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Faculty Handbook

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Postdoctoral Program in Psychotherapy and Psychoanalysis

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

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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 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. Please review the current complete [GSAS Policies and Procedures manual](#).

The Postdoctoral Program utilizes an exclusively adjunct teaching faculty, as well as clinical consultants 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, 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. 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. For illustrated material on learning objectives, please email the Postdoc Office.

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. Clinical 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 ensure 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 chairs, 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, they must present certain documentation 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) of the School of Arts and Science. The Program is administered by a Program Director, and the Postdoctoral Clinic is administered by a Clinic Director, who reports to the Director.

The Director is assisted by two major advisory committees, the Executive Committee (EC) and the Senate. The Executive Committee consists of the Clinic Director, and five faculty members, one from each of the Program's tracks and one person advising on issues of inclusion, equity, diversity and overall program matters. The members of the EC also serve as liaisons between the Program and their respective tracks. While the faculty members of the EC are selected by the Program Director and tracks, their function on the EC is to consider the needs of the Program as a whole. The EC is responsible for making recommendations for faculty appointments, curriculum, and courses to the Director, who in turn makes recommendations to the Dean of GSAS. In addition, it advises the Director regarding Program policy and the operation of the Senate.

The Program's Senate is an advisory committee to the Director and is constituted of 29 senators with all segments of the Postdoctoral community represented. The Senate votes on the installation of new educational projects. Chaired by the Director (who only votes to break a tie), the Senate consists of 14 faculty members (the Clinic Director, five from the Executive Committee, and eight Track Chairs); ten students; and five graduates, including one representing the Psychoanalytic Society (the Society constituted of graduates of the Program).

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 students and faculty members will adhere to the highest ethical standards of the University 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 [click here](#). For NYU Policy regarding Sexual Misconduct, Relationship Violence, and Stalking Policy [click here](#).

Additionally, it is expected that all psychology faculty will strictly adhere to the [American Psychological Association's \(APA\) Ethical Principles of Psychologists and Code of Conduct](#) or to the equivalent code of ethics of the mental health discipline in which the faculty is licensed. The Postdoctoral Program's Ethics Advisory 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 clinical consultation/supervision, treatment, and teaching, are considered.

All faculty should be familiar with [New York University's Graduate School of Arts and Sciences \(GSAS\) "Policies and Procedures Manual and Forms."](#)

In the event of any academic, behavioral, or ethics complaint, the rules of disciplinary procedure set forth in the GSAS manual will be followed. It should be clear that ethical violations would be pursued BOTH along professional lines as a violation of professional ethics AND as a failure of meeting the Program's academic requirements. As a violation of professional ethics, the faculty may be reported to the State Department of Education, the Ethics office of the American Psychological Association, or to whatever relevant professional association the faculty belongs. As is always the case in regard to professional ethics, any licensed psychologist or mental health professional will report the violation of professional ethics according to the ethical requirements of the profession. In addition, any ethics or behavioral complaint will be considered as a violation of the Program's academic requirements and will be pursued along academic lines. Specifically, as stated in the GSAS manual, the Director of the Program shall meet with the faculty against whom a complaint has been filed, describe the complaint, and offer the faculty an opportunity to respond. The faculty shall be informed of their right to accept or reject the Program's resolution. After considering all relevant information, the Director may inform the faculty of the terms, including (where appropriate) the imposition of sanctions upon which the Program is willing to resolve the matter. Where the faculty agrees in writing to the terms of the Program's resolution, a binding consensual resolution shall exist between GSAS and the faculty. Where the Director is unable to resolve the complaint by consensual resolution, the Director shall forward the complaint to the Associate Dean for Academic and Student Affairs.

Procedures, Complaints, and Grievances:

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, each of whom will use their best judgment in discussing the situation, maintaining the greatest possible confidentiality among themselves, as well as turning to the Ethics Advisory Committee for guidance. All efforts 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.

Reporting and Addressing Grievances:

New York University is committed to equal treatment and opportunity for its faculty; to maintaining an environment that is free of bias, prejudice, discrimination, harassment, and retaliation; and to establishing complaint procedures for allegations involving students.

If a faculty member has experienced or witnessed bias, prejudice, discrimination, harassment or retaliation, please contact the Director of Graduate Studies to become informed of the grievance procedures or the NYU Office of Equal Opportunity to initiate the complaint resolution process by email, equal.opportunity@nyu.edu, phone, 212-998-2370, or through the NYU bias response line.

If faculty would like help from within the Program but prefers not to report to the Director of Graduate Studies. These include:

- The Chair of the Ethics Advisory Committee
- The EC member advising on issues of inclusion, equity, diversity.
- The Program Director

It will be up to these alternative faculty members to judge whether other Program officers or GSAS itself should be made aware of a grievance. All faculty members will

strive to honor requests for confidentiality.

Additional Ethical Guidelines and Clarifications:

Confidentiality:

Faculty are expected to adhere to the highest level of professionalism in all aspects of their practice. This includes strictly preserving the confidentiality of information concerning their students and/or student consultees (both current and former) in their use of clinical material in oral and written presentations. More specifically, when faculty use case material in teaching, publishing, or any other form, they will disguise the identity of the student/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 student and/or 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. Faculty who are concerned about the competency of a member of the Program's teaching or clinical consulting/supervising faculty, are expected to intervene by informing the Program Director, the Clinic Director, or any member of the Program's Executive Committee. Impairment is of ethical concern when it affects educational and clinical judgment or performance, or other aspects of learning, teaching, supervising, consulting, 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 other students to harm or exploitation. Faculty must also abide by the highest standards of professional conduct in their educational and 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:

Candidates are monitored as they advance through the Program by the Program Director, the Clinic Director, and the Progression Committee, which seeks to address any needs of candidates that may arise throughout the course of training. The Progression 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 Program 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 week 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:

All postdoc teaching faculty has adjunct status (e.g., adjunct professor, adjunct associate professor, adjunct assistant professor – there is no “clinical” status for adjuncts). Four criteria are considered by faculty selection committees of the Contemporary Freudian Track, the Independent Track, the Interpersonal-Humanistic Track, and the Relational Track 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. Ranks & 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?

Adjunct ranking is as follows: Adjunct Professor, Adjunct Associate Professor, Adjunct Assistant Professor:

The rank of Adjunct Professor is reserved for teaching faculty who are accomplished scholars and have significant publications, scholarly presentations, and excellent reputations for teaching. In addition to these three criteria, they also have established a clear and significant impact on the field.

The rank of Adjunct Associate Professor should be reserved for accomplished scholars who have significant scholarly presentations and publications and excellent reputations for teaching.

The rank of Adjunct Assistant Professor is reserved for scholars with excellent reputations for teaching.

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 Professor 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. Spyros D. Orfanos.