

# PSYCHOLOGY (PSY)

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## PSY 501 Introduction to School-Clinical Child Psychology I: Professional Attitudes and Behavior (0 credits)

This is an introductory course on the foundations and delivery of school psychological services. Students will become familiar with the history of school psychology, legal and ethical issues, assessments and interventions issues, and other factors in school psychological service delivery.

**Course Rotation:** Fall.

**Prerequisites:** Admission to Graduate Psychology Program.

## PSY 502 Introduction to School-Clinical Child Psychology II: Communication and Interpersonal Skills (0 credits)

This course is an extension of the Introduction to School-Clinical Child Psychology I. Student experiences include New York State-mandated child abuse training and the discussion of the application of psychological strategies and techniques. History and systems in psychology as well as issues in the delivery of school psychological services, such as ethics and legal issues, will be covered.

**Course Rotation:** Spring.

**Prerequisites:** Admission to the Graduate Psychology program.

## PSY 509A Practicum in Psychological Services: Psychotherapy (0 credits)

This practicum provides students with training and supervision related to providing psychotherapy.

**Course Rotation:** TBA.

**Prerequisites:** Permission of Director of McShane Center.

## PSY 509B Practicum in Psychological Services: Parent / Infant (0 credits)

This practicum provides students with observation and research opportunities related to parent-infant interactions.

**Course Rotation:** TBA.

**Prerequisites:** Permission of Coordinator of Parent-Infant Practicum.

## PSY 509C Practicum in Psychological Services: Biofeedback (0 credits)

This practicum provides students with training and supervision related to providing biofeedback services.

**Course Rotation:** TBA.

**Prerequisites:** Permission of Coordinator of Biofeedback Practicum.

## PSY 509D Practicum in Psychological Services: Early Childhood (0 credits)

This practicum provides students with training and supervision in psychological services to the early childhood population.

**Course Rotation:** TBA.

**Prerequisites:** Permission of Coordinator of Early Childhood Practicum.

## PSY 509E Practicum in Psychological Services: Neuropsychology Testing (0 credits)

This practicum provides students with didactics, training, and supervision related to neuropsychological assessment. Students will learn to administer, score, and interpret various neuropsychological test; they will also learn report writing strategies; and be introduced to neuropsychological diagnostics and relevant clinical issues. They will administer clinical test batteries and receive both individual and group supervision.

## PSY 509F Biofeedback (0 credits)

Biofeedback and short-term symptom-reduction techniques are provided to children, adolescents, and adults referred for stress-related problems or psychological dysfunctions. Symptoms such as migraines and tension headaches are included.

## PSY 509G Elective External Field Experience (0 credits)

Students who would like to expand their training activities beyond those that are minimally required for degree completion, may seek additional field experiences in which they deliver psychological services or receive additional training in intervention, consultation, or diagnostic evaluation beyond what is available as part of their current field placement.

**Prerequisites:** Permission from the Director of the McShane Center and Director of Field Training required.

## PSY 509H Diagnosis/Disposition/Outcome Seminar (0 credits)

Students are trained to integrate and interpret information gleaned from the initial intake, self-report measures, projective personality tests, and the diagnostic interview. Based upon these data as well as the patient's stated goals, the seminar leaders and participating students develop an initial treatment plan. The Disposition Seminar also conducts psychotherapy outcome research. Patients will be evaluated before, during and after treatment using self-report measures. Therapist, supervisor and patient ratings will also be included.

**PSY 509I Elective McShane Center Psychotherapy Practicum (0 credits)**

This practicum course is designed for students who are engaged in supervised professional psychology service delivery at the McShane Center that is designed to enhance specific skills or competencies, or broaden their clinical and/or assessment experience. Such competencies might include enhanced experience with assessment (e.g., intensive training in specific assessment techniques or intensive training in assessment of special populations), specialized psychotherapeutic interventions, or applications of psychotherapeutic interventions to special populations, specialized group or preventive interventions, and participation in research protocols within the McShane Center Clinic setting. All experiences must fall broadly within the scope of training competencies offered in their respective doctoral program. All experiences must be supervised by a licensed psychologist who is associated with the McShane Center, and are limited to no more than 8 hours per week during the academic semester. Supervisors must agree to: provide one hour per week of supervision; engage in direct observation of the student's activities; review and sign logs of professional activities; and, provide evaluations of student competency each semester. Permission must be obtained in advance from both the Director of Field Training, the Doctoral Program Director(s) and the McShane Clinic Directors. These experiences are additional experiences, and hours of service delivery cannot be used to meet requirements for other practicum, externship or internship coursework.

**Course Rotation:** NYC: Fall, Spring, & Summer

**PSY 509J Autism Spectrum Disorders: Approaches to Assessment and Intervention (0 credits)**

This practicum will introduce the graduate student to children, adolescents and young adults in the autism spectrum, and to their special assessment and intervention needs. Students will have the opportunity to work directly (under supervision) with individuals with autism in group, school, and/or individual contexts. Educational and therapeutic approaches will be considered. In this context, students will be exposed to and gain experience in the use of specialized assessment systems, including measures utilizing video-coding. Core readings from multi-theoretical perspectives, and recent primary research, will be incorporated.

**PSY 509K Practicum in Trauma and Substance Use (0 credits)**

The purpose of this practicum is twofold: It will educate students about the mechanisms and dynamics underlying the high co-morbidity rates of PTSD and substance use disorders (SUD). Conceptual and clinical material from various theoretical orientations will be explored, and attention will be given to cultural factors that contribute to these diagnoses. Secondly, the course will prepare students to offer an evidence-based treatment for trauma and SUD called Seeking Safety, which can be implemented in groups or with individuals. Ultimately, this course is designed to diversity students' clinical skill set through offering cognitive and behavioral tools to address substance abuse in a classroom environment that welcomes the dynamic exploration of these issues as they present in treatment.

**Course Rotation:** Spring;NY

**PSY 509L PsyParent Practicum (0 credits)**

This course is a graduate level practicum in evidenced based parenting intervention, parent support, early child development and child behavioral intervention/modification. The practicum is designed to provide direct instruction and clinical training experience with 1) assessing and supporting early child development; 2) supporting parent acquisition of supportive parenting practices through the implementation of evidenced based parenting intervention/behavioral management programs. Generally, students will gain experience with early child development assessment and milestones as well as knowledge and implementation evidenced based parenting programs. The application and adaptation of parenting programs and developmental milestone acquisition for diverse populations, as well as considerations for use within an integrative and interdisciplinary orientation, will be embedded throughout the course. More specifically, this is a year-long course (Fall and Spring Semester) that provides students with the opportunity to learn how to provide evidenced based and strengths-based family/parent intervention designed to increase positive parenting strategies and child developmental outcomes. Students will participate in a two hour didactic/supervision meeting, perform brief assessment of child development, as well as two community family groups with at-risk families: 1) an interdisciplinary (Occupational Therapist and Psychologist) led morning "Parent & Me" group designed to identify and support child developmental outcomes/milestone acquisition as well as parent developmental knowledge and skill acquisition; 2) an evening parent support/skill group that utilizes an evidenced based parent training program designed to support parental management of problematic child behaviors, increase child pro-social and preferred behaviors and support healthy family development and relationship building.

**Course Rotation:** NYC

**PSY 600 Independent Study in Graduate Psychology (1-9 credits)**

**PSY 600A Independent Study in Grad Psychology (A) (1-9 credits)**

**PSY 600B Independent Study in Grad Psychology (B) (1-9 credits)**

**PSY 600C Independent Study in Grad Psychology (C) (1-9 credits)**

**PSY 601 Death, Meaning and Counseling (3 credits)**

This is an introduction to the roles that death, loss and meaning-seeking play in counseling. Counseling issues can be addressed on at least three levels: the presenting behaviors, the social and personal meanings that are attached to such behaviors, and the existential issues that underlie virtually all human behaviors and concerns. The course is organized around the four main themes of existential counseling and psychotherapy. These are: death, freedom, isolation, and meaning.

**Course Rotation:** PLV; Spring and Summer

**PSY 602 Ethics in Psychology (3 credits)**

This seminar will introduce the field of psychology and ethics. Specifically, this course will involve an in-depth exploration of the values and ideas that guide professional practice in psychology, including professional codes of conduct and philosophical ethical principles. Topics will include confidentiality, informed consent, competence, integrity, and respect. Through didactic lectures interspersed with discussions, students will articulate the history of ethical standards of psychology, ethical issues when working with clients and ethical developments and issues when conducting research. Literature from a variety of disciplines including clinical, community, cross-cultural, and school psychology, epidemiology, public health, education and anthropology will be included. Fall; NY

**PSY 603 Introduction to International Psychology (3 credits)**

This graduate-level course entails reading, discussing, and writing about a variety of contemporary topics in the relatively new specialty of international psychology. You will examine mainstream as well as alternative theoretical, methodological, and applied approaches that are relevant to the study and practice of international psychology. The topics selected offer a broad and deep understanding of this field, specifically, an appreciation of psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by worldwide events and forces. There will be a final exam based on the concepts covered in the textbook and on the application of the key concepts covered

**Course Rotation:** NY, fall

**PSY 604 Developmental Psychology (3 credits)**

This course covers life span psychology. Theories of development, as well as issues in studying development, are addressed. Topics include cognition, language, physical, and social development.

**Course Rotation:** TBA.

**PSY 605 Statistics and Research Method (3 credits)**

Evaluate primary, empirical research in psychology, translate theoretical ideas into testable research hypotheses, Evaluate these hypotheses by means of a logically developed statistical plan, and conduct exploratory statistical analyses in addition to confirmatory (hypothesis evaluation) analyses.

**PSY 605B Bilingual Internship / Seminar I (1 credits)****PSY 606 Clinical Work with Adolescents (3 credits)**

This course will provide a broad overview of clinical practice with adolescents. Topics include: substance abuse, depression, mood disorders, eating disorders and anxiety.

**Course Rotation:** PLV;Spring

**PSY 607 Psychology and the Law (3 credits)**

This course will focus on the application of psychological concepts to the law. Topics covered range from jury selection, jury deliberation, and perception of justice.

**PSY 608 Community Psychology (3 credits)**

Community psychology is an action-oriented movement. It is characterized by innovative approaches to problems based upon an ecological and interactionist view of behavioral dynamics in the community. This course covers the development of community psychology as a specialty area in both theory and application, including the central assumptions in methodology of the field. Contributions of an ecological model and emphasis on prevention, competence building, population focus, and related research and interventions will be discussed. The course emphasizes community interventions and the theories and principles needed to help people in various settings achieve maximum mental health.

**Course Rotation:** TBA.

**PSY 609 Introduction to Student Affairs (3 credits)**

This course is designed for graduate students who wish to explore student affairs in higher education as a possible career choice. This history and philosophy of student affairs will be explored, along with the practical side of the profession. Additionally, students will leave this course prepared to navigate the search process for entry level position in student affairs.

**PSY 610 Psychopathology (3 credits)**

This course provides a survey and review of contemporary thought and research regarding adult and developmental psychopathology appropriate for MA students in psychology. The course provides a variety of views regarding psychopathology, including, for instance, psychobiological, psychological, and sociological perspectives. Diagnostic and assessment issues are covered as well as specific topics in psychopathology, such as eating disorders, dissociative disorders, personality disorders, and schizophrenia.

**Course Rotation:** NYC: Summer.

**Prerequisites:** Admission to MA program.

**PSY 611A Intervention Technology: Short Term Individual (3 credits)****PSY 612 Neuropsychology (3 credits)**

The neuroanatomical and neurophysiological correlates of behavior are examined in this course. The course addresses basic assumptions about the relationships between brain development and behavioral change. Research methods are discussed in conjunction with prenatal and postnatal brain development. Differentiation of the cerebral cortex, cognitive change, attention, visually guided action, and memory are discussed. In addition, course topics include language acquisition, speech recognition, and perceptual development.

