practice in a variety of ways. This background and experience can be expected to enhance their capacity to train M.A. level practitioners. The faculty are involved with a wide range of professional organizations, both in and out of the field of forensic psychology, and are professionally active in making presentations in a wide range of venues.

2. Currently the size of the faculty assigned to this program is appropriate. The hiring of two new faculty with backgrounds in counseling and counseling psychology will considerably strengthen the counseling focus of the faculty.

3. The use of adjunct faculty in this program is appropriate and an asset to the program. While adjunct faculty will be a minority, they can provide a kind of field-based focus in their courses that will be a valuable supplement to the full-time faculty. The field site personnel who will supervise the students in their field settings will also be an essential supplement to student instruction.

III. Resources

The resources available for this program are excellent. The college is undergoing an expansion so it can be expected that this program will have adequate space. As the premier college of criminal justice in the country and as a core component of the City University of New York, I would expect that the library and computer facilities are first-
rate. Administrative support as evidenced by the level of faculty release time for program administration is generous. Finally, and most importantly, the field work sites that have been developed over the years for the forensic psychology program will be a rich and valuable resource for the new program in mental health counseling. These kinds of field sites take many years to develop and it would seem that this new program at John Jay will be able to profit from the connections and experience of the forensic psychology program.

IV. Comments

1. As indicated earlier, the major strengths of this program are its focus on forensic mental health counseling and its location in the premier college of criminal justice in the country. By virtue of this location, students in the program will have access to a faculty and curriculum with enormous breadth and depth in all aspects of forensic study. Another major strength of the program is that it offers students two different specialization tracks, one leading to doctoral studies and one leading to certification for alcoholism and substance abuse counseling. The weakness of the program is that, at this point, the voice and perspectives from the field of counseling and counseling psychology are not yet fully developed. However, as noted, the psychology department’s current search for two new faculty with backgrounds in counseling can be expected to rectify this problem.

With respect to implementation, it appears that there is a very good plan in place for admitting and graduating the first cohorts of students. The objectives of the program are appropriate for the degree offered.
Curriculum Vitae

Mary Sue Richardson

59 W. 71st St. #605
New York, N.Y. 10023
(212) 724-5462
msr1@is2.nyu.edu

Department of Applied Psychology
New York University
School of Education
East Building, 4th Floor
New York, N.Y. 10003
239 Greene St.

Education

New York University
Department of Psychology
Graduate School of Arts and Science
Postdoctoral Program in Psychotherapy and
Psychoanalysis
New York, N.Y. 10003

Certificate of Specialization in
Psychotherapy and Psychoanalysis
June, 1988

Columbia University
New York, N.Y. 10027

Ph.D. in Counseling Psychology
(APA- approved)
October, 1972

Marquette University
Milwaukee, Wisconsin

Majors: Psychology and German
Minors: Education and Philosophy
Honors B.A. (Magna cum laude)

Professional Experience

New York University
School of Education
Department of Applied Psychology
New York, N.Y. 10003

Full Professor
9/85 - present

Associate Professor
9/80 - 9/85
Assistant Professor
1/73 - 9/80

Lehman College
City University of New York
Dean of Students Office
Bronx, N.Y.

Clinical Counselor
9/70 - 12/72

Lehman College
City University of New York
Psychology Department
Bronx, N.Y.

Adjunct Assistant Professor
9/71 - 12/72

Hofstra University
Counseling Center
Hempstead, Long Island

Psychological Intern
9/69 - 8/70

University Of Delaware
Counseling Center
Newark, Delaware

Group Counselor, Summer Program
6/68 - 8/68, 6/69 - 8/69

Professional Certification

Registered/Licensed Psychologist: State of New York (1975 - present)

Professional Practice

Independent practice in psychoanalysis and psychotherapy (1975 - present)

Publications: Journal Articles and Book Chapters


Richardson, M.S. (1982). Sources of tension in teaching the psychology of women. *Psychology of Women Quarterly*. 


