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Faculty Handbook
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Postdoctoral Program in Psychotherapy and Psychoanalysis

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**FACULTY & CONSULTANTS ARE EXPECTED TO BE FAMILIAR WITH THE
POLICIES & PROCEDURES OF THE POSTDOCTORAL PROGRAM & OF THE
NYU GRADUATE SCHOOL OF ARTS & SCIENCE**

INTRODUCTION

This is the Faculty Handbook of the New York University Graduate School of Arts and Science (GSAS) Postdoctoral Program in Psychotherapy and Psychoanalysis (“Postdoc”). All faculty and clinical consultants/supervisors are required to be familiar with the policies and procedures of the Program and of NYU’s Graduate School of Arts and Science. It is the responsibility of all members of the GSAS community to respect and comply with all GSAS Policies and Procedures and University rules and policies. The current complete GSAS Policies and Procedures manual can be found at: <http://gsas.nyu.edu/page/grad.pp.manual>

The Postdoctoral Program utilizes an exclusively adjunct faculty, as well as clinical consultants/supervisors not formally appointed to the NYU faculty. These professionals are active in the Program, serving on committees and providing other educational and professional services, even during semesters when they are not teaching or providing clinical consultation. In this Handbook, the term faculty is meant broadly to include teaching faculty as well as clinical consultants/supervisors, whether or not the individual faculty member is teaching or consulting in a given semester.

This manual should be read carefully, since changes in policies, procedures, and forms are effective with this publication. Manual updates and forms can be found on the Members Only area of the NYU Postdoc website. Please discard any previous manuals.

Faculty should familiarize themselves with the Program’s Student Handbook as well as this Faculty Handbook, so that they also will be informed as to what the Program expects from students and will know how to assist them in meeting their educational requirements.

FACULTY RESPONSIBILITIES:

Joining the Postdoctoral faculty is a significant professional accomplishment, as well as a sign of recognition for achievements, and it entails a variety of responsibilities. Teaching faculty are expected to prepare a course syllabus that details topics to be covered, lists relevant readings, and includes learning objectives; at least one learning objective should be specified for each two hours of class instruction. The learning objectives should state what the student will know or be able to do as a result of having participated in the classes. Some illustrative material on learning objectives is located at the following sources on the web:

<http://www.apa.org/ed/sponsor/resources/learning-objectives.aspx>

http://bologna.karabuk.edu.tr/belgeler/eng_fiil.pdf

In addition to the fulfillment of teaching and educational responsibilities, acceptance of a position on our faculty also requires involvement with the Program as a whole, and it imposes an agreement to participate as an active member of our community. This includes the expectation that a faculty member/consultant will be present at faculty meetings and participate on Program and/or track committees; attendance at our social events—including the Postdoc weekend, holiday party, and graduation—is strongly encouraged as well.

It is essential that faculty members and clinical consultants submit student evaluations and any other paperwork in a timely manner; that they be knowledgeable about Clinic policies and procedures; that they review their evaluations together with students and in a straightforward way; and that they cooperate in all aspects of student progress through the Program. It is expected that a clinical consultant will be prepared to provide two consulting hours a week if called upon to do so. Each track has its own very modest faculty dues and faculty and consultants are expected to participate in the dues structure of their tracks. Supervisors/consultants who work with candidates in a distance-learning mode need to be sure that they utilize HIPPA compliant modes of technology and communication. All clinical communications must be encrypted to insure security.

In addition to maintaining contact with the Program Director as is relevant, faculty members should each maintain regular contact and communication with their track chair, so that they can be apprised of the track's specific policies and academic schedule, as well as current teaching assignments, responsibilities, and Program procedures.

There are a number of specific administrative requirements that NYU expects teaching faculty to meet. For any semester when an adjunct instructor is teaching a Postdoctoral Program class, before classes start he or she must present certain documentation in person to the Postdoc staff, and also activate and use an NYU online account to upload necessary employment and tax forms. Instructions and guidelines for all of this will be provided. Also, before the end of the semester, each instructor must inform the Postdoc staff of what grade (P, F, or I) to assign enrolled students.

New York University and its faculty have proudly earned a fine reputation. This is due in part to its strong institutional commitment to lawful and ethical behavior. All New York University faculty are expected to carry out their responsibilities in accordance with applicable legal and ethical principles. The commitment to exemplary standards for conducting higher education is one of the University's most valuable assets. If any questions arise about how the University's principles, standards, or policies apply, they should be brought to the attention of the Program's Director.

New York University is committed to providing equal educational opportunity and

participation for students with disabilities. It is the University's policy that no qualified student with a disability be excluded from participating in any University program or activity, denied the benefits of any University program or activity, or otherwise subjected to discrimination with regard to any University program or activity. It is a faculty responsibility to work with the Program's administration so as to accommodate students with disabilities so that they can participate fully in all aspects of the Postdoctoral Program. When a class is held at a faculty member's private office, that facility must be handicapped accessible or the class must be moved to an accessible facility whenever necessary to accommodate a student.

GOVERNANCE:

The NYU Postdoctoral Program in Psychotherapy and Psychoanalysis is a freestanding program within the Graduate School of Arts and Science (GSAS). The Program is administered by the Director, Lewis Aron, Ph.D. The Postdoctoral Clinic is administered by the Clinic Director, Spyros Orfanos, Ph.D., who reports to the Director.

The Postdoctoral Program Senate is the governing body of the Program and is responsible for Program policy and operations. The Senate is constituted of 26 senators, with all segments of the Postdoctoral community represented. Chaired by the Director (who only votes to break a tie), the Senate consists of 13 faculty members (four from the Executive Committee, eight Track Chairs, and the Clinic Director); eight students; and five graduates, including one representing the Psychoanalytic Society (the society constituted of graduates of the Program).

The Postdoctoral Program's Executive Committee (EC) is an advisory committee to the Director. It consists of the Clinic Director and four faculty members, one from each of the Program's tracks. While the faculty members of the EC are selected by their tracks, their function on the EC is to consider the needs of the Program as a whole, rather than the interests of their respective tracks. The members of the EC also serve as liaisons between the Program and the tracks. The EC is responsible for making recommendations to the Director, who in turn makes recommendations to the Dean of the graduate school, for faculty appointments. The EC makes recommendations to the Senate regarding new courses and curriculum. In addition it advises the Director regarding Program policy and operation of the Senate.

ETHICS:

The New York University Postdoctoral Program in Psychotherapy and Psychoanalysis has long enjoyed a reputation for professional, clinical, and educational excellence. This reputation is grounded in an ethical bedrock; it is expected that all faculty members will adhere to the highest ethical standards of the University, GSAS, and of the profession. The purpose of the New York University Code of Ethical Conduct is to

highlight the essential elements of an ethical and responsible environment in which the central educational goals of the University can be met effectively and efficiently. The Code articulates ethical standards, principles, and policies that all NYU members -- at home and abroad -- are expected to uphold by incorporating these values into their daily University activities. For information on New York University's Code of Ethics, and for further information on related policies and resources, see <http://www.nyu.edu/about/policies-guidelines-compliance/compliance/code-of-ethical-conduct.html>

Additionally, it is expected that all faculty will strictly adhere to the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct :

<http://www.apa.org/ethics/code/index.aspx>

or to the equivalent code of ethics of the mental health discipline in which the faculty member is licensed. The Postdoctoral Program's Ethics Advisory and Programming Committee offers education and programming related to ethical matters and concerns to the Postdoctoral faculty and candidates. Ethical dimensions and dilemmas that may arise in the course of all aspects of professional practice, including consultation/supervision, treatment, and teaching, are considered.

All faculty are expected to maintain professional liability insurance and any interruption of this insurance must be promptly reported to the Postdoc office.

All faculty are to familiarize themselves with the GSAS Policies and Procedures manual which may be found at:

<http://gsas.nyu.edu/page/policiesprocedures>

Procedures and Complaints:

New York University's GSAS has clearly stated policies and procedures for the handling of ethical matters (see above). Within the Postdoctoral Program, anyone in the community may bring a question or a complaint to the Program Director, the Clinic Director, or to any member of the Executive Committee, all of whom will use their best judgment in discussing the situation, maintaining the greatest possible confidentiality with each other, as well as turning to the Ethics Advisory and Programming Committee for guidance. All attempts will be made to handle ethical matters informally as per the APA Ethics Code, which states, "When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved."

If for any reason anyone in the community does not want to bring such a complaint to

the Directors or to Executive Committee members, they may proceed directly to one of the Associate Deans or to the Dean of GSAS. Thus there are a variety of people who can be turned to in the management of any question or complaint. All parties will follow GSAS policy and procedure for the handling of any such matters. As psychologists, we are bound to handle any and all ethical matters as required by New York State law and the APA Ethics Code. Nothing in the University policies and procedures contradicts or interferes with this responsibility.

Additional Ethical Guidelines and Clarifications:

CONFIDENTIALITY:

Faculty are expected to adhere to the highest level of professionalism in all aspects of their practice. When a faculty member uses case material in teaching, publishing, or any other form, he or she will disguise the identity of the patient, living or deceased, and obtain written consent. This is an ethical area with a certain degree of ambiguity. Where written consent cannot be obtained, faculty will use their best judgment to ensure confidentiality and respect for the patient's rights and privacy. These standards will also be maintained when presenting and discussing case material during classes, case conferences, and other educational activities. Finally, faculty will not discuss case material in social settings.

IMPAIRMENT:

Faculty are expected to maintain as much awareness as is possible of any factors or conditions that may limit their own or a colleague's ability to perform their professional responsibilities. These include physical and/or psychological conditions that are actively interfering with the individual's clinical or educational functioning. If a faculty member is concerned about a colleague's competency, she or he is expected to intervene by informing the Program Director, the Clinic Director, or any member of the Executive Committee. Impairment is of ethical concern when it affects clinical judgment or performance, or other aspects of learning, teaching, consulting/supervising, or clinical work.

BOUNDARY VIOLATIONS:

Postdoctoral faculty must avoid conflicts of interest and potential boundary violations and problematic dual relationships that expose clients, patients, or others to harm or exploitation. Faculty must also abide by the highest standards of professional conduct in their clinical work and thus cannot ask out, date, or pursue sexual/romantic contact with any person who consults them in any clinical context, even if that clinical consultation has lasted for only a brief period of time.

PROGRESSION AND ADVISEMENT:

Candidates are monitored as they advance through the Program by the Progression and Advise ment Committee, which seeks to address any needs of candidates that may arise throughout the course of training. The Committee is made up of twelve members of the faculty and works in close collaboration with the Program Director and the Clinic Director. Candidates are evaluated by faculty following completion of each course and by consultants following each clinical experience, and these reports become part of the candidate's file. The Committee, working in conjunction with the Director and the Clinic Director, will review the candidate's folder annually. The purpose of this review is to ensure that all candidates are being followed throughout their training, and that all class and clinical consultant reports in the file are taken into consideration.

In order to appropriately monitor student progress through the Program, it is expected that teaching faculty and clinical consultants write thoughtful and personal evaluations of each student. It is expected that these evaluations will be completed and delivered to the Postdoctoral Office within one month of completion of the course or consultation period. Only faculty and consultants who have complied with this requirement will be permitted to offer courses or pick up new candidates in the following semester.

Clinical Consultants should make it a practice to write a review of the candidate when 35 of the required 40 hours of consultation have been completed. This will allow time to review the evaluation with the candidate and give the candidate a chance to process the review with the consultant, share reactions, and learn from the experience. The evaluation should not be an afterthought written after the completion of the consulting period, but should be built into the consultation process with the candidate having an opportunity to respond in person and in writing for the record. It is also recommended that the consultant and candidate explicitly discuss the progress of the work at mid-point, that is after 20 hours of consulting, although of course this should also be an ongoing discussion.

ACADEMIC APPOINTMENTS AND PROMOTIONS:

Four criteria are considered by faculty selection committees in determining what academic rank is recommended:

1. Scholarship

Assess the person's track record of scholarly presentations and publications (books, journal articles, etc.) Members of the committee should read several works that the person considers to be his or her best contribution to the field so that a judgment of quality (as well as quantity) can be made.

2. Teaching

Review available evaluations of the person's teaching effectiveness, if possible over a period of at least three years.

3. Professional visibility

This criterion includes scholarship and teaching but goes beyond those two factors in considering the person's overall reputation and level of participation and leadership in the field. To what extent is the person professionally active, e.g., membership and activity in professional organizations, presentations at conferences and colloquia, etc., in a manner that brings attention and visibility, enhancing the individual's professional and scholarly reputation? A reputation for maintaining the highest ethical standards is implicit in this criterion.

4. Professional impact

What is the extent and quality of the person's impact on the field? How frequently are they cited in the literature? Are they referred to in literature reviews? Do other scholars draw on their work to develop their own ideas? Have articles or books been written as critiques of their work? How much influence have they had on other clinicians and theorists?

An Associate Professorship should be reserved for accomplished scholars who have significant scholarly presentations and publications and excellent reputations for teaching. A Full Professorship is to be reserved for those teaching faculty who not only meet these three criteria but who also have established a clear and significant impact on the field.

Sheer amount of time at a given appointment level should not be a criterion for promotion. If the person has an academic rank at another institution, appointment should be at the same rank, assuming that the other institution is of comparable standing.

In order to document a recommendation, especially for the Full Professorship rank, at least three letters from people outside of our own Program need to be submitted in support of the academic title. Some outside support should also be obtained for the Associate rank.

Similarly, when faculty members request that they be reviewed for an academic promotion, they should submit their request to the track for review. Upon recommendation from the track, and with appropriate outside letters of support, the Director will make a recommendation to the Dean.

Questions concerning any aspects of this Faculty Handbook should be addressed to the Program Director, Dr. Lewis Aron.