**Prerequisites:** Admission to M.A. Program.

**PSY 613 Current Perspectives on Posttraumatic Stress Disorder Counseling (3 credits)**

This course focuses on the historical background, phenomenology, etiology, longitudinal course, and treatment of posttraumatic stress disorder (PTSD). We will trace the historical antecedents of PTSD from its early origins in war experience and train accidents ("battle fatigue," "shell shock," railway spine") to its present day role in the DSM-IV and V. We will examine the nature of PTSD symptoms (e.g., intrusive thoughts, nightmares, detachment) and the way they cluster together (e.g., avoidance, dysphoria, and hyperarousal). We will consider the prevalence of PTSD and the different patterns of PTSD symptoms that people exhibit over time, emphasizing resilience and individual differences. We will examine the encoding and retrieval of memories in PTSD, as well as controversies related to false and received memories of traumatic events. We will discuss the etiological factors in the development and maintenance of PTSD, including genetics, neurobiological, neuroanatomical, person-centered, and socio-contextual factors. We will finish by addressing the efficacy and rationale of interventions designed to prevent or treat PTSD, including debriefing, preventative treatment and psychotherapeutic approaches of PTSD, such as exposure and cognitive restructuring.

**Course Rotation:** PLV; Spring

**PSY 614 Current Perspectives on Grief Counseling (3 credits)**

The course focuses on counseling interventions to help people with the loss of a loved one. Using research articles, theory, film, and nonfiction, we will discuss the nature of grief, theoretical models of grieving, distinct types of grief reactions, how to identify "complicated" grief reactions, the appropriate role of counseling for grief, and specific grief counseling techniques. Throughout we will emphasize the critical role of theory, empirical research, and general principals of intervention in guiding grief counseling approaches.

**Course Rotation:** PLV; Fall and Spring

**PSY 615 Research Design and Statistics I (0-3 credits)**

The primary goal of this course is to develop critical thinking skills necessary for students to (1) evaluate primary, empirical research in psychology, (2) translate theoretical ideas into testable research hypotheses, (3) test these hypotheses by means of a logically developed statistical plan. Material to be covered includes scientific methodology and major statistical techniques used in analyzing behavioral data (i.e., correlation/regression analyses, contrast models, analysis of variance, non-parametric procedures). Statistical analyses and graphical representations of data via the computer are required of students.

**Course Rotation:** TBA.

**PSY 616 Research Design and Statistics II (0-3 credits)**

This course builds on the critical thinking skills developed in PSY 615. Material to be presented includes (1) complex experimental designs (including quasi experimental design appropriate to field settings) and (2) advanced statistical techniques (e.g., multiple regression analysis, mixed model analysis of variance, multi-variate techniques). Students are required to carry out statistical analyses and graphical representations of data via the computer.

**Course Rotation:** TBA.

**PSY 617 Human Learning (3 credits)**

This course introduces both basic and advanced principles and theories of learning and motivation, including cognition. Conditioning, behavior systems, generalization and discrimination, information processing, and complex cognitive functioning are some of the topics discussed. Research on learning theory and their general application to a variety of contexts will also be covered.

**Course Rotation:** TBA.

**PSY 618 Community Mental Health: Philosophy and Concepts (3 credits)**

This course covers the development of community mental health as a specialty area in both theory and application. It emphasizes the development and implementation of preventative interventions in the school and for the community.

**Course Rotation:** TBA.

**Prerequisites:** Admission to the M.A., M.S. ED., M.S.ED. Bilingual, or PSY. D. Programs.

**PSY 619 Comm Resource:Interagency Coord (3 credits)**

This course is designed to acquaint the student with the range of community facilities that are available to draw upon in urban and rural areas. Specific federal, state, and municipal agencies will be explored. In addition, private foundations and religious service agencies will be examined with the aim of securing an awareness of appropriate assistance for clients.

**Course Rotation:** TBA.

**PSY 620 Introduction to Gerontology (3 credits)**

This course provides a multidisciplinary perspective of the biological, psychological and sociocultural aspects of aging. An overview of the issues that significantly impact the older adult, their family and society is presented. The demographics profile of America's older adult serves as a basis for explaining issues related to physical and mental health changes, role transitions, care and living arrangements for the older adult.

**Course Rotation:** Fall

**PSY 621 Psychological Measurements (3 credits)**

This course covers basic psychological measurement theory. An introduction to scaling, reliability, validity and other measurement topics is provided.

**Course Rotation:** TBA.

**PSY 622 Trauma and Loss: Empirical Perspectives (3 credits)**

This course examines the impact on adaptive functioning of potential traumatic events, such as bereavement, traumatic injury, life-threatening illness, military deployment, mass trauma, and disaster. We will address the role of coping strategies, positive aspects of psychological functioning, such as smiling and laughter, prior adversity and trauma exposure, psychobiological and genetics factors, whether people can actually benefit from significant adversity, the way culture shapes our capacity to cope with stress and with loss. Throughout, we will emphasize that human beings are resilient to trauma and loss, and that resilience emerges from a normative adaptational systems and an array of person-centered and social-contextual factors.

**Course Rotation:** PLV: Fall

**PSY 623 Social Psychology (3 credits)**

This course will cover social psychology, including attitudes, behavior change, group processes, multicultural and gender issues, and social perceptions. Focus will be on methods of studying social behavior and theories of social behavior.

**Course Rotation:** TBA.

**PSY 624 Cognitive Psychology (3 credits)**

This course examines cognitive processes, often called "higher mental processes." Cognitive psychology includes topics such as perception, memory, language, and thinking. This course will give you an appreciation of research and theory in cognitive psychology, an understanding of the methods used to gather and evaluate evidence about cognitive processes, and an understanding of the ways in which knowledge of these processes has been applied to solve problems and improve the quality of life. Though this course requires a fairly sophisticated background in psychology, it will begin with a basic overview of cognition. Note that much of the research in cognitive psychology is methodologically complex, especially because of the challenge of assessing covert mental processes.

**PSY 625 Personality Theories (3 credits)**

This course covers personality theories. Personality factors throughout the lifespan are addressed.

**Course Rotation:** TBA.

**PSY 626 Forensic Psychology (3 credits)**

This course is an introduction to the interaction between psychology and the legal system, which may include the roles and responsibilities of forensic psychologists, the selection/training/evaluation of police, criminal profiling, and hypothesis and lie detection in criminal investigations. Other related issues may include eyewitness identification procedures, police interrogations and confessions, alternative dispute resolution, trial preparation, jury selection, and death penalty trials and appeals.

**Course Rotation:** TBA.

**PSY 627 Mentored Lab Class Semester 1 (0-3 credits)**

This course will consist of an individualized, mentored research experience with a faculty member in psychology. Students will be involved in the "in lab" practical realities of conducting research studies in psychology, attend a weekly lab meeting with their paired faculty member and other research assistants, and throughout the semester meet with other faculty members to learn about the depth and breadth of psychological research and discuss topics, methodologies and techniques in psychological science. Requires permission of the instructor.

**Course Rotation:** NYC: Fall

**PSY 628 Mentored Lab Class Semester 2 (0-3 credits)****PSY 629 Introduction to Cognitive Behavioral Therapy (3 credits)**

Cognitive Behavioral Therapy (CBT) is one of the most widely recognized and practiced brief therapies. Learning the methods of CBT can equip counselors with pragmatic, empirically tested tools to treat a wide range of mental health problems. This practice-oriented course will introduce students to the basics of cognitive-behavioral theory and therapy and teach them how to conceptualize clients and plan and conduct treatment within the CBT model. Students will learn to use some of the most commonly used CBT techniques for mood and anxiety disorders in adults through a combination of lecture, role play, discussion, video, homework and clinical case presentations.

**Course Rotation:** Spring

**PSY 630 Helping Relationships: Counseling Theories and Techniques I (0-3 credits)**

Students will be introduced to general theories and basic skills used in counseling. The students will be asked to do research and to use audio and videotaping to achieve the skills goal. An understanding of counseling and consultation processes will include an introduction to ethical issues and to the client-counselor relationship.

**PSY 631 Helping Relationships: Counseling Theories and Techniques II (3 credits)**

This course will acquaint students with major approaches to psychological counseling and allow them to develop elementary proficiency in applying them to the counseling and consultation process. Special topics include: ethical considerations, confidentiality, and legal issues (e.g., professional liability).

**Course Rotation:** Spring.

**PSY 632 Orientation to Addiction: Etiology, Screening, Treatment (3 credits)**

Students completing this course will critically examine various models for understanding the causes of alcoholism and substance abuse and their implications for treatment. The students will become familiar with treatment approaches based on these models. Special emphasis is given to: 12-step and other self-help programs, relapse prevention and psychopharmacology.

**Course Rotation:** Fall.

PSY 633 Counseling Internship (0 credits)

Clinical instruction and preparation for early professional experiences in fields work and placement at counseling settings.

**Course Rotation:** Fall, Spring, and Summer.

**Prerequisites:** Permission of Program Director.

PSY 634 Instructional Psychology: Multimedia Applications (3 credits)

This web-enhanced course is designed as an advanced level course on cognitive principles associated with learning from media (visual, textual, and audio presentation) and the application of these principles to the design of multimedia instruction for effective teaching and learning. Drawing from years of research in cognitive and educational psychology, this course provides materials based on the cognitive theory of multimedia learning and principles for the design of multimedia presentations. The course aims to help students realize the potential of using words (text and/or audio material) and visual elements (pictures, videos, icons) to promote learning. Students will learn about the basic principles of multimedia instructional design and demonstrate their knowledge by completing a multimedia project that adheres to these principles. This course relies heavily on the use of Blackboard's discussion board.

**Course Rotation:** Summer.

**Prerequisites:** Permission from instructor required.

PSY 635 Brain and Behavior (3 credits)

This course is designed to acquaint the student with the basics of neuroanatomy, neurochemistry and neurophysiology, with a special emphasis on the neurochemical basis of the effects of various drugs of abuse. Neurochemical and genetic differences between those who become alcohol/substance abusers and those who do not will also be considered in detail.

**Course Rotation:** TBA.

PSY 636 Integrative Internship Seminar (0 credits)

PSY 637 Counseling Gay, Lesbian, Bisexual and Transgender Clients (3 credits)

This class explores a variety of perspectives on lesbian, gay, bisexual and transgendered issues, all of which provide the basis for current research and practice in the fields of counseling, education and psychology. Many professional organizations in the field have developed formal ethical guidelines requiring non-discrimination and are active in promoting and abiding by them. The class will provide an introduction to LGBTI issues while examining heterosexism and homophobia as well as the social constructions of identity. A wide-range of concerns for LGBTI clients, including but not limited to: career development, health concerns, family counseling, the role of difference in identity, and religion/spirituality, will be discussed.

**Course Rotation:** PLV: Spring

PSY 638 Positive Psychology and Psychotherapy (3 credits)

This course will be devoted to a particular domain of research and clinical application, known as "positive psychology". The first part of the course will touch upon some of the fundamental issues in positive psychology, particularly the study of happiness and human flourishing. We will try to address a number of different questions, including: Why are some people happier than others? What are the factors that allow people to excel across situations (work, relationships, traumatic events, etc)? How other factors associated with the good life—meaning, purpose, gratitude, etc—related to well-being? The second half of the course will look at how our empirical understanding of well-being can be applied to counseling. Examining both research and different treatment modalities, we will review ways to implement positive interventions into therapy.