**Unpublished Papers and Papers in Preparation**


Grant Proposals and Awards


Suzuki, L.A. McRae, M., & Richardson, M.S. (1997). Transforming school counseling: Planning Grant. Dewitt-Wallace Readers Digest Fund, The Education Trust, Inc./American Association for Higher Education. (Funded for $65,000.00)


Professional Presentations (Recent)


Richardson, M.S. (2005, June). Implications of the paradigms of constructivism and social constructionism: A challenge to traditional boundaries between research and intervention practices. In R. A. Young (Chair), Constructivism and vocational psychology, Symposium conducted at the 7th Biennial Conference, Society of Vocational Psychology, Vancouver, Canada.


Richardson, M.S. (2003, August). Discussion. In R. Young & A. Collin (CoChairs), Social constructionism and career theory, research, and practice. Symposium conducted at the meeting of the American Psychological Association, Toronto, Canada.

Richardson, M.S. (April, 2002). Implications of current developments in vocational psychology for career counselors. Invited presentation at the Nyack Adult Guidance Center, Nyack, New York.


Richardson, M.S. (October, 1997). From career development to the developmental implications of work practices. Developmental Psychology Colloquium Series.
Richardson, M.S. (October, 1996). From career development to a cultural psychology work. Students of Counseling Psychology Colloquium Series.


Richardson, M.S. (April, 1997). New ways of thinking about work. Women’s Studies Luncheon Discussion Series.

Richardson, M.S. (August, 1997). Chair of Roundtable Discussion, Issues in Feminist Qualitative Research: The problems of ‘marked groups’, presented at the annual meeting of the American Psychological Association, Toronto, Canada.


Richardson, M.S. (August, 1996). From career development to a cultural psychology of work. Paper for Symposium on The Birth and Death of Career, presented at the annual meeting of the American Psychological Association, Toronto, Canada. August.

Richardson, M.S. (April, 1995). New directions in career counseling. Paper presented at Vocational Psychology Conference, Ohio State University, Columbus, Ohio.


Professional Honors

Fellow, Division of Counseling Psychology, American Psychological Association
Fellow, Division of the Psychology of Women, American Psychological Association

Editorial Service

Journal of Counseling Psychology: Member of Editorial Board, 1985-1995
Adhoc Reviewer, 1995-present

Psychology of Women Quarterly: Member of Editorial Board, 1980-1990

Journal of Vocational Behavior: Adhoc Reviewer, 1998-present
Professional Societies

American Counseling Association
American Psychological Association
Graduate Society, New York University Postdoctoral Program in Psychotherapy and Psychoanalysis
New York State Psychological Association
Society of Vocational Psychology
International Association of Educational and Vocational Guidance
International Association of Applied Psychology

Departmental, School, and University Service

Departmental Service (Recent)

Director of M.A. Programs in Counseling, 2004-present.
Director of Ph.D. Program in Counseling Psychology, Sept. 1980 – May, 1995
Chair, Counseling Search Committee, Sept. 1998-May 1999
Chair, Counseling Search Committee, Sept. 1999- present
Member, Departmental Curriculum Committee, Sept. 2002-present
Member, Chair’s Advisory Committee, Sept. 1996 - present.

School Service (recent)

Dean’s Advisory Committee on Promotion and Tenure, 1997 - 1999
School By-Laws Committee, Fall 1998 - 2000
Grievance Advisory Panel, 1999 – 2001
Subcommittee of Courses and Programs, 2002-2005
School Senate, 2003-2006
Faculty Academic Affairs Committee, 2003-2006
Adhoc Committee to evaluate
the Doctor of Arts Degree in Music Therapy, 2005
Dean’s Advisory Committee on Promotion and Tenure, 2005-2008

University Service (recent)
NYU Creative Arts Counseling Project, faculty advisor, 2004-present
Richardson, M.S. (October, 1997). Workshop on group process in the classroom, sponsored by the N.Y.U. EQUAL Commission.
Richardson, M.S. (November, 1997). Workshop on reconceptualizing the advisement process, sponsored by Student Services, N.Y.U. School of Continuing Education.
Program Response to Evaluation Reports for Program Proposals (Appendix N)

The Psychology Department at John Jay College of Criminal Justice is honored to have received two extremely favorable Evaluation Reports for its Program Proposals, from distinguished scholars in the field of Counseling in New York State. These evaluations were performed by Deborah Erickson, Ph.D., LMHC, Chair of Counseling and Human Development at the University of Rochester; and from Mary Sue Richardson, Ph.D., Director of MA Counseling Programs at New York University.

