

# Academic Courses

## **AA600 – Advanced Assessment: Integrated Team Clinic**

**3 Credits**

This advanced course in psychological assessment builds upon the material learned earlier in the psychological assessment course sequence. Based upon a team clinic model, this three-credit course will allow advanced students to participate in the testing of real patients through the Brenner Assessment Center at MSPP. The goal is to provide advanced training opportunities for students in assessment. Under faculty supervision, student testing teams will administer, score, interpret, and write up testing data within a patient-centered frame. Testing across a variety of domains (intellectual, cognitive, personality, academic, etc.), the construction of useful reports and the opportunity to provide verbal feedback to patients, their families, and relevant systems (e.g., referring agencies, schools, etc.) will be highlighted. Under-served populations, particularly children in need, will be given favored access to this testing program. Throughout the course of the semester, students will begin to actively engage in team testing with a variety of patients. Within this model, students will observe and be observed as they take on greater testing responsibilities over time. Utilizing team feedback and supervisor support, student groups will synthesize data sets, write up reports, and offer verbal feedback to relevant parties. Prerequisites: PA503 and either PM601 or PM605.

## **BC521 – Behavioral Assessment, Intervention, and Consultation**

**3 Credits**

This course examines major theoretical models and strategies for addressing behavior and emotional problems in the classroom setting, including principles of learning theory and behavior modification, and positive behavioral supports. Foundational skills will emphasize selection of target behaviors, techniques for increasing and decreasing behaviors, contingency contracting, and group management strategies. Cross-cultural perspectives will provide a context for understanding and addressing student behavior. Students will learn to problem-solve, anticipate and prevent problem behaviors, plan and implement interventions, and evaluate and modify interventions based on monitoring data. Students will apply these skills as they conduct a functional behavioral assessment. Students will generate a repertoire of strategies and learn to analyze appropriate approaches for individuals or groups of children. Prerequisite: Permission of the instructor.

## **BL622 – Biological Bases of Behavior and Learning**

**3 Credits**

This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament. Interactions between genes, brain, environment and lifestyle (including effects of diet, exercise, and sleep) will be emphasized, and how these impact brain development, learning and memory, and mental health. This knowledge is applied towards understanding typical maturation, as well as developmental conditions such as learning disabilities, ADHD and autism, and clinical mental health conditions such as anxiety, depression, and psychosis. Students will critically examine a variety of intervention approaches with the goal of becoming lifelong critical consumers of new information in these areas. Principles and theories of learning, motivation and neuropsychologically based interventions are also discussed.

## **BX500 – Learning Theory**

**2 Credits**

This course introduces the student to classical and operant conditioning, learning theory, and information processing theory. Topics include: factors affecting establishment and maintenance of involuntary physiological responses and overt voluntary behaviors, environmental control of behavior, the role of cognition, contiguity and base rates in the development of conditioned responses, information processing and neural networks. The relationship between learning theory, education, and clinical practice will be examined through case examples. Open only to students in the doctoral program in Clinical Psychology. Prerequisites: LS659, PS600, and PS603

**BX700 – Clinical Practice of Cognitive Behavioral Therapies****2 Credits**

This course focuses on the intervention approaches based on the learning and information processing models of human behavior. This course will address issues of therapeutic alliance, assessment strategies, clinical formulation, treatment planning, and intervention strategies. Student case presentations will be used to provide clinical data for instruction in each of these intervention components. The cognitive-behavioral formulation will be compared and contrasted to the psychoanalytic, systems, existential, developmental and biological models. Empirically validated treatments will be reviewed in terms of both their research base as well as clinical application. Prerequisite: BX500.