**Course Rotation:** PLV: Summer

PSY 639 Current Contributions to Psychological Theory (3 credits)

PSY 640 Addiction Counseling I: Individual and Group (3 credits)

The students will acquire an understanding of the prominent models (e.g., 12-step, therapeutic community, et al.) of alcoholism/chemical dependency and how individual and group counseling are adapted in working with this population. Students will gain knowledge of the range of individual and group interventions that are appropriate to stages in the recovery process. Students will acquire knowledge of treatment modifications with special populations (e.g., cultural) and will gain an understanding of the treatment of related disorders involving compulsive behaviors. Relapse prevention is covered in depth.

**Course Rotation:** Fall.

PSY 641 Addiction Counseling II: Family and Group (3 credits)

Students will acquire an understanding of the principles of family treatment as they apply to work with chemically dependent/alcoholic families. Students will learn advanced group counseling techniques. The student will acquire an understanding of co-dependent relationship patterns and issues facing children of alcoholics. Students will be able to integrate principles of twelve-step recovery programs and counseling techniques and will gain knowledge of methods of self-development and stress reduction for counselors.

**Course Rotation:** Fall.

**PSY 642 Health Psychology for Counselors (3 credits)**

This course is designed to introduce mental health counseling students to theory, research, and evidence-based practice in health psychology, with a focus on health promotion and health behavior change. Students will learn about different medical disorders and health concerns and their impact on functional impairment, quality of life, and emotional well-being; the influence of personality, gender, cultural difference and social support on coping with acute and chronic illness; evidence-based interventions for specific health problems (e.g., insomnia, obesity, chronic pain); theoretical models and strategies for health behavior change (e.g., Prochaska and DiClemente's Stages of Change Model, Motivational Interviewing, behavioral goal setting); and ethnic disparities in health and illness. Content will be presented through lectures, discussion, video, experiential exercises, field activities, and reading and writing assignments.

**Course Rotation:** PLV: Spring

**PSY 643 Psychology at the United Nations (3 credits)**

The United Nations (UN) is a complex, somewhat mythical world which serves as the meeting-ground for political powers from around the world. It is unique among international institutions, considering the vast array of tasks entrusted to it. The UN is involved in all aspects of human activity; it therefore plays an important role in the global community. "Global" is a word that is used to refer to issues and concerns of the entire world while "international" is a term that is used to refer to issues and concerns of two or more countries. While not always successful in implementation, the United Nations takes a global stance on world issues. This course will consider the history of the United Nations, how it functions, and the role of psychology and psychologists at the United Nations. Several quest speaks who are active at the United Nations will be invited to speak.

**Course Rotation:** Fall; NY

**PSY 644 Advanced Topics in School-Community Psychology (3 credits)****PSY 645 Critical Thinking Applied to Peace (0-3 credits)****PSY 646 Critical Thinking I : Foundation (3 credits)**

Enhancement of the skills of observation and evaluation in various personal and work-related situations. Through demonstrations, interactions, and role-playing, participants will explore and study the following basic operations: intuiting, feeling, categorizing, analyzing, synthesizing, explaining and arguing, influencing, cooperating, competing, deciding, committing to values, participating-observing.

**Course Rotation:** TBA.

**PSY 647 Critical Thinking II: Applications (3 credits)**

Emphasis on the incorporation of the principles of critical thinking into academic disciplines and into professional and personal life. Includes analysis of public events and broadcast news and practice in communication and decision-making.

**PSY 648 Critical Thinking III: Teaching Methods (3 credits)**

Emphasis on teaching others using high interaction methods. Practice in using and developing lesson plans. Class participation and feedback is expected.

**PSY 649 Critical Thinking IV: Internship (3 credits)**

Participants will conduct an ongoing group using basic principles of critical thinking. Supervision provided. Co-leadership possible. Continued readings and group support. Successful participants will be awarded a certificate.

**PSY 650 Topics in Psychology (Graduate) (3 credits)**

In a particular semester the course will cover specialized topics in depth.

**Course Rotation:** TBA.

**PSY 650A Topic: Introduction to Cognitive Behavioral Therapy (3 credits)**

This course will present the theory and clinical application of the majors forms of cognitive behavior therapy, including rational-emotive behavior therapy, multimodal therapy, and cognitive behavior. Attention will be given to interview assessment techniques, determining appropriate treatment goals, use of evaluating client progress. Videos of the founders of the major cognitive and behavioral approaches will be used to supplement class lectures and assigned readings.

**PSY 650B Topic:Counseling And Society (3 credits)****PSY 650C Field Experience: Research and Program Evaluation (3 credits)**

This is an introduction to research methods, basic statistical analysis, needs assessment, and program evaluation. Topics include: descriptive statistics, the use of computer technology, principles, models and applications of needs assessment and program evaluation, and ethical (and legal) considerations in research.

**Course Rotation:** Summer.

**PSY 650E Topics In Psychology: Coaching In Counseling (3 credits)****PSY 650F Topic: Social and Cultural Foundations (3 credits)**

This is an introduction to understanding the cultural context of counseling and relationships, issues, and trends in a multi-cultural and diverse society. Topics include: theories of multi-cultural counseling and pluralistic trends; attitudes and acculturative experiences; individual, family, group and community strategies with diverse populations; counselors' roles in such issues as social justice and cultural self-awareness; ethical considerations.

**PSY 650I Topic: Human Sexuality and Relationships (3 credits)****PSY 650K Prevention of Substance Abuse (3 credits)**

PSY 650L Topic: Marital and Family Counseling (3 credits)

PSY 650M Topic: Multiculturalism and Gender Issues (3 credits)

PSY 650N Topic: Death, Loss, and Bereavement (3 credits)

PSY 650Q A Holistic Approach to Counseling (3 credits)

PSY 650R Principles and Practice of Working with Couples (3 credits)

PSY 650S Skill Building: Working With Couples (3 credits)

PSY 650T Domestic Violence: Practical and Psychological Perspectives (3 credits)

This course will examine the phenomenon of domestic violence within our society from practical and psychological perspectives. The causes and impacts of this brutal and frequently fatal interaction will be explored as well as society's response. A more complete understanding of this behavior, its perpetrators and its victim, is the goal of this course. This course will be conducted in a lecture forum with the assistance of visual aids and guest speakers to accentuate the significant features and aspects of this topic.

PSY 650U Professional Preparation: Review for the Counseling Professional (1-3 credits)

PSY 650V Topic: Understanding, Preventing and Responding to Violence in Communities (3 credits)

PSY 650W Topic: Principles and Techniques of Adlerian Therapy (3 credits)

This course is designed to familiarize students with the life and work of Alfred Adler and his disciples. Topics such as social interest, Adlerian contributions to individual and group therapy, education and parenting will be explored. Course will be both lecture-oriented as well as experiential.

PSY 650X Forensic Psychology (3 credits)

This course will provide students with a broad examination of forensic psychology and will concentrate on the application side of this field. Throughout the course the instructor will emphasize the professional application of psychological knowledge, concepts, and principles to both the civil and criminal justice systems. A wide variety of topics will be discussed and the course will involve lecture, participation, and readings related to this topic.

PSY 650Y Special Topic: Addictive Behaviors and Eating Disorders (3 credits)

This course will cover how different addictions: drugs, alcohol, food, sex, and more effect relationships. Issues of codependency along with family or origin will be discussed. Students will learn the definition of addictive behavior and characteristics of an addict. Students will learn about drug addiction, food addiction, and relationship addiction along with their consequences.

PSY 650Z Topic: Generic Appraisal and Assessment (3 credits)

This course is designed to integrate interviewing and appraisal techniques, including studies that provide an understanding of individual and group approaches to assessment and evaluation. Diagnostic assessment will involve the selection, administration, scoring, and interpretation of various types of tests used in a counseling setting. Skills in test interpretation and counseling techniques will be developed through role-playing, critiquing of actual counseling sessions and peer-group supervision. Upon completion of this course students will have acquired knowledge about all current methods of diagnostic assessment.

PSY 651 Topics in Psychology (3 credits)

PSY 651C Issues in Child Psychotherapy (3 credits)

Experts from various domains of the field will present on their area of expertise. Participants will be introduced to relevant theory, research, and practice in the area of child psychotherapy. In this interactive course, comprehensive approaches will be introduced with discussion given to the critical roles played by counselors and clients. Topics include, but are not limited to: child psychopathology as defined in the DSM-IV-TR; ethical and legal considerations in working with children; overcoming resistance in children and/or their parents; and working with specific populations, including children with ADHD, children who are aggressive, medically fragile, or domestic violence and trauma survivors.

PSY 651D Internship Preparation and Career Readiness (1 credits)

PSY 651E Psychology of Terrorism: Coping with the Continuing Threat (1 credits)

PSY 651G Topic: Psychology of Expressive Therapies: Healing Through Music, Art, Movement, and Film (3 credits)

An overview of the dynamics of the healing process through creative art (CA) therapies (e.g. music for Alzheimer's patients, humor for depression). Class interactions will include participatory opportunities in creative art disciplines, CA practitioner speakers, films and selected class trips to special CA events in the Metropolitan area. Students will review most critical psychological studies in expressive therapy.

PSY 651H Topic: Cultural and Psychological Heritage of Immigrant and Minority Groups (3 credits)

Cultural differences and the dynamic mixture of immigrant ethnic and minority groups are an integral aspect of American society. This course will examine the definitions of culture and related concepts and how immigrant and minority group world views affect personal relationships. We will examine current demographic changes and the implications of these factors for counseling in school and mental health settings.

PSY 651J Topic: Post Traumatic Stress and Counseling (3 credits)

Crisis Counseling and treatment of PTSD focuses on the process and effects of trauma and victimization. Students will learn to counsel direct and indirect victims and guide them to services (e.g., hot lines, stress reduction, support groups, and referrals) which can assist them in regaining control of their lives.

**PSY 651K Advanced Topics in Mental Health: Pharmacology and Supervision (3 credits)**

This course will consist of two parts: counselor supervision and psychopharmacology for the counselor. The first part will be a review of the literature on counselor supervision and discussions of the role of the counselor in a clinical supervisory relationship. The second part will be an introduction to psychopharmacology for counselors with an emphasis on psychotherapeutic medications.

**PSY 651L Topic: Introduction to School Counseling (3 credits)**

This course will introduce candidates to the role of the school counselor and the relationship of the school counseling program to the educational mission of the school. Special emphasis will be on the National Standards of School Counseling Programs, multicultural and diversity issues impacting school counseling and strategies and techniques that assist students with their academic, personal/social and college/career development.

**PSY 651M Special Topic: Domestic Violence: Intimate Partner Abuse (3 credits)**

This course will examine the key issues related to domestic violence; differentiating partner abuse from an unhealthy relationship, motivation for maintaining abusive relationships, legal issues, Feminist Activist Model vs. Mental Health Model and counseling techniques and strategies to help.

**PSY 651N Special Topic: Sex Education and Counseling: Intimacy and Sexuality (3 credits)**

This course examines dimensions of human sexuality and intimacy that bear on the role and function of today's counselor. Topics include: human sexual development, defining healthy expressions of intimacy and relatedness, an overview of effects of abuse and violence in relationships including sexual abuse, incest and pornography. Also trends in behaviors related to the transmissions of AIDS and STD's, sexual dysfunctions, treatment modalities and sexual ethics for professional counselors.

**PSY 651O Understanding a Globalized World: Individual, Society & Culture (4 credits)**

This two-week Summer Institute in Global Health & Psychology will provide exposure to the challenge of conducting research on physical and mental health in a globalized world. Through the lens of globalization, the course will explore the many ways in which the world has changed, created new challenges for individuals and societies, and the challenge of conducting research to help make sense of that change. The topics selected offer a broad and deep understanding of this field, specifically, an appreciation of psychology's relevance to the understanding and solution of global problems, as well as of how psychology itself is affected by worldwide events and forces.