Dr. Richardson stated, "This program's special focus on mental health counseling in forensic settings is its greatest strength. The program is situated in a college that specializes in this area of study and as such students in this program will have access to an impressive array of elective courses, a faculty with both depth and breadth in the many aspects of forensic psychology and criminal justice, and opportunities for advanced study in the field. Forensic mental health counseling is also an area in which there will be very good employment opportunities."

Dr. Richardson's only concern is that, "The weakness of the program is that, at this point, the voice and perspectives from the field of counseling and counseling are not fully developed. However, as noted, the psychology department's current search for two new faculty with backgrounds in counseling can be expected to rectify this problem." In response, it should be noted that the following individuals already in the program's proposed faculty have been trained or have been extensively involved in counseling psychology:

Roselyn Caldwell, Ph.D., received a doctorate in Counseling/Clinical/School Psychology at the University of California Santa Barbara. Diana Falkenbach, Ph.D., received an MS in Community Counseling from Georgia State University. Mark Fondacaro, Ph.D., J.D., was a professor in the Counseling Psychology program at the University of Florida. In that capacity, Dr. Fondacaro was a chair of admissions, head of the Counseling Psychology Research Forum, and a member of the curriculum committee. Ma'At Lewis-Coles, Ph.D., received a doctorate in Counseling Psychology at Teacher's College, Columbia University, and is a member of the Counseling Department at John Jay College.

In addition, the college and faculty are fulfilling their commitment with an active search this semester for two scholars who specialize in counseling, to compensate for the
concerns expressed by Dr. Richardson, and which the program recognized in ensuring such a commitment before proceeding with this proposal.

Dr. Deborah Erickson, in her evaluation stated that, "The proposed masters program in Forensic Mental Health Counseling could, indeed, become a premier program in the country. It is well conceived and articulated, and more importantly, the program has experienced faculty teaching these or similar courses for years. The addition of two counseling-oriented faculty will enhance the mental health counseling component of this program and assure the relationships to the field of counseling as described by the American Counseling Association and the American Mental Health Counseling Association....It will be a model program for dealing with a specialty area, while educating students to offer mental health counseling to a very needy population in our society. My congratulations on this excellent program."

Dr. Erickson also made several suggestions that have been addressed in the final Program Proposal. In particular, she recommended that the area of Lifestyle and Career Development needed to covered more extensively than one week in the Human Growth and Development course (PSY 731). In private communication, Dr. Erickson suggested at least four weeks for the exploration of this field. In response, the Program has expanded the coverage of adult lifestyle concerns to two weeks in the Human Growth and Development Course, as well as two additional weeks devoted to career counseling, in Psychotherapy and Counseling Methods (PSY 760) including coverage of the issue of prisoner reentry into society, an emerging concern in forensic mental health. The Program will continue to assess course needs in reference to Dr. Erickson’s excellent observations as students begin their studies, as per the ongoing program evaluation committee.

In summary, the Program is grateful for the vote of confidence and suggestions from two of Counseling’s outstanding leaders in the field, which have strengthened the final proposal.
October 19, 2006

To Whom It May Concern:

I am a Forensic Psychologist at the Metropolitan Correctional Center—New York, a federal prison housing nearly 1000 male and female inmates. Since 1995, I have been supervising psychology students from CUNY John Jay and other programs, as psychology externs and interns. We also have a Post Doctoral Forensic Psychologist position.

I have reviewed the proposal for the MA Program in Forensic Mental Health Counseling, leading to licensure as a mental health counselor in the state of New York. I find the overall concept and quality of the proposed program excellent. Graduates of this program would be good candidates for positions within the prison such as Correctional Counselor, Unit Team Leader, or Drug Abuse Treatment personnel.