**BX705 – Cognitive Behavioral Interventions with Children and Adolescents****3 Credits**

This course focuses on the intervention approaches based on the learning and information processing models of human behavior. This course will address issues of therapeutic alliance, assessment strategies, clinical formulation, treatment planning, and intervention strategies. Student case presentations will be used to provide clinical data for instruction in each of these intervention components. The cognitive-behavioral formulation will be compared and contrasted to the psychoanalytic, systems, existential, developmental and biological models. Empirically validated treatments will be reviewed in terms of both their research base as well as clinical application. Open only to students in the doctoral program in School Psychology or prerequisites: BC521, CX610, or BX500.

**BX710 – Advanced Behavioral Techniques with Children and Families****3 Credits**

This course is designed to teach advanced behavioral assessment and intervention techniques for use with children and families impacted by major mental health concerns and behavioral impairments. The focus of the course will be to prepare students to have a broad understanding of evidence-based and effective behavioral and cognitive-behavioral options when faced with youth exhibiting extremely challenging, self-destructive, explosive, and detrimental behavioral patterns. Family and systems theory concerns will also be explored in the context of needs and challenges related to enhancing effectiveness of interventions with children impacted by abuse, neglect, substance abuse and/or chaotic systemic involvement. In addition to focusing on theory and skills related to advanced behavioral techniques, this the course will focus on the importance of having enhanced ability to reflect on changing data and responses to intervention, and will examine impediments to clinician creativity, flexibility and self-introspection that detract from desired behavioral outcomes.

**BX801 – Therapeutic Alliance in Cognitive Behavioral Therapies****1 Credit**

This one credit course is designed for students who wish to develop an individual style of integrating the empirically based instructional and alliance building skills that make up the cognitive-behavioral therapies (CBT). Content areas will include: current status of the CBT models, Alliance, CBT and Empirically Based Practice (EBP), Alliance in Psychological Intervention, Stylistic Aspects of Psychological Intervention, Alliance and Personal Style of Intervention, and Alliance and the Episodic Model of Psychological Intervention. Research supporting these approaches will be presented and class exercises used to shape the use of these skills. The use of CBT with special populations (age groups, SES level) will be addressed. Prerequisites: HU520 and BX700.

**CA601 – Cognitive and Affective Bases of Behavior****3 Credits**

Evaluated based on research relevant to various aspects of thinking and feeling and how they influence behavior. Students will be able to see how cognition and affect are multi-dimensional in nature and address specific topics ranging from memory, categorization, language, reasoning and problem solving. Their implications for contemporary issues will be addressed in several areas of application including regulation of affect and behavior in everyday life and in special states such as trauma. Current controversies will be explored from a variety of perspectives including emerging fields addressing the interplay of the two. Prerequisite: FP705 or PA725.

**CC522 – Diversity and Cross Cultural Psychology****3 Credits**

This course examines the socio-cultural context of human behavior with a particular interest on issues of diversity in the clinical situation. The course looks at the role of psychosocial factors in mental health with an emphasis on implications to theory and research. The course deals with the more specific influences of culture on psychopathology and diagnosis and also focuses on topics of diversity more directly applied to the therapeutic relationship.

**CC523 – Psychology of Diversity and Difference****3 Credits**

This course examines the interaction between socio-cultural variables and mental health. Students will learn frameworks for understanding and working with persons from diverse backgrounds and will examine closely how their own background and biases can impact their capacity to provide respectful, competent, and effective counseling services.

**CC549 – The Hispanic/Latino Experience (Introduction to Latino Culture)****1 Credit**

This course introduces students to the variety of Hispanic cultures, from Spain to the Spanish-speaking countries of Latin America. It provides a brief exposition of the geography, history, people, politics, economics, and other social characteristics. The unique as well as common aspects of these cultures will be discussed. The course is targeted to first-year students who have joined the Latino Mental Health Program. Both Spanish and English will be used throughout the course according to the level of Spanish fluency of participants. Prerequisite: Permission of the instructor.