**Course Rotation:** Summer

**PSY 651Q Special Topic: Professional Development and Ethics (3 credits)**

This course will facilitate students' preparation of a "professional development plan." Topics include: managing course/internship schedules to optimize career goals including certification and licensure; roles of professional organizations; professional code of ethics and legal considerations in practice; role identity in counselors; fee structures and the impact of fees on the counseling relationship. Parallel topics include APA style writing and presentation as well as general professional writing skills and critical thinking.

**PSY 651S Special Topic: Lifestyle and Addictive Relationships (3 credits)**

This course will cover how different addictions: drugs, alcohol, food, sex, and more effect relationships. Issues of codependency along with family of origin will be discussed. Students will learn the definition of addictive behavior and characteristics of an addict. Students will learn about drug addiction, food addiction, and relationship addiction along with their consequences.

**PSY 651T Issues in Child and Adolescent Psychology (3 credits)**

The intent of this class is to look at some fascinating, and often controversial, issues of childhood and adolescence in a deeper fashion. Specifically, we will examine the research (or lack thereof) behind many proclamations. Some of the prospective issues will be: 1) Are the first three years of life generally the most important? 2) Can we make babies smarter by exposing them to enriched environments? 3) Are there negative developmental effects when mothers work during early infancy? 4) Are peers more important than parents during development?

**PSY 651U Practices and Applications of Counseling Techniques (3 credits)**

This class will focus on intensive skills training. We will practice applying several specific techniques for application to both general counseling and particular issues encountered in counseling and psychotherapy. Careful analysis of one's presentation and technique will be emphasized.

**PSY 651V Special Topics in Psychology: Pharmacology (3 credits)**

This course will be an introduction to psychopharmacology for counselors with an emphasis on psychotherapeutic medications. Pharmacology is presented as one of several possible treatments, while adhering to the bio-psychosocial model of understanding illness. Students learn the major classes of psychiatric medications, as well as the possible side-effects and problems of specific drugs.

**PSY 651Z Special Topics: Advanced Psychotherapy Seminar (3 credits)**

This course will cover the practice and application of specific counseling techniques from a variety of schools of psychotherapy. Special emphasis will be given to the positive psychotherapy approach.

**PSY 652 Human Growth and Development (3 credits)**

The primary objective of this course is to provide a broad overview of the field of development psychology and relate this knowledge to your role as future clinicians. The semester will encompass four major areas: (1) Historical Precedents and Fundamentals Principles-first we will examine the philosophical underpinnings of developmental psychology and related conceptualizations of human nature; (2) Learning and Cognition-we will focus on human learning, examining theories and research that have attempted to explain how humans process information throughout development; (3) Theories of Personality Development; and (4) Issues in Development-here we will take a more focused look at various issues across the life course and how they might affect an individual's life and present themselves in mental health counseling.

**Course Rotation:** Spring.

## PSY 653 Counseling Issues for Effective Parenting (3 credits)

This course will address two major areas related to counseling for effective parenting. This focus would be on understanding children's "normal" misbehavior. Students will learn how to teach parents to have a healthier and more effective interaction with their children. Typical conflicts that arise in parenting will be addressed with practical, realistic solutions. The second major focus will be on developing the necessary counseling skills for working with parents whose children have exhibited significant problems at home and/or at school, including behavioral and learning problems. These skills will be developed from a cognitive-behavioral model. The class will use didactic presentation, source readings, group interaction, and role-plays.

**Course Rotation:** PL: Spring.

## PSY 654 Appraisal: Assessment, Reporting and Treatment Planning (3 credits)

Students will acquire an understanding of individual and group approaches to assessment and evaluation. Emphasis is placed on psychiatric diagnosis (DSM); psychological testing and evaluation in the context of alcoholism and substance abuse; and assessment of functioning, course of treatment, and treatment recommendations with particular applications to substance abusing populations.

**Course Rotation:** Spring.

## PSY 655 Counseling Aids and Other Chronic Illnesses (3 credits)

## PSY 656 Developmental Disabilities (3 credits)

This course focuses on developmental disabilities in human development. Factors in vulnerability from infancy to later age levels will be covered, including genetic and environmental variables. Research and theory in developmental disabilities are the main aspects of this course.

**Course Rotation:** TBA.

**Prerequisites:** Admission to Graduate Program.

## PSY 657 Expressive Therapies (3 credits)

This is an introduction to the dynamics of the healing process as it is facilitated through creative art (CA) therapies such as music for Alzheimer's patients or the use of humor with clinically depressed individuals. Learning experiences include in vivo opportunities in the CA disciplines. Learning opportunities also include: CA practitioner speakers, video demonstrations, films and involvement in local clinical settings. Current research in expressive therapies will be reviewed and studied.

**Course Rotation:** PLV:Spring

## PSY 658 Group Dynamics (3 credits)

This course is designed to provide students a practical and theoretical understanding of group development, dynamics, and group counseling methods and skills. Students completing this course will be able to effectively participate in and lead groups. These goals will be accomplished via presentation and discussion of group models and research study outcomes, through participation in experimental exercises in group processes, and through skill training in observation, leadership, and participation in groups. A special focus will include comparing and contrasting the dynamics and methods used in such groups as substance abuse counseling and others in more general contexts.

## PSY 659 Mental Health: Principles and Practices of Emotional well-being (3 credits)

This course is designed to assist the mental health practitioners in caring for their own mental health and emotional well-being; preventing "caregiver burn-out"; assisting them in educating clients and/or personnel within various systems-in practices of good mental and emotional well-being. Topics relating to emotional health and well-being include: stress management/prevention of burn out; importance of life purpose and vision; the role of exercise, nutrition, and physical health, prioritizing and balancing one's needs; transforming negative emotional states into positive ones; connecting with self and others, partnering for emotional and physical support. This class is experiential and cognitive, with assigned readings, classroom discussions, and the role play.

**Course Rotation:** Plv:Spring

## PSY 660 Death, Loss, and Bereavement: Fundamental Perspectives (3 credits)

This course will introduce basic concepts in the field of death, dying and loss. Course topics will be taught through a combination of formal lectures, and experiential exercises. The course will provide cultural, historical perspectives, and psychological insights into the experiences of death and dying. Special emphases include: the impact of death and loss on personality development, on family systems and survivors of loss.

**Course Rotation:** Fall.

## PSY 661 Grief Counseling (3 credits)

This course focuses on the different therapeutic interventions to assist others through bereavement experiences. Models of loss, grief, and mourning will be examined for their use in counseling with special attention to complicated mourning. Lectures, experiential work, and case studies to be used. Each student will lead, under supervision, a short-term grief counseling group.

**Course Rotation:** Spring.

## PSY 662 Loss and Bereavement Counseling Across the Life Span (3 credits)

This course places the experiences of loss and grieving in the context of the cycle of individual and family development. The impact of death on families and on the development of the family members will be examined. Special emphasis is placed on the influence of loss and bereavement on the meaning structures of families and individuals.

**Course Rotation:** Summer.

**PSY 663 Strategies for Preventing Youth Violence and Conflict (3 credits)**

This course is designed to inform the counseling student about the strategies that are available to them as counselors in working with youths and their parents that prevents or greatly reduces the probability of youths being involved in violent incidents. The focus will be on prevention, rather than cure, but will also deal with strategies for working with youth and their parents should any form of violence occur, in spite of best efforts to prevent it. We will look at the problem of "bullying" and gangs and how to deal with these problems. The course will also cover how to spot and deal with potentially deviant "outliers" –i.e. , youth who may be depressed and suicidal or otherwise mentally ill, and who may be potential perpetrators of violence, and also with depressed youth less inclined to outward-directed violence, but considered suicide. We will also look at best strategies for dealing with and ameliorating the traumatic effects of these and other forms of violence, should they occur.

**Course Rotation:** PL: Fall.

**PSY 664 Building your Ideal Private Practice (3 credits)**

This is a course designed to assist students in developing the knowledge base, skills, and confidence to develop a successful private counseling practice. It will touch on getting the experience and supervision necessary before beginning one's own practice, and the will concentrate on what is needed to successfully start one's own practice, maintain, and/or expand and diversify it.

**Course Rotation:** PLV: Fall and Summer

**PSY 665 Counseling Clients and Their Families with Chronic Illnesses (3 credits)**

This course is an introduction to psychological and biological aspects of AIDS and other chronic illnesses. Students will have an opportunity to learn counseling skills related to disease issues with a variety of populations.

**Course Rotation:** Spring.

**PSY 666 Introduction to Play Therapy (3 credits)**

This course is an introduction to the nature of the counseling process with emphasis on major theoretical approaches, supervised practice, and application using play therapy with children, students will learn process of enhancing the relationships with children by using play media to facilitate expression, self-understanding, and personal growth and development. Observation and supervised experience in play therapy are an integral part of this course.

**Course Rotation:** PLV: Summer

**PSY 667 Multicultural and Gender Issues in Psychology (3 credits)**

This course considers the range of multicultural and gender issues involved in human development and learning. The focus in this course is on development and related multicultural and gender issues.

**Course Rotation:** TBA.

**PSY 668 Spiritual Issues in Counseling (3 credits)**

This course will explore an important and often neglected aspect of counseling; the client's spiritual/religious beliefs. Topics to be covered include spiritual explanations for suffering; counseling perspectives of the major spiritual/religious traditions; special needs and problems of religious client; the counselors own belief system; and, the clinical use of the client's belief. The course will employ didactic lecture, group discussion and exercises, case study presentations, and , role-plays of counseling sessions.

**Course Rotation:** PLV:Fall

**PSY 669 Couple Counseling (3 credits)**

This course is a survey of the major approaches to couples counseling with a concentration in the Gottmans method. Other modalities to be covered include Emotion Focused, Cognitive-Behavioral and Solution Focused couple's counseling. Observation of videotaped sessions, role-playing, and application of technique are emphasized. Certificate of completion for Level 1: Gottman Method Couples Therapy will be awarded to students who receive, at minimum, a B in this course. The purchase of a level 1 clinical training manual is required for this course and can be purchased through Pace University at a discounted rate.

**Course Rotation:** PLV; Fall and Spring

**PSY 670 Case Management in Treating Addictions (3 credits)**

Students completing this course will be familiar with activities that bring services together within a planned framework of action for achieving treatment goals in the context of alcoholism and substance abuse. Demonstrated knowledge will be expected in the following areas: client education and preventive action, outreach referral services crisis intervention and consultation, client record keeping, and discharge planning.

**Course Rotation:** Fall.

**PSY 671 Non-Violent Communication (3 credits)**

Nonviolent Communication or NVC, also known as Compassionate Communication is a powerful theory and system of interpersonal communication and conflict resolution developed over the past 40 years by the psychologist Marshall Rosenberg. This system has been used throughout the world, helping people in over 40 countries, to resolve the conflicts that divided them. As a system of communication, NVC requires a paradigm shift in the way people typically communicate with one another. It is one that is far more effective in helping people to connect with each other, and as a result, to resolve their differences. As a theory of behavior, Nonviolent Communication, draws upon the best in client-centered, cognitive-behavioral, gestalt, existential and psychoanalytic self-psychology and is an effective system for psychological healing, as well as for promoting personal growth and change. This course will introduce the basic theory and practices of this system, experientially as well as cognitively, and show how these practices can be applied in home and counseling settings.

**Course Rotation:** PLV:Fall

**PSY 672 Psychopathology and Personality Disorders (0-3 credits)**

This course will allow students to become proficient in the understanding and use of psychiatric terminology and in the forming and testing of hypotheses about using criteria set forth in DSM-IV. Upon completion of the course, students will have knowledge of the principle pharmacological and psychological approaches to treatment of the disorders discussed.

**Course Rotation:** Fall.

**PSY 673 Domestic Violence: Intimate partner abuse (3 credits)**

This course will examine the key issues related to domestic violence: differentiating partner abuse from an unhealthy relationship, motivation for maintaining abusive relationships, legal issues, Feminist Activist Model vs. Mental Health Model and counseling techniques and strategies to help.

**Course Rotation:** PL: Spring

**PSY 674 Integrating Seminar: Professional Orientation and Ethics (3 credits)**

s: This is, in most cases, one of the final courses in your master's degree program of study. In it, we will bring together key topics you have learned as well as selected special topics for review and examination, the specific objectives of the course are: (1) to reflect on and examine your own views on personality, psychopathology, and counseling & psychotherapy, as these are informed by different theories and techniques; (2) to identify your values as these might affect your work as a counselor; and (3) to understand professional and ethical issues in counseling by reviewing relevant ethical codes and legal requirements.

**Course Rotation:** Fall and Spring.

**Prerequisites:** Students must have taken 42 credits before registering. Needs Approval from Program Director.

**PSY 675 Field Experience: Internship I (3 credits)**

This is a 300-hour internship in Mental Health Counseling (e.g. Substance abuse counseling, grief counseling, or other approved counseling) setting under the clinical supervision of a site supervisor. The seminar students meet weekly with faculty.

**Course Rotation:** Fall, Spring, Summer.

**Prerequisites:** Students must have an internship in place before registering. Department approval required.

**PSY 676 Field Experience in Counseling: Internship II (3 credits)**

A 300-hour internship in a substance abuse counseling, grief counseling, or other approved setting under the clinical supervision of a site supervisor. The seminar students meet weekly with faculty.

**Course Rotation:** TBA.

**Prerequisites:** Students must have an internship in place before registering. Department approval required.

**PSY 677 Research and Program Evaluation (3 credits)**

This is an introduction to research methods, basic statistical analysis, needs assessment, and program evaluation. Topics include: the importance of research, descriptive statistics, research methods, the use of computer technology, principles, models and applications of needs assessment and program evaluation, use of research to improve counseling effectiveness, and ethical (legal) considerations in research.

**Course Rotation:** Fall, Summer.

**PSY 678 Career and Lifestyle Development (3 credits)**

This is an introduction to understanding career development and related life factors. Topics include: career development theories and decision-making models; career, educational, and labor market resources; career/educational planning, assessment instruments and technologies; career development program planning; interrelationships among work, family, and other life roles; career counseling processes, and ethical (legal) considerations.

**Course Rotation:** Fall, Summer.

**PSY 679 Marriage and Family Systems and Counseling: Recognizing and Reporting Child Abuse and Maltreatment (3 credits)**

An introduction to family counseling. Beginning with a brief history of this approach, it covers philosophical and etiological premises of family counseling. This course constitutes a survey of some of the major approaches to family therapy that are in use today. An important segment of this course covers the NYS-mandated training in recognition and reporting of child abuse and maltreatment.

**Course Rotation:** Spring, Summer.

**PSY 680 Program Evaluation (3 credits)**

Advanced course in evaluation research emphasizing both traditional and non-traditional designs. The course examines how to evaluate school, mental health and social programs along with different orientations to program evaluation. Program evaluation within a variety of contexts will be reviewed.

**Course Rotation:** TBA.

**PSY 681 Organizational Psychology (3 credits)**

This course is designed to introduce students to a variety of topics, including theories, related research findings and their practical implications in the field of organizational psychology. Topics will include a history of organizational psychology, work attitudes, work motivation, group processes, and leadership.

**Course Rotation:** TBA.

**PSY 682 Personnel Psychology (3 credits)**

This course is designed to introduce students to a variety of topics, including theories, related research findings and their practical implications in the field of psychology. Topics will include job analysis, employee selection and classification, performance appraisal and feedback, criterion theory and development training, and legal issues.

**Course Rotation:** TBA.

**PSY 683 Organizational Development (3 credits)**

This course provides students with an overview and fundamental understanding of theories, techniques, and research about facilitating change in individuals, groups and organizations to improve their effectiveness. Topics covered include issues such as institutional entry and contracting, assessment and feedback, and intervention and evaluation.

**Course Rotation:** TBA.

**PSY 684 Occupational Health Psychology (3 credits)**

This course introduces the field of occupational health psychology. The overarching goals are to train future professionals to create a healthy and safe workplace and to improve productivity and profits by decreasing the costs associated with hazards. In addition, the course addresses the role of occupational health and safety research in increasing worker protection from physical and psychosocial sources of injury, methodologies used to evaluate existing worksite hazards, and identification and prevention of negative consequences of emerging hazards.

**Course Rotation:** TBA.

**PSY 685 Social and Cultural Foundations of Counseling (3 credits)**

This course provides an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including: multicultural and pluralistic trends, attitudes, beliefs, understandings, and acculturative experiences, strategies for working with diverse populations, social justice, advocacy and conflict resolution, theories of multicultural counseling, and ethical and legal considerations.

**Course Rotation:** Spring, Summer.

**PSY 686 Appraisal and Assessment of Individuals, Couples, Families, and Groups (3 credits)**

This course integrates individual and group approaches to interviewing and appraisal techniques, including an understanding of individual and group approaches to assessment and evaluation, including historical perspectives to assessment, general principles of case conceptualization, reliability and validity and statistical concepts and basic concepts of various assessment techniques, as well as ethical and legal issues. Diagnostic assessment involves the selection, administration, scoring, and interpretation of various types of tests used in a counseling setting and the factors related to the assessment and evaluation of individuals, groups, and specific populations.

**Course Rotation:** Fall, Summer.

**PSY 687 Foundations of Mental Health Counseling and Consultation (3 credits)**

This course is designed to promote a foundational appreciation and understanding of the various issues that confront mental health professionals. It is also intended to provide an understanding and appreciation. The course also seeks to provide the student with the basic tools and information to make informed decisions in the light of existing regulations, policies, laws and code of ethics.

**Course Rotation:** Fall, Spring, Summer.

**PSY 688 Sex Education and Counseling: Intimacy and Sexuality (3 credits)**

This course examines the dimensions of human sexuality and intimacy that bear on the role and function of today's counselor. Topics include: human sexual development, defining healthy expressions of intimacy and relatedness, an overview of effects of abuse and violence in relationships including sexual abuse, incest and pornography. Also trends in behaviors related to the transmissions of AIDS and STD's, sexual dysfunctions, treatment modalities and sexual ethics for professional counselors.

**Course Rotation:** PL: Spring

## PSY 689 Psychological Resilience (3 credits)

This course examines the construct of psychological resilience in response to the acute and chronic stressors of childhood and adulthood. Theories of resilience from early in the 20th century to the present day will be reviewed in light of empirical evidence. Emphasis on resilience as a normative response to stress that is achieved in various ways and reflects arrayed person-centered and social-contextual factors. Positive psychology as a means of enhancing resilience will also be examined.

## PSY 690 Counseling 2.0:Counseling in the Digital Age (3 credits)

This course will expose students to numerous emerging technologies and will give them the skills to access, utilize and critique in terms of how the tools can be applied to the counseling world.

**Course Rotation:** PLV:Spring

## PSY 691 Practicum in Psychology (3 credits)

With the approval of the appropriate faculty member and Coordinator of the M.A. program, or Director of Graduate Programs, this course offers field training experience for M.A. students involving a designated number of supervised hours in an approved agency. Evaluations are made of student performance by supervising personnel of the agency and by faculty supervisors. Students must contact the Coordinator of the M.A. program prior to the semester of actual placement.

**Course Rotation:** TBA.

## PSY 692 Advanced Topics in Mental Health: Pharmacology &amp; Supervision (3 credits)

This course will consist of two parts: counselor supervision and psychopharmacology for the counselor. The first part will be a review of the literature on counselor supervision and discussions of the role of the counselor in a clinical supervisory relationship. The second part will be an introduction to psychopharmacology for counselors with an emphasis on psychotherapeutic medications.

**Course Rotation:** PLV:Fall

## PSY 693 Research Seminar in Mental Health Counseling (3 credits)

This seminar will develop skills in conducting research in the field of mental health counseling and applied psychology. The seminar examines research through readings and discussions of published research and through research projects that are conceived and initiated in this course. The students' research projects will be mentored by faculty, and will be processed and monitored in weekly seminar meetings.

## PSY 694 Practicum in Mental Health Counseling (3 credits)

This counseling practicum is an introductory supervised clinical experience intended to enable the student to develop basic counseling skills in one-to-one and group sessions. One of the primary goals is to integrate academic training with professional experience. This course requires that students have been approved to register by the graduate coordinator and has secured an approved practicum in a mental health counseling facility in consultation with the internship coordinator and professor of the practicum course. Students will complete at least 100 hours of the 700 hours (consisting of PSY 694: Practicum in Mental Health Counseling, PSY 675: Field Experience in Counseling I & PSY 676: Field Experience in Counseling II) of supervised experience for the 60 credit degree program in Mental Health Counseling.

**Course Rotation:** PLV: Fall, Spring and Summer

## PSY 695 Independent Study in Graduate Psychology (1-3 credits)

With the approval of the appropriate faculty member, student's advisor, and/or M.A. program coordinator, students may select topic-guided research or supervised practica not included in the regular course offerings within the M.A. in Psychology Program. This course may include practica, thesis work, or research collaborative work with faculty research. The student meets regularly with the faculty member to review progress. A research project or appropriate paper must also be submitted. (This course may be taken only once.)

**Course Rotation:** TBA.

## PSY 696 Special Topics (3 credits)

This course provides master's level students with an overview of a selected topic or topics in psychology. The course will address current research and methodologies related to the topic(s). A sample of topics would include health psychology, psychology of women and work, history of psychology, sports psychology, and cross-cultural psychology.

**Course Rotation:** TBA.

## PSY 696A Topic: Seminar In Teaching Psychology (3 credits)

## PSY 696B Introduction to Neuropsychology (3 credits)

## PSY 696C Topic: Feminist Theory and Application (3 credits)

The focus of this course is on the history, philosophy, theory and practice of feminist psychology. The student will be introduced to feminist theory by exploring, documenting and presenting on e of the oldest feminist organizations in the United States Association for Women in Psychology (AWP). The student will be able to analyze, interpret and apply feminist ideology, research findings and therapy in academic and counseling settings.

**PSY 696D Topics: Counseling Gay, Lesbian, Bisexual and Transgender Clients (3 credits)**

This class explores a variety of perspectives on lesbian, gay, bisexual and transgendered issues, all of which provide the basis for current research and practice in the fields of counseling, education and psychology. Many professional organizations in the field have developed formal ethical guidelines requiring non-discrimination and are active in promoting and abiding by them. The class will provide an introduction to LGBT issues while examining heterosexism and homophobia as well as the social constructions of identity. A wide-range of concerns for LGBT clients, including but not limited to: career development and health concerns, family counseling, the role of difference in identity, and religion/spirituality, will be discussed.

**Course Rotation:** PL: Fall.

**PSY 696E Psychological and Social Dimensions of Public Health (3 credits)**

This course exposes students to aspects of the behavioral and social sciences relevant to public health. It is designed to make students more sophisticated analysts of health problems, by increasing their understanding of how individuals and their environments interact with health; individuals are part of the environment. Major scientific theories and models of health behavior are presented early in the course. The remainder of the course focuses on important social factors and specific behaviors, with an emphasis on the science and primary and secondary prevention.

**PSY 696G Diversity Prosperity Resilience: A Psychological Perspective I (3 credits)**

Through a series of reading, discussion, projects, presentations, and exercises, this advanced seminar will enhance students' understanding of the interaction between the mind, body, situations, circumstances, and society and the influence that these exert on our experience of diversity, well-being, prosperity, resilience, and disparity. Inter-and intra-individual differences (biological, psychological and social), are shaped by, and in turn, shape cultural diversity. The course will enhance students' understanding of individual and cultural diversity, locally and globally. Cultural diversity, or indeed any kind of diversity with a group of people, inevitably contributes to demarcating identifiable versus non-identifiable traits and preferred versus non-preferred characteristics; eventually these preferences and identification contribute to disparities.

**Course Rotation:** NY: Spring

**PSY 696H Diversity Prosperity Resilience: A Psychological Perspective II (3 credits)**

Through a series of readings, discussion, projects, presentations, and exercises, this advanced seminar will enhance students' understanding of the interaction between the mind, body, situations, circumstances, and society and the influence that these exert on our experience of diversity, well-being, prosperity, resilience, and disparity. Inter-and intra-individual differences (biological, psychological, and social) are shaped by, and in turn, shape cultural diversity. The course will enhance students' understanding of individual and cultural diversity, locally and globally. Cultural diversity, or indeed any kind of diversity within a group of people, inevitably contributes to demarcating identifiable versus non-identifiable traits and preferred versus non-preferred characteristics; eventually these preferences and identifications contribute to disparities.

**Course Rotation:** Fall and Spring

**PSY 696M Psychology at the United Nations (3 credits)**

The United Nations (UN), is a complex, somewhat mythical world which serves as the meeting ground for political powers from around the world. It is unique among international institutions, considering the vast array of tasks entrusted to it. The UN is involved in all aspects of human activity; it therefore plays an important role in the global community. "Global" is a word that is used to refer to issues and concerns of the entire world while "International" is a term that is used to refer to issues and concerns of two or more countries. While not always successful in implementation, the United Nations takes a global stance on world issues. This course will consider the history of the United Nations, how it functions, and the role of psychology and psychologists at the United Nations. Several guest speakers who are active at the United Nations will be invited to speak to the class.

**Course Rotation:** New York, Fall

**PSY 696N Special Topic: Health Psychology (3 credits)**

This course is designed to build your ability to think critically about the health psychology and its applications. Health and behavior are complex and inter-related concepts that are integral parts of human experience. There are many definitions of health and many perspectives on the of health-related behavior. In this course we will examine the key principles of the psychology of health, focusing on essential theories of health behavior; cross-cultural perspectives and the roles that individuals, their social networks, communities, health care and public health systems play in health-related behavior, the experience of illness, health promotion, and the disease prevention. We will study to how these concepts are influenced by the places (urban vs. suburban, nation vs. region/state, continent vs. hemisphere) where people live. We will also examine definitions of wellness as they relate to concepts of gender, geographic origin, (race/ethnicity), and sexual orientation. Whenever possible we will look at the health of special populations such as LGBTQ persons, older adults, economically disadvantaged individuals, recent migrants and immigrants. Finally, we will analyze the effect of public policy on health, consider how public health communications are created and disseminated, and designed our own health communications messages.

**Course Rotation:** NY: Spring

**PSY 696P Psychology of Health, Well-being, and Happiness: Biopsychosocial, Cultural, & Spiritual Perspectives (3 credits)**

This hybrid (defined as in-person and online) 3-credit graduate-level course will review contemporary research and provide experiential learning opportunities to better understand the biopsychosocial aspects of health, psychosocial well-being, and happiness. The course will cover the science and practices which foster better health and living a happier and more fulfilling life. Classroom sessions will explain the origins of stress, anxiety and depression, strategies to manage negative emotional states and help to achieve psychosocial well-being. They include; (1) the role of mindfulness for attaining inner calm, forgiveness, resilience, and cultivating gratitude and purpose-in-life; and (2) empowerment strategies to foster ongoing growth. Experiential exercises will teach practical, well-being skills that correspond to lecture topics, and are supported by empirical research. Students will develop a personalized wellness plan throughout the course so the main concepts and strategies can be applied directly to their lives.

**Course Rotation:** TBA

**PSY 697 Counseling the Older Adult (3 credits)**

Mental illness occurs across the lifespan and affects all age groups. The fastest growing age group at this time is the elderly population or individuals over 65 years of age. This course will emphasize the most frequent mental health diagnosis of the older adult. It will build on the foundation of their fundamental counseling skills, providing students with standards and specific competencies for effective interventions when counseling the older adult population.

**Course Rotation:** Fall: PLV

**PSY 698 Professional Seminar (MA in Psychology Program) (0 credits)**

The purpose of this non-credit bearing course developed for the student in the MA in Psychology program is to develop skills for life-long learning and professionalism. Important criteria by which Graduate Programs are assessed for their effectiveness in preparing young professionals is life-long learning and skills that include professional networking, mentorship, and professionalism. Students will meet at a designated time during the semester. Activities planned for this time throughout the year will include colloquia, journal club, professional discussions of "real-world" issues, and any other professional activities deemed appropriate and necessary. These activities may be formal (such as colloquia) or informal, such as a brown bag lunch to discuss an areas of professional interest with students and faculty (e.g., licensure).

**Course Rotation:** Fall and Spring; NY

**PSY 699 M.A. Thesis (3 credits)**

With the approval of the appropriate faculty member and coordinator of the M.A. program or Department Chairperson, students may conduct an original research project with the supervision of a faculty member. The student meets and regularly consults with the faculty member to provide guidance and to review progress on the research project. A research paper must be submitted upon completion of the course.

**Course Rotation:** Fall and Spring

**Prerequisites:** Department approval required

**PSY 701 Doctoral Mentored Lab Class (0 credits)**

This course will consist of an individualize mentored research experience with a faculty member in psychology. As part of their graduate training in School/Clinical Child Psychology, doctoral students will be mentored by a faculty member in the process of conducting research in the area of interest within the field of psychology. As part of this experience, the students will attend a weekly lab meeting with their faculty mentor and other graduate and undergraduate research assistances; discuss topics, methodologies and techniques in psychology research; and conduct research with their faculty mentor. Students will be supported as they refine their areas of interest and be guided through the development of their area of research, on which they will likely pursue their individualized area of study (i.e., the doctoral project). Finally, students will be supported through the process of submitting their research for presentation at a conference or for publication. Throughout this experience, the connections between research clinical practice, and policy related to child clinical and school psychology will be highlighted.

**Course Rotation:** NYC: Fall, Spring

**PSY 702 Academic Skills (3 credits)****PSY 703 Psychological Assessment I (4 credits)**

An investigation of theories of intelligence testing. Intensive study of Wechsler scales for children and adults and an introduction to the Stanford-Binet-Revised as instruments for ascertaining intelligence, style of cognitive functioning and personality dynamics. The emphasis is on the administration, scoring and interpretation of these tests in relation to theories of intelligence and personality. Standards of ethics in testing, as defined by A.P.A. guidelines are discussed. The laboratory experience, workshops and demonstrations supplement lectures and discussions. This course will include at least six hours of training in multicultural issues.

**Course Rotation:** TBA.

**Prerequisites:** PSY 704 and PSY 717 and PSY 721 and PSY 725 and undergraduate Abnormal Psychology and Personality Theories.

**PSY 703A Practice: Limiting Bias in the Assessment of the Bilingual Child (1 credits)**

The emphasis of this course will be placed on the presentation of a model that explains the theory and practice of bilingual assessment in order to protect the rights of language minority students by: examining pre-referral characteristics which may help differentiate students with learning disabilities from students who are second language learners; identifying best practices in formal and informal assessment appropriate for identification of disabilities and giftedness in language minority students; using formal and informal assessment data in developing IEP's for language minorities students; coordinating services for LEP students (ESL, Bilingual, special education).

**Course Rotation:** TBA.

**PSY 703B Psychological Assessment I: Lab (0 credits)****PSY 704 Advanced Developmental Psychology (3 credits)**

A systematic study of child and adolescent psychological growth and development is presented. Scientific methods of studying childhood, constitutional and social factors contributing toward personality growth and problems of adjustment stemming from changes in human capacities, abilities and needs are studied. The course includes cognitive development, language development, physical development and social-emotional development and focuses on developmental theory and research.

**Course Rotation:** TBA.

**PSY 705 Research Seminar (0-1 credits)**

In the first semester of their doctoral program, students will sign up for a one-credit research seminar which will enable them to familiarize themselves with research being conducted by all faculty members in the department. During this time, various faculty members in the department will be invited to present their research to the group. As students identify the faculty member whose work closely matches their interest, they will set up individual meetings with the faculty member to explore avenues of interest. Once the faculty member and the student have agreed, the faculty member will become the student's research mentor. Following this agreement, the student will begin attending that faculty member's research lab/group weekly. In all subsequent semesters, students will sign up for Research Seminar with their Research Mentor; This Seminar will serve the purpose of ongoing mentoring for students in developing research skills leading to their master's thesis and doctoral dissertation project.

**PSY 706 Research Seminar II (0-1 credits)**

In the first semester of their doctoral program, students will sign up for a one-credit research seminar which will enable them to familiarize themselves with research being conducted by all faculty members in the department. During this time, various faculty members in the department will be invited to present their research to the group. As students identify the faculty member whose work closely matches their interest, they will set up individual meetings with the faculty member to explore avenues of interest. Once the faculty member and the student have agreed, the faculty member will become the student's research mentor. Following this agreement, the student will begin attending that faculty member's research lab/group weekly. In all subsequent semesters, students will sign up for Research Seminar with their Research Mentor; This Seminar will serve the purpose of ongoing mentoring for students in developing research skills leading to their master's thesis and doctoral dissertation project.

**PSY 707 Psychological Assessment II (4 credits)**

Concentration on the administration, scoring and interpretation of the Stanford Binet-Revised and Weschsler Preschool and Primary Scale of Intelligence-Revised and an introduction to the theory and application of specialized tests, such as the Bender Visual-Motor Gestalt Test, Vineland Social Maturity Scales, McCarthy Scales of Children's Abilities, Kaufman Assessment Battery for Children, and Peabody Picture Vocabulary Test-Revised. The Wide Range Achievement Test and other psychoeducational assessment procedures will also be discussed. Stress will be placed on developing overall assessment capabilities, developing observational skills, formulating assessment-intervention links, preparing developmental histories, and understanding diagnostic and recommendation aspects of report preparation. This course will include at least six hours of training in multicultural issues and at least three hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 707A Psychological Assessment II (0 credits)**

The goal of the Lab is to complement instruction within PSY 707 in which students expand on their cognitive, neuropsychological, and academic assessment knowledge.

**Course Rotation:** Fall; NYC

**PSY 708 Advanced Community Psychology (3 credits)**

The purpose of this course is to describe and critique the basic concepts that underlie a community psychology perspective. Contributions of an ecological model and emphasis on prevention, competence building, population focus, and related research and interventions will be discussed.

**Course Rotation:** TBA.

**Prerequisites:** Full Matriculation and Admission to the Graduate Psychology Program.

**PSY 709 Counseling Theory and Techniques (3 credits)**

This is an introductory survey course in the theory and techniques of counseling in the school setting. Study of ethical issues in counseling, the effective counselor, the helping relationship, interviewing and communicating with clients, and strategies of intervention will be accomplished from the viewpoint of the four major perspectives on psychological interventions: behavioral, cognitive-behavioral, humanistic-phenomenological-experimental and psychodynamic systems. Concentration will be on the application of these approaches to crisis intervention, brief and short-term counseling situations.

**Course Rotation:** TBA.

**PSY 709A Counseling the Culturally Different: Implications for Bilingual Psychological Service Provision (1 credits)**

This course is a practicum course that supplements the counseling theory courses in the Psy.D program by focusing on the theory and practice of providing counseling services for bilingual populations. The focus of the course will be on providing counseling services for bilingual populations. The focus of the course will be on providing counseling services to bilingual children and adolescents and their families. The course will focus on helping students to: develop sensitivity to cultural and sub-cultural differences; understand barriers that exist in cross-cultural counseling; understand the processes of cultural accommodation and assimilation, and cultural identity formation; and understand the implications that bilingualism has for the counseling process. An additional focus of the course will be on helping bilingual students adjust to the educational programs that are being offered in the school and community settings. Issues related to helping other professionals recognize and develop skills for cross cultural counseling will be discussed.

**Course Rotation:** TBA.

**PSY 710 Psychopathology in Childhood and Adolescence (3 credits)**

Study of etiology, characteristics and treatment of personality deviation in children and adolescents. Implications for learning and school placement will be studied for each of the disorders. This course will include at least six hours of training in multicultural issues.

**Course Rotation:** TBA.

**PSY 711 Intervention Techniques I: Psychodynamic Perspectives (3 credits)**

This is a course on the theories and techniques of individual psychotherapeutic interventions from psychodynamic perspectives. Basic principles and techniques of psychodynamic psychotherapies will be presented. Components of the therapeutic process and interaction will be defined and illustrated. Case material from student's field experiences will be discussed.

**Course Rotation:** TBA.

**PSY 712 Advanced Biological Bases of Behavior (3 credits)**

The neuroanatomical and neurophysiological and biological correlates of select behaviors will be explored. The focus of this course is neuropsychological assessment with children and adolescents. Specific focus will be upon those behaviors which are of interest to the school-clinical child psychologist.

**Course Rotation:** TBA.

**PSY 713 Psychological Assessment III (4 credits)**

The goals of this course involve -toward competency- of the use of "projective" clinical measures applied in the course of personality assessment. These measures include (but are not limited to) the Rorschach Test, the Thematic Apperception Test (as well as associated versions of the Children's Apperception Test), figure drawings, and sentence completions. The symbolic play of younger children, as utilized in assessment, is also relevant to such appraisal. Administrative techniques will be reviewed, along with a focus on accurate scoring, strategic approaches to data analysis, and ways of delineating meaning from verbalizations (content and style). Consideration will be given to the ethical dilemmas that emerge when we apply tests that seek to go beyond conscious self-report in terms of interpretation. Stress factors pertaining to the administration of projectives will be considered. In addition, clinical, cultural, environmental, and developmental issues that need to be factored into use of these measures will be discussed.

**Course Rotation:** TBA.

**Prerequisites:** PSY 703 and PSY 710 and PSY 725 and full matriculation.

**PSY 713A Personal Assessment (0 credits)**

The goals of this course involve -toward competency- of the use of "projective" clinical measures applied in the course of personality assessment. These measures include (but are not limited to) the Rorschach Test, the Thematic Apperception Test (as well as associated versions of the Children's Apperception Test), figure drawings, and sentence completions. The symbolic play of younger children, as utilized in assessment, is also relevant to such appraisal. Administrative techniques will be reviewed, along with a focus on accurate scoring, strategic approaches to data analysis, and ways of delineating meaning from verbalizations (content and style). Consideration will be given to the ethical dilemmas that emerge when we apply tests that seek to go beyond conscious self-report in terms of interpretation. Stress factors pertaining to the administration of projectives will be considered. In addition, clinical, cultural, environmental, and developmental issues that need to be factored into use of these measures will be discussed.

**Course Rotation:** TBD

**PSY 714 The Rorschach Technique (3 credits)**

This is an advanced in-depth course in the theory and technique of the Rorschach test. Questions and issues that will be considered include: reliability and validity, relevant research, special problems of administration and scoring and the use of the Rorschach in differential diagnosis. Students' case material will be used to conduct in-depth analyses of Rorschach protocols.

**Course Rotation:** TBA.

**PSY 715 Statistics and Research Design I (4 credits)**

The primary goal of this course is to develop critical thinking skills necessary for students to (1) evaluate primary, empirical research in psychology, (2) translate theoretical ideas into testable research hypotheses, (3) test these hypotheses by means of a logically developed statistical plan. Material to be covered include the process of scientific inquiry and the logic of the scientific method and major statistical techniques used in analyzing behavioral data (i.e., correlational/regression analyses, contrast models). Statistical analyses and graphical representations of data via the computer and preparation of scientific reports based on these analyses are required of students.

**Course Rotation:** TBA.

**Prerequisites:** Undergraduate "Psychology Statistics" and "Experimental Psychology" or permission of the instructor. Admission to the MS ED/PSY. D. Programs.

**PSY 716 Statistics and Research Design II (4 credits)**

This course builds on the critical thinking skills developed in PSY 715 by adding to the students' research repertoire skills enabling them to apply statistical procedures and research designs tailored to the needs of quasi-experimental research. Material to be presented includes (1) theoretical coverage of the process of scientific inquiry and implications regarding field research and (2) familiarization with statistical techniques most often used in establishing statistical control (i.e., multiple regression analysis). Students are required to carry out statistical analyses and graphical representations of data via the computer and develop a fully operational empirical research proposal. This course will include at least three hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 717 Cognitive and Affective Bases of Behavior (3 credits)**

This is an advanced cognitive and affective bases of behavior course intended to familiarize students with traditional and contemporary learning theories, as well as affective bases of behavior. This course provides an overview of the theory and empirical evidence regarding the cognitive and affective bases of behavior. Within this context, the course covers information regarding major theories of learning. Concepts of behavioral learning theory and their application to educational instruction and psychological intervention are presented. Cognitive psychology with a focus on attention, memory, problem solving, and decision making is presented. Emotional regulation and how individual emotions impact learning, cognition, and motivation are also discussed. Thus, this course addresses the relevance of learning theory and the affective bases of behavior with regard to issues such as instructional processes, behavior management, and the amelioration of cognitive/affective and interpersonal difficulties in children and adolescents.

**Course Rotation:** TBA.

**Prerequisites:** An Undergraduate Learning course.

**PSY 718 Professional Seminar (0-1 credits)**

All students will participate in a weekly seminar where there will be ongoing discussion of challenging professional issues encountered with the field of Clinical Health Psychology. Some of these issues are specific to the world of Health Psychology and other issues are common across professional fields such as time management and self-care.

**Course Rotation:** NYC: Fall

**PSY 719 Professional Seminar (0-1 credits)**

The purpose of this one credit first semester course pertaining to PhD Psychology student pertains to the development of skills for life-long learning and professionalism. One of the important criteria by which Graduate Programs are assessed for their effectiveness in readying young professionals is life-long learning and skills that include professional networking, mentorship, and professionalism. Students will meet at a designated time for one hour per week. Activities planned for third time throughout the year will include colloquia, journal club, professional discussion of "real world" issues and any other professional activities deemed appropriate and necessary. These activities may be formal (such as colloquia) or informal such as a brown bag lunch to discuss an area of professional interest with students and faculty (e.g. licensure). Following are examples of Research Colloquia presented by faculty and experts in the field in the 2014-2015 academic year. Attendance at such colloquia will be a required part of professional seminar. Students will also be required to write up a report on at least two seminar attended throughout the academic year.

**Course Rotation:** NYC: Fall

**PSY 720 Integrating Seminar (0-3 credits)**

This is a psychodiagnostic seminar in which material from students' field placements will be used to extrapolate general principles of psychological test battery analysis, synthesis and integration with case history information. Each student will present to the class the raw data of a complete psychological test battery with case history information. Issues of psychological test administration, psychodiagnosis, psychological report writing, communicating test findings and implementing recommendations will be addressed.

**Course Rotation:** TBA.

**Prerequisites:** Completion of all courses in the first and second years of the program.

**PSY 721 Tests and Measurements (3 credits)**

This course surveys psychological testing, covering test theory and the variety of current tests. Test theory topics include scaling, reliability, validity, decision-making, item-analysis, and test construction with norm- and criterion-referenced tests. Principles of test construction are applied to intelligence, aptitude, achievement, occupational, interest and personality tests. This course will include at least three hours of training in ethical issues.

**Course Rotation:** TBA.

**Prerequisites:** Admission to the MSED/PSY. D. Programs.

**PSY 722 Intervention Tech II: Cognitive-Behavioral Perspectives (3 credits)**

This is an introductory survey course in the theory and techniques of counseling in the school setting. Study of various issues related to counseling and intervention services. This is a course on the theories and techniques of psychotherapeutic interventions from cognitive-behavioral psychotherapies will be presented. Components of the therapeutic process and interaction will be defined and illustrated. Case material from students' field experience will be discussed. This course will include at least three hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 722A Practicum: Counseling the Culturally Different (1 credits)**

This course is a practicum course that supplements the counseling theory and cognitive-behavioral techniques course in Psy.D program by focusing on the theory and practice of providing counseling services for bilingual populations. The focus of the course will be providing counseling services and cognitive-behavioral interventions to bilingual children and adolescents and their families. The course will focus on helping students to: develop sensitivity to cultural and sub-cultural differences; understand barriers that exist in cross-cultural counseling; understand the processes of cultural accommodation and assimilation, and cultural identity formation; and understand the implications that bilingualism has for the counseling process. An additional focus of the course will be on helping bilingual students adjust to the educational programs that are being offered in the school and community settings. Issues related to helping other professionals recognize and develop skills for cross cultural counseling will also be discussed. This course will include at least three hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 723 Advanced Social Psychology (3 credits)**

Advanced social psychology is the scientific study of how individuals are affected by the social structure (e.g., other people, physical settings, cultural/environmental factors). The goal of this course is to familiarize students with the theoretical formulations (e.g, cognitive dissonance), research methodologies, and the practical applications in social psychology. The major topics covered will include person perception, social influence, authority pressure and power, attitude change, racism, sexism, prosocial behavior and altruism, aggression and violence, and social stress. The historical roots of the field, and the goals and methodology in social psychology will be presented. This course will include at least six hours of training in multicultural issues.

**Course Rotation:** TBA.

**PSY 724 Clinical Health Psychology and Primary Care (3 credits)**

This course provides an introduction to the field of clinical health psychology with a focus on research and practice in diverse settings ranging from primary care settings to public health, global health, and local and global community settings. Following a combined didactic and seminar format students will familiarize themselves with core concepts and theories and research in clinical health psychology.

**Course Rotation:** NYC: Fall

**PSY 725 Advanced Personality Theories (3 credits)**

This course provides an introduction to the major theories of personality. Emphasis will be placed on how theories address the development of self-concept, anxiety, and "normal" vs. "abnormal" development. The ways in which social climate, the personality/life experiences of the theorist, and research shape theory will be examined. The role of culture, ethnicity/race, class, and gender on personality development will be examined. The impact of the theories on the delivery of human services will also be explored. This course will include at least six hours of training in multicultural issues.

**Course Rotation:** TBA.

**Prerequisites:** Undergraduate "Abnormal Psychology" and "Personality Theory."

**PSY 726 Evidence-Based Practice (3 credits)**

This course focuses on theoretical perspectives in the integration of evidence-based psychodiagnostic assessment and intervention with consideration for age, levels of functioning, developmental stage, diversity issues, and type of psychopathology . A variety of empirically supported and evidence-based assessment and intervention techniques are reviewed within the context of assessing and intervening with specific disorders. Forms of assessment (e.g., structured clinical interview, projective measures, self-report, and specific focused assessment) and evidence-based interventions from a number of theoretical perspectives are presented to provide a comprehensive and integrated overview of health service psychology service delivery .

**Course Rotation:** TBA.

**Prerequisites:** Admission to the MSED/PSY.D. Programs.

**PSY 727 Learning Disabilities-Diagnosis/Remediation: Theories and Practice (3 credits)**

This course is designed to provide a thorough awareness of the multiple etiologies of learning disabilities. It is structured for psychologists and gives a comprehensive view of the theories, diagnostic procedures and remedial strategies for learning disabilities in children. Students are required to research and present a diagnostic or remedial system.

**Course Rotation:** TBA.

**PSY 728 Advanced Psychodiagnosis (3 credits)**

This is an advanced course in psychodiagnostic testing. Students will present to the class the raw data of a complete battery of tests for class analysis and synthesis, without knowledge of case history information. Psychodiagnostic and dispositional issues will be addressed. Intervention options will be covered.

**Course Rotation:** TBA.

**PSY 729 Family Interventions (3 credits)**

**PSY 730 Clinical Interviewing (3 credits)**

This course will review fundamental concepts and approaches to clinical interviewing as well as clinical skills and aspects of the therapeutic relationship relevant to clinical assessment. Course activities include a mixture of didactic instruction, role-play practice, and a diagnostic interview assessment with an intake client at the McShane Center.

**Course Rotation:** NYC: Fall

**PSY 731 Psychopathology and Health (3 credits)**

This course exposes students to biopsychosocial dimensions of mental health. It is designed to enable students to use the scientific method in analyzing psychopathology & create an awareness of the biopsychosocial context of mental health. Discussion will highlight comorbidity of mental illness & medical illness.

**Course Rotation:** NYC: Fall and Spring

**PSY 732 Primary Care Interventions I (4 credits)**

This course exposes students to aspects of the behavioral and social sciences relevant to public health. It is designed to make students more sophisticated analysts of health problems, by increasing their understanding of how individuals and their environments interact with health; Individuals are part of the environment - are agents of influence and are influenced by the environment. Major scientific theories and models of health behavior are presented early in the course. The remainder of the course focuses on important social factors and specific behaviors, with an emphasis on the science of primary and secondary prevention.

**Course Rotation:** NYC: Fall & Spring

**PSY 733 Primary Care Interventions II (4 credits)**

This course will extend students' understandings of clinical health psychology interventions and outcomes within primary care settings. Patient-practitioner interactions, culturally competent health care delivery, and public health promotion serving culturally-diverse populations will be studied. Different levels of influence-lifestyle, social/community, gender, ethnicity, living/working conditions, and general socio-economic/environmental conditions—each bear relevance to evidence-based practice. Interventions will be considered in terms of technique, program, health-domain, and supra-paradigm. Throughout the course, future research possibilities will be noted and explored regarding both goal and method. Theoretical viewpoints bearing on models of human health-care motivation, ranging from social-cognition, to evolutionary biology, to psyche-soma dynamics, to behaviorism, to systems-theory, will be compared, and developmental and genetic factors will be highlighted. Key health domains such as exercise, weight (obesity), smoking, stress, hypertension, coronary heart disease, diabetes, sexual health, alcohol, other substance use, cancer, traumatic injury, chronic illness, and a spectrum of specific illnesses, will be addressed in terms of psychological assessment and intervention needs within primary health care delivery. Linkage between personality and physical illness will be considered regarding risk assessment, prevention, and health promotion. The bidirectionality of causal connection between psychological characteristics and physical illness demands careful clinical attention, and currently unanswered questions invite prospective research. Of particular importance will be the examination of anxiety, panic, and depression and their interrelationships with physical illnesses. Psychological factors related to adherence and resistance/nonadherence to pharmacologic treatments, and to other interventions, will be considered in relation to psychological interventions to promote patient understanding and greater adherence. Factors such as patient fear, empowerment, pain, and emotions/mood need to be incorporated into primary care appraisal and guidance.

**Course Rotation:** TBD

**PSY 734 Consultation (3 credits)**

This course will cover the theory and practice of consultation. The consultation process will be examined from the following perspectives: psychodynamic, behavioral, ecological, instructional, social psychological, child advocacy, organization development, and process consultation. Each student will be expected to complete a practicum project using one of these perspectives. Strategies for understanding the impact of an agency upon the consultation process, moving from direct to indirect service delivery, evaluating consultation outcome, and understanding the interactive nature of the consultation process will also be addressed. This course will include at least three hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 737 Child and Adolescent Psychotherapy (3 credits)**

This course introduces students to effective methods in child and adolescent psychotherapy, with a particular focus on convergences and divergences among contemporary techniques. Toward these ends, we will consider therapeutic techniques in terms of the theories in which they are anchored; we will compare and contrast behavioral, cognitive-behavioral, psychoanalytic, object-relational, self-psychological, and other approaches, as they are embedded in play-therapy, individual psychotherapy, and parent-guidance techniques. Moreover, we will consider specific therapeutic methods associated with child and adolescent diagnostic presentations; i.e., we will explore the match between assessment/diagnosis and treatment/therapy. Knowledge of developmental psychopathology and changes processes will inform our discussion of the specific techniques employed in psychotherapy with children and adolescents, as well as help us address the multiple contexts of development, family, culture, and therapeutic relationship. This course will include at least six hours of training in multicultural issues and three hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 738 School Field Experience and Seminar (3 credits)**

This course will emphasize the organization and delivery of special education and pupil support services. The course will deal with laws, policies, procedures, and forms necessary for the operation of these departments. Roles, supervisory aspects and procedures for the establishment of a pupil personnel team model, including psychology, social work, health, guidance, attendance, speech, and special education will be emphasized.

**Course Rotation:** NYC: Fall

**PSY 739 The Exceptional Child: Field Experience and Seminar (3 credits)**

This course is an introduction to the school setting. Observations of regular classes, participation with various children and groups of students, as well as learning the various functions of the school psychologists, administrators, teachers, and other school personnel will be important parts of this practicum. There will be joint supervision by district psychologists. The experience will encompass at least one day per week (six and one half hours per day) for five months. This experience will be discussed at weekly seminars in which problems and developments in school psychology are covered. There will be scheduled conferences with individual students.

**Course Rotation:** NYC: Spring

**Prerequisites:** Admission to the Graduate Psychology Program.

**PSY 740 Cognitive Behavioral Interventions (2 credits)**

This course introduces graduate level psychology students with the historical antecedents, philosophical principles, and contemporary issues associated with cognitive-behavioral interventions. In conjunction with these underpinnings, the science and evidence-based associated with cognitive-behavioral interventions will be explored as well as similarities and differences with other contemporary intervention modalities. Techniques common to cognitive-behavioral interventions will be examined in addition to manualized treatments. Students will examine treatment manuals, in terms of diversity as well as other issues, and develop treatment protocols, associated with psychological difficulties, which they and others can evaluate, modify, follow, and supervise others in the provision of psychological services from this intervention point of view.

**Course Rotation:** NY: Spring

**PSY 741 Communication, Language, and the Bilingual Child in the Classroom (1 credits)**

This course focuses on the role of the speech-language pathologist working with school psychologists in educational settings. Students will learn terminology and differences associated with speech, language, and communication disorders. In addition the etiology and signs of articulation and language disorders in preschool and school-aged children will be covered as well as the impact of speech and language disorders on literacy and academic success. Finally, the etiology and symptoms associated with voice and fluency disorders are addressed.

**Course Rotation:** NYC:

**PSY 742 Topics in Advanced Psychopathology (3 credits)****PSY 742A Topic in Psychopathology: Crisis Intervention and Therapies (3 credits)****PSY 743 Advanced Seminar in School-Clinical Child Psychology (3 credits)**

Seminar on issues related to the role and functions of the school psychologist with the clinical-child orientation. Special emphasis in this course varies based on professional, legal and ethical issues; supervision of school-clinical child psychological services; and analysis of past, present and future trends in the field of school-clinical child psychology.

**Course Rotation:** TBA.

**Prerequisites:** Admission to the PSY.D. Program.

**PSY 744 Advanced Topics in School Community Psychology (3 credits)****PSY 745 Bilingual Language Development and Disorders (3 credits)**

This course examines characteristics of speech-language development in linguistically and culturally diverse populations and will provide information related to diagnostic issues and therapeutic intervention with communicatively challenged children and adults in these populations. Students will learn competency assessment, principles of first and second language development, and impact of language, culture, and socioeconomic status on language acquisition and academic performance. Further, students learn appropriate assessment and intervention strategies for culturally and linguistically diverse clients/patients and ascertain evidence-based approaches to understanding multilingualism with related assessment and intervention implications.

**Course Rotation:** NYC; Spring and Summer

**PSY 750 School-Clinical Child Psychology I: Internship, Ethics and Seminar (4 credits)**

Supervised experience in a school setting. Internship will include observation and practice supervised jointly by district and University psychologists. In addition, there will be weekly seminar meetings at which pertinent issues and research in the field of school psychology and the delivery of services to special needs children will be discussed. Ethical issues will be covered through class reading material and class discussions. School psychology in the context of history and systems in psychology will be covered. Requires 3 days per week for 20 weeks. This course will include at least 15 hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 750A Bilingual School-Clinical Child Psychology I: Internship and Seminar (4 credits)**

This course involves supervised experience in a school setting. The internship will include observation and practice supervised jointly by district and University psychologists. In addition, there will be weekly seminar meetings at which pertinent issues and research in the field of school psychology and delivery of services to special needs children and bilingual populations will be discussed. There will be a special focus on issues related to delivering psychological services in the native language. Ethical issues will be covered through class reading material and class discussions. School psychology in the context of history and systems in psychology will be covered. Requires 3 days per week for 20 weeks. This course will include at least 15 hours of training in ethical issues. Students must have successfully completed a language proficiency examination and demonstrate competence to provide services in the native language.

**Course Rotation:** TBA.

**PSY 750B Bilingual School-Clinical Child Psychology I Internship and Seminar (1 credits)**

This course involved supervised experience in provision of psychological services to children and their families who are bilingual or have limited English proficiency.

**Course Rotation:** TBA.

**PSY 751 School-Clinical Child Psychology II: Internship, Ethics, and Seminar (4 credits)**

Continuation of supervised experience in a school setting. Ethical problems, the relationship between the school and the community, the functions of various school personnel, and problems in the field of school psychology will be discussed. The focus will be on current professional ethics in schools and community settings, legal issues, providing services to special needs children and school psychology in the context of history and systems in psychology. This course will include at least 15 hours of training in ethical issues.

**Course Rotation:** TBA.

**PSY 751A Bilingual School Clinical Child Psychology II Internship/Seminar (4 credits)**

This course is a continuation of supervised experience in a school setting. Ethical problems, the relationship between the school and the community, the functions of various school personnel, and problems in the field of school psychology will be discussed. Students will present cases involving bilingual assessment and intervention which will be discussed. In addition, consultation issues related to service delivery to bilingual populations will be discussed. The focus will be on current professional ethics in schools and community settings, legal issues, providing services to special needs children, providing services to bilingual populations, and school psychology in the context of history and systems in psychology. This course will include at least 15 hours of training in ethical issues.

**PSY 751B Bilingual School Clinical Child Psychology II (1 credits)**

This course involves supervised experience in provision of psychological services to children and their families who are bilingual or have limited English proficiency.

**PSY 759 Early Childhood and Infant Assessment (3 credits)**

This course focuses on assessment and intervention with the early childhood and infant population. Assessment will focus on early development, psycho-education and family dynamic issues. Intervention will consider curriculum and instruction and psychological concerns. Early childhood consultation is included in this course.

**PSY 759A Infant and Child Assessment (0 credits)**

The goal of the Lab is to complement instruction within PSY759 in which students are learning the basics and infant and early childhood assessment: including, conducting parent interviews, administering developmental assessment batteries (e.g., The Bayley Scales of Infant and Toddler Development, 4th Edition and the Ages and Stages Questionnaire – 2nd Edition) observing parent-infant play evaluations, and assessing infant and toddler psychodiagnostics (DC:0–5 Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood). In addition, activities (e.g., supervision activities; webinars) to supplement student understanding of scoring, administration and interpretation are integral to the Lab. Students can expect to discuss their experiences with various lab activities within the context of class.

**Course Rotation:** NYC: Fall

**PSY 777 History and Systems in Psychology (3 credits)**

This is a graduate level course in the history of psychology. The major theoretical issues, trends, historical figures and systems in psychology are the focus of this course.

**Prerequisites:** Admission to the Psy. D. Program or permission of the Director of Graduate Psychology Programs.