We have always enjoyed training John Jay students, and find them to be of very high caliber. We would be happy to offer our site as a training option for students in this program, as we have for other John Jay externs. I give this proposed program my full endorsement.

Sincerely,

[Signature]

William J. Ryan, Ph.D.
Forensic Psychologist
September 20, 2006

James S. Wulach, Ph.D., JD
Psychology Department
John Jay College of Criminal Justice, CUNY
445 West 59th Street
New York, New York 10019

Dear Dr. Wulach:

I have studied the proposal for the MA Program in Forensic Mental Health Counseling with great interest. With the passage of the new licensing law, I am sure that Episcopal Health Services will be hiring licensed counselors shortly. We always have had great regard for the Externship students in your Department, and we look forward to the opportunity to offer Externships to students in the new program. Such students would be highly valued here, particularly in cases with forensic implications. Please let me know if I can be of further help in any way.

Very truly yours,

Ronald Brenner, M.D.
Chairman
Department of Psychiatry

RB/ep
To Whom It May Concern:

The Forensic Psychiatry Service at Kings County hospital provides various mental health assessment services including treatment planning for the Criminal and Supreme Courts of Brooklyn, Queens and Staten Island. As the courts have developed specialty parts, the Mental Health Courts, the Domestic Violence Courts and the Drug Treatment Courts, there has been a growing and pressing need for licensed mental health counselors. We expect that our service will be receiving 2 to 3 lines for new hires of licensed mental health counselors in the near future. For more than 15 years our service has provided field training for CUNY, John Jay College graduate students and we remain impressed by the quality of its candidates, their academic preparation, and their employment readiness.

Sincerely,

Thomas O'Rourke Ph.D.
Director Forensic Psychiatry
Kings County Hospital Center
Clinical Associate Professor
SUNY, Downstate Medical School
POSITION ANNOUNCEMENT

Psychology Department
John Jay College of Criminal Justice
The City University of New York

Position Title: Three (3) tenure-track positions, beginning Fall 2007

Requirements: Ph.D. or Psy.D. required for appointment as assistant professor; extraordinary senior candidates considered for advanced rank

Position Description: The Psychology Department is interested in psychologists who are committed to pursuing scholarship and teaching at the highest professional levels and who are well-grounded in the science and practice of psychology. Specifically, successful candidates will be expected to bring a strong interest and demonstrated excellence (or potential for excellence) in teaching undergraduate and graduate students; develop and maintain an active and successful research and publication agenda in psychology; provide strong mentoring of students in research activities and/or supervision of clinical experience; and participate actively in public and professional service. The Psychology Department seeks outstanding applicants from one of the following areas of psychology:

1) Counseling Psychology;

2) Multicultural Psychology, Diversity, or Differential treatment of minorities in the criminal justice system; or

3) General Psychology (such as clinical psychology, clinical neuropsychology, cognitive psychology, biopsychology, quantitative psychology, history & systems of psychology, or forensic psychology/psychology & law).

We particularly seek scholars with strong research interests to fully engage with the vibrant and diverse scholarly and student community here at the College and throughout CUNY, and with relevant national and international scholarly communities as well. Applicants must have a Ph.D. or Psy.D. in Psychology.

Application Process: Review of applications will begin October 15, although applications will continue to be reviewed until positions are filled. Candidates should submit a letter of interest, a current curriculum vitae, and a description of teaching and research interests. At least three (3) letters of reference should be sent separately. Those candidates who are invited to interview with us will be asked to supply sample publications and present their research to the Department.