**CC550 – The Experience of Latinos in the United States I****1 Credit**

This course focuses on the experience of Hispanics/Latinos living in the country with the 5th largest Spanish-speaking population the United States. A particular emphasis is placed on the unique interplay of social factors that are essential to understand Latinos in the United States such as: the migration experience, culture of origin, U.S. mainstream society and its values, educational and socioeconomic characteristics, rural versus urban origin, assigned ethnic minority status, prejudice and discrimination, legal status and U.S. migration politics. It will give students who participated in the first summer immersion program an opportunity to process their experience and continue working on their conversational skills in Spanish. Prerequisite: permission of the instructor.

**CC551 – Clinical Work With Latinos I (Clinical Work with Latinos in the United States) 1 Credit**

This course focuses on clinical interventions that address the particular mental health needs of Latinos in the United States. A particular emphasis is placed on skills that are necessary in order to attain clinical competence treating members of the various Latino groups, by both Latino and non-Latino clinicians. Empirically-based psychological treatments for Latino patients will be examined. Creative ways will be discussed for adapting these interventions with Latinos. Discussion of clinical cases will be integrated into the course. Prerequisite: CC550 and permission of the instructor.

**CC560 – LMH Immersion II Seminar****1 Credit**

This specialized seminar is provided along with the summer immersion program II of the Latino Mental Health Program. The seminar consists of an intensive, one day meeting prior to the students departing to their destination, in which they are introduced to cultural issues and specific clinical issues pertaining to the country where they would be spending four weeks. In addition, the class meets through Skype or other electronic video communication conferencing in small groups once a week throughout the stay in the Latin American country to discuss clinical, social, language and cultural issues arising during the immersion program. Co-requisite: CC563.

**CC562 – LMH Summer Immersion I****zero Credit**

Students will go to Costa Rica for four weeks to live with host families, participate in Spanish classes, engage in volunteer activities at various mental health facilities, and attend weekly seminars in multicultural psychology. Arranged through Universidad Iberoamericana (UNIBE). Prerequisite: CC549.

**CC563 – LMH Summer Immersion II****zero Credit**

Students will go to Guayaquil, Ecuador for four weeks to live with host families, participate in Spanish classes, and engage in volunteer activities at various mental health facilities. Prerequisites: CC562; CC550; CC551. Co-requisite CC560.

**CC564 – Haiti Service Learning and Cultural Immersion Experience****1 Credit**

This 1 credit course is designed to provide students with an enriched immersion experience and exposure to Haitian culture. The course focuses on increasing student sensitivity to diversity and difference, promoting learning and sharing of cross-cultural experiences, enhancing competence in building effective therapeutic relationships with immigrant populations, understanding the bridge between psychological theory and its application to culturally diverse groups, increasing awareness of ethics and standards appropriate to professional practice with ethnically diverse populations, and expanding the global perspectives of students in the field of mental health. Students will take part in didactic activities to learn about the history of Haiti, cultural belief systems and practices, and their impact on help-seeking behaviors among Haitian immigrants. Additionally, students will travel for a week-long service learning and summer immersion experience in Haiti where they will gain a deeper appreciation of the language, customs, and cultural practices of Haitian society. Students will engage in service learning activities and multidisciplinary collaborations with schools, grassroots organizations, and health care and social services agencies in Haiti. They will also participate in cultural excursions, and visit historical sites and other points of interest in the host community.

**CD501 – Career Counseling****3 Credits**

This course is designed to teach the theoretical framework of career counseling, and introduce the basic counseling tools used in the career counseling process. The course will present major theories of career development, introduce sources of occupational information, and introduce principles of assessment in career counseling. The impact of diversity and difference on career development and choices, as well as the career counseling process, will also be explored. Topics will include: the role of interests, skills, values and personality in the career development process; social, cultural, and family influences on the career development process; career development across the lifespan; and obtaining information about the nature of the job market and specific occupations. Recommended for students in all Counseling Department programs, as it may be a requirement for licensure as counselor outside of Massachusetts (where it is not a requirement). Prerequisites: CX510 and PA530.

**CL520 – Clinical Interviewing****2 Credits**

This course focuses on interviewing in the early stages of psychotherapy. Different models including psychoanalytic, neo-Freudian and humanistic approaches are examined specifically with regard to their implications for method and content in interviewing. The development of the individual therapist's style as an interviewer is examined in the context of these theoretical models. Through role playing, students will have a chance to look at themselves as interviewers with regard to both the specifics of interviewing and the actual development of competencies. Open only to students in the doctoral program in Clinical Psychology.

**CL521 – Clinical Interviewing with Children and Families****3 Credits**

This practice-oriented course will prepare students to conduct thoughtful and well-informed interviews with children, adolescents, and parents. Several types of techniques will be covered, including semi-structured interviews, structured interviews, and play interviews. Students will build skills in interviewing for different purposes, including initial psychotherapy sessions, diagnostic interviews, obtaining background as part of psychological assessments, and interviews done as part of the assessment of suicide and violence risk. Students will also attain competence with specialized interviews, such as the Child and

Adolescent Needs and Strengths (CANS) protocol done as part of the Massachusetts Children's Behavioral Health Initiative.

**CM500 – Helping Relationships in Community Mental Health** **3 Credits**

This course surveys the foundations for effective assessment and intervention in the counseling profession. The role of building a strong treatment alliance, conducting a thorough assessment, attending to clear boundaries and of being aware and attuned to both cross cultural context and sensitivity and to ethical professional conduct will be explored. Active listening, treatment planning, collaborative work with clients and families and effective co-management of other professionals and agencies will be reviewed. Re-emerging models of intervention including home, community-based and wrap-around services and the role of empirically supported treatments will be reviewed. Open only to students in the master's program in Community Mental Health Psychology.

**CO500 – Consultation, Collaboration, and Community Partnerships** **3 Credits**

This course focuses on basic concepts and theoretical models of consultation and collaboration, as a means of providing effective indirect mental health services, social intervention and will draw primarily on theory and research from community, clinical, and school settings. Distinct models (mental health, behavioral, organizational) will be described and compared. Students will be exposed to, and begin to practice, steps in a systematic problem-solving process. Specific issues related to consultation and collaboration will be addressed, including ethical issues, prevention empowerment, and diversity. Prerequisites: CS501 and CX510.

**CO650 – Consultation in Schools** **3 Credits**

This course provides the theoretical foundations and fundamental skills for the delivery of consultation services in schools using a problem solving approach. Students are introduced to several models, such as mental health, behavioral, and instructional and systems-level consultation. Applicable interventions in consulting with parents, teacher, and other staff members are reviewed. Ethical and diversity issues are also explored. Students practice consultation skills through assignments, conducted in their practicum placements. Open only to students in the School Psychology program, or by permission of instructor. Prerequisite: BC521 (or the equivalent).

**CO780 – Advanced Consultation Skills in Schools** **3 Credits**

In this course, students develop advanced knowledge and skills in consultee-centered consultation. Students will learn to apply the Instructional Consultation (IC) model in working with teachers on academic or behavioral concerns. Students will conduct an individual-level IC case and a systems-level case in their work and/or practicum sites. Recording and reviewing consultation sessions and participating in supervision will deepen communication and reflective skills. Open only to students in the School Psychology PsyD Program, or by permission of instructor. Prerequisite: CO650.

**CP500 – Fundamental Clinical Practice Skills** **zero Credit**

This non-credit short course provides an orientation to important concepts and skills that serve as a basis for the initiation of professional training and early clinical practice. Required of all entering clinical doctoral students.

**CP501 – Orientation to the Profession and its Practice** **zero Credits**

This non-credit short course provides an orientation to important concepts and skills that serve as a basis for the initiation of professional training and early clinical/professional practice. Required of all entering students.