Please mail all application materials to (please do not email application materials.):

Dr. Maureen O'Connor, Chair
Psychology Department
John Jay College of Criminal Justice
445 W. 59th Street
New York, New York 10019

For additional information, please email Dr. Maureen O'Connor at: moconnor@jjay.cuny.edu.
About John Jay's Psychology Department

The Psychology Department offers the only undergraduate degree in the country in Forensic Psychology, with over 1,700 undergraduate majors and 5,000 students taking Psychology classes every semester. Each semester, we typically offer 10 sections of our required 300-level Psychology and Law course (with 36 students per class), and six sections of one of our 400-level capstone courses, Psychological Analysis of Criminal behavior, among a wide array of both foundational and specialized courses. Our well-established master's program in Forensic Psychology currently has nearly 500 students from around the country and the world, who are exposed to training in core psychological concepts and skills similar to that offered in most graduate programs in psychology, particularly those with a clinical focus (Research Design & Methods, Psychopathology, Advanced Psychology of Personality, Psychotherapy, Developmental Psychology, Clinical Interviewing, Assessment, Psychological Evaluation & Testing) and more specific Forensic Psychology courses, e.g., Psychology and the Law, Criminal Forensic Assessment, Social Psychology of the Legal System, Psychology of Criminal Behavior, Psychology of the Victim, Treatment of the Offender, Psychology of Terrorism, Social Science Evidence in Law, and Psychological Profiles of the Homicidal Offender. The MA program has two tracks, a growing thesis track with specialized training in research methods and statistics leading to an independent research project; and, an externship/practice track with a wide array of clinical opportunities available for students in New York city and surrounding areas. Beginning in the Fall of 2007, the Department will offer a new licence-eligible, Master's Program in Forensic Mental Health Counseling, the first in New York, which will integrate the best of our forensic training with a strong focus on counseling practice and skills.

In the fall of 2006, The City University of New York will admit a third class of students into our doctoral program in Psychology with a specialization in forensic psychology, bringing us to over 30 doctoral students. The program is housed and administered at John Jay College. The Doctoral Program endorses the scientist-practitioner model of doctoral education in psychology, maintaining a balance between research training and strong clinical preparation. The program educates students both to provide professional psychological services to and within the law enforcement field and the criminal and civil justice systems and to contribute to the development of knowledge in the field. Students may pursue either a clinical or experimental track in the program. Upon completion, students in the clinical track will be eligible to apply for state licensure as psychologists. See http://johnjay.jjay.cuny.edu/forensicPsych/.

The Psychology Department currently has 39 full-time faculty, who are committed to strong teaching and mentoring of our diverse student body. The Department has been engaged in forensic psychology research and training since the 1970's and the faculty have scholarly interests and expertise in forensic psychology and related fields. A complete listing of the faculty and their interests can be found on the Departmental Home Page: http://web.jjay.cuny.edu/~psy/.

In 2001, the Department welcomed Distinguished Professor of Psychology, Dr. Steven Penrod (Ph.D., J.D.), who has a national and international reputation for excellence in research on decision-making in legal contexts, with special emphasis on juries, eyewitnesses, and pretrial publicity. As of Fall 2006, two additional Distinguished Professors have joined our ranks, Professor Saul Kassin, an internationally recognized leader in scholarship on false confessions and interrogation techniques, and Professor Cathy Widom, a leading scholar on the causes and consequences of child abuse and neglect. Other faculty hired within the past four years are:

- Roslyn Caldwell, Ph.D. (Associate Professor) Ethnic minority incarcerated youth, multiculturalism and diversity in clinical forensic practice
- Angela Crossman, Ph.D. (Assistant Professor) Children's memory, suggestibility, testimony, and credibility; deception and false beliefs
- Jennifer Dysart, Ph.D. (Associate Professor) Eyewitness testimony, influence of alcohol on perception, false confessions
- Diana Falkenbach, Ph.D. (Assistant Professor) Psychopathy
• Mark Fondacaro, J.D., Ph.D. (Professor) Psychology, Policy, & Law; Procedural Justice; Children’s Rights; Ecological Jurisprudence
• Michele Galietta, Ph.D. (Assistant Professor, Director of Clinical Training, CUNY doctoral program in Forensic Psychology) Evidence-based treatment, borderline personality disorder, end-of-life issues
• William Gottiener, Ph.D. (Assistant Professor) Substance and alcohol abuse, application of meta-analytic techniques
• Jennifer Groscup, J.D., Ph.D. (Assistant Professor, Director of Experimental Training, CUNY doctoral program in Forensic Psychology; Director, CUNY Psychology & Law Concentration) Expert testimony, Daubert issues, juries
• Maria Hartwig, Ph.D. (Assistant Professor) Detection of deception
• Elizabeth Jeglic, Ph.D. (Assistant Professor) Sex offender treatment, depression
• Julie Kaplow, Ph.D. (Associate Professor) Child clinical psychology
• Margaret Bull Kovera, Ph.D. (Professor, Subprogram Head, CUNY doctoral program in Forensic Psychology) Legal decision-making, sexual harassment, expert evidence, eyewitness testimony, social cognition
• Thomas Kucharski, Ph.D. (Associate Professor) Forensic assessment, Correctional Psychology, criminal behavior
• Cynthia Calkins Mercado, Ph.D. (Assistant Professor) Competency, assessment
• Chitra Raghavan, Ph.D. (Assistant Professor) Etiology, prevention of domestic violence
• Nancy Ryba, Ph.D. (Assistant Professor) Competency assessment for juveniles
• Gabrielle Saffari, Ph.D. (Associate Professor) Homicide and violent sexual crimes, offender profiling, applied research methods
• Phillip Yanos, Ph.D. (Assistant Professor) Seriously mentally ill; homelessness
• Patricia Zapf, Ph.D. (Associate Professor) Criminal and civil competencies and capacities & mental state; Development & validation of forensic assessment instruments

About John Jay College:

Established in 1964 and located on Manhattan’s West Side near Central Park and the Lincoln Center for the Performing Arts, John Jay College of Criminal Justice is the only liberal arts college in the nation devoted exclusively to the study of criminal justice, forensic psychology, forensic science, and public safety and related public service. Since its founding, the College has earned an impressive reputation for excellence. The College has been recognized around the world as a leader in criminal justice education and research (www.jjay.cuny.edu).

John Jay College brings together a large concentration of faculty with expertise in the liberal arts and the multifaceted world of criminal justice, forensic psychology, forensic science, and related areas of public safety and public service. The College has over 300 full-time faculty members and more than 500 adjunct faculty. In Fall 2004, the College welcomed a new President, Jeremy Travis, who brings an outstanding background in law enforcement and criminal justice research and practice, and who is working with faculty to set an exciting agenda for John Jay’s bright future.

Over the last several years, the College has hired many new tenure-track faculty members and will search for at least another 45 this academic year. In the last five years, the College has strengthened its mission-related programs with the hiring of a new generation of faculty. Those programs include Criminal Justice and Criminology, Forensic Science, Public Administration, Forensic Computing, and, most importantly, for our purposes, Forensic Psychology.

In addition, an outstanding Ph.D. Program in Criminal Justice, administered under the auspices of The City University Graduate Center, is housed at the College. The largest program of its kind in the country, the faculty includes three Distinguished Professors in Criminal Justice: Todd Clear, James Lynch and Jock Young, as well as many emerging scholars hired within the last four years. For more information, see http://web.jjay.cuny.edu/~eriphd/.
The John Jay College campus consists of five buildings on Manhattan's West Side. The main campus building, at 899 Tenth Avenue and 59th Street, is a handsome red brick and limestone Flemish Baroque structure that is home to the Lloyd George Sealy Library, the leading criminal justice research library in the United States. It also houses a 625-seat state-of-the-art theater, large and small gymnasiums, a rooftop tennis court, an outdoor elevated track with a scenic view of the Hudson River, as well as an NCAA-size swimming pool with an Olympic diving tower, and a cardiovascular fitness center. A satellite campus for freshmen includes the College's bookstore.

The College is embarking on a major capital expansion project which will create an integrated campus covering an entire city block extending from 10th Avenue westward, which will provide splendid views of the Hudson River. Designed by the architectural firm Skidmore, Owings, and Merrill, the campus will include a major outdoor commons; completion is planned for August 2008. The Psychology Department is scheduled to occupy the entire top floor of the new building, with offices overlooking the Hudson on one side and mid-town Manhattan on the other, with state-of-the-art research, testing, and classroom facilities.