**CP600 – Institution, Program, and Distance Learning Orientation** **zero Credits**

This two-day orientation is in residence and takes place during MSPPs Fundamentals Week. Students will meet their cohort, instructors, be introduced to resources at MSPP and experience Appreciative Inquiry

in action. Attendance: Mandatory

**CS500 – Practicum Seminar I: Helping Relationships I**

**2 Credits**

This course is linked to students' first-semester practicum and provides them with a forum for integrating their classroom learning with their field experiences. The course introduces students to basic counseling skills as well as the intake interview and mental status exam; the class is largely devoted to learning and practicing these skills. Course content will also address, as needed: ethics, psychopathology, psychological theory, and the role of the self in counseling. Open only to students in the master's program in Counseling Psychology or Forensic & Counseling Psychology. Co-requisite: FP511.

**CS501 – Practicum Seminar II: Helping Relationships II**

**2 Credits**

This course is linked to students' second semester of field work, is a continuation of Helping Relationships I, and provides students with continued exposure to and opportunities to rehearse essential counseling and therapeutic skills. Students will also use their group as a peer supervision group.

Prerequisite: CS500. Co-requisite: FP512.

**CS600 – Clinical Seminar I**

**2 Credits**

The purpose of this seminar is to teach the clinical, professional and ethical competencies needed as students undertake professional training in applied settings.

Students are provided with a forum to explore issues related to the initial clinical session, professional role definition, boundary management, multi-disciplinary collaboration, management of collateral relationships, ethical and legal obligations and treatment failures.

Open only to students in the doctoral program in Clinical Psychology. Co-requisite: FP600.

**CS605 – Clinical Seminar I**

**2 Credits**

A continuation of CS600.

**CS610 – Internship Seminar I**

**2 Credits**

This course is linked to students' first semester of internship and helps them continue to integrate their ongoing clinical experiences with their classroom learning and developing identities as professional counselors. The class will provide a forum to explore issues pertaining to diagnosis, case conceptualization and intervention, therapeutic alliance and process, integration of theory and practice, as well as professional identity development and ethical standards. The common factors of psychotherapy and the emergence of evidenced-based practice will also be discussed. The importance of understanding the impact of difference and diversity will be underscored throughout the course. Students will have the opportunity to present their cases and further their experiential learning of the consulting group model. Open only to students in the master's program in Counseling Psychology. Prerequisite: CS501 and FP512; co-requisite: FP611.

**CS611 – Internship Seminar II**

**2 Credits**

This course is linked to students' second semester of internship and is a continuation of Internship Seminar I. Prerequisite: CS610 and FP611; co-requisite: FP612.

**CS700 – Clinical Seminar II**

**2 Credits**

This course focuses on integrating students' increasing understanding of psychological theory with their practicum experiences. The course also focuses on competence in building effective therapeutic relationships and in designing and implementing interventions. Other key themes in this year long course are understanding and applying ethical standards in professional practice, and development of the professional self. Open only to students in the doctoral program in Clinical Psychology. Co-requisite: FP700.

**CS701 – Internship Seminar A**

**2 Credits**

This seminar supports the first segment of the 1200-hour internship, which provides the opportunity to

refine and integrate skills, and develop the “professional self” and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision making, counseling, consultation, and group facilitation and leadership. The seminar addresses issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. Guest presenters offer special sessions on featured topics. Open only to students in the MA/CAGS program in School Psychology. Co-requisite: SFP701.

**CS702 – Internship Seminar B**

**2 Credits**

This seminar supports the second segment of the 1200-hour internship, which provides the opportunity to refine and integrate skills, and to develop the “professional self” and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision making, counseling, consultation, and group facilitation and leadership. The seminar addresses issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. A continuation of CS701. Co-requisite: FP702.

**CS705 – Clinical Seminar II**

**2 Credits**

A continuation of CS700.

**CS790 – Clinical Seminar in Assessment With Latino Population I**

**1 Credit**

This advanced course in assessment with the Latino Population is the first of two seminars. During this first seminar, we build upon the assessment courses dealing with cognition and intelligence to study the assessment of intelligence and cognition with the Latino population. Issues pertaining to cross-cultural assessment, choosing the right tests for the particular client to be assessed, as well as principles of cognitive, intelligence and neuropsychological assessment will be examined. In-class exercises, testing team assignments, team report writing, and in-class team presentations, will be the basis for assessing each student's class performance. Prerequisites: PA503 proficient use of Spanish required.

**CS791 – Clinical Seminar in Assessment With Latino Population II**

**1 Credit**

A continuation of CS790.

**CS801 – Internship Seminar**

**2 Credits**

The internship seminar supports the doctoral internship by providing a venue for interns to reflect on their experiences in the field and to develop advanced skills that are called for in practice. Particular attention is devoted to ethical and practice dilemmas, and to identifying and developing leadership opportunities in the field placement. Open only to students in the doctoral program in School Psychology. Co-requisite: FP801.

**CS802 – Internship Seminar**

**2 Credits**

The internship seminar supports the doctoral internship by providing a venue for interns to reflect on their experiences in the field and to develop advanced skills that are called for in practice. Particular attention is devoted to ethical and practice dilemmas, and to identifying and developing leadership opportunities in the field placement. Open only to students in the doctoral program in School Psychology. Co-requisite: FP802.

**CS803 – Internship Seminar**

**2 Credits**

The internship seminar supports the doctoral internship by providing a venue for interns to reflect on their experiences in the field and to develop advanced skills that are called for in practice. Particular attention is devoted to ethical and practice dilemmas, and to identifying and developing leadership opportunities in the field placement. May be repeated for credit. Prerequisite: CS802. Co-requisite: FP803.

**CS900 – Clinical Seminar IV: Theory and Practice of Supervision and Consultation 2 Credits**

This course is designed to introduce students to the supervisory role of the professional psychologist. Specific goals of the course are: to articulate one's own experience as a supervisee, to review the relevant theoretical and research literature about supervision and consultation, to become familiar with supervision techniques; to become familiar with how supervision theory and practice is relevant to clinical consultation, to understand the distinction between therapy and supervision, and to begin to practice supervisory skills by supervising a junior colleague. Prerequisite: FP805.

**CS901 – Clinical Seminar IV: Theory and Practice of Supervision – Intensive Format 2 Credits**

This distant learning course is designed to introduce students to the supervisory role of the professional psychologist. While supervision is the primary focus in the seminar, students are encouraged to take actual case experiences that concern them and bring them into the didactic sessions or reflection papers. Discussing how their on – site supervisor dealt with the case will lead to exploring various other ways the case might have been dealt with, thus enhancing their understanding of the complex content of supervision and how they might apply this learning with their own supervisees. Specific goals of the course are to: review the relevant theoretical and research literature about supervision; become familiar with supervision techniques; become familiar with how supervision theory and practice is relevant to clinical consultation; and begin to practice supervisory skills by supervising a junior colleague. Prerequisite: FP800. Permission of the dean required.

**CS902 – Clinical Seminar IV: Theory and Practice of Supervision – Intensive Format 2 Credits**

A continuation of CS901.

**CS905 – Clinical Seminar IV: Theory and Practice of Supervision and Consultation 2 Credits**

A continuation of CS900.

**CX510 – Theories of Counseling and Psychotherapy 3 Credits**

This course introduces students to the major theoretical models for understanding human behavior and the most influential contemporary approaches to treating its dysfunction. Among the viewpoints examined are the psychodynamic, behavioral, cognitive-behavioral, humanistic/phenomenological, systemic, feminist, and common factors approaches. After reviewing these in historical and socio-cultural perspective, students will examine their own theoretical approach to counseling.

**CX520 – Child Psychotherapy 2 Credits**

This course focuses on both practical and theoretical issues in play therapy and the more general therapeutic work with children and their families. Topics covered are 1) symbolic representations, 2) diagnosis and formulation, 3) boundaries and limits, and 4) transference and counter-transference. The importance of the role of parents in the therapeutic work is highlighted with specific ways of involving them discussed. Special attention will be given to the traumatized child, children with loss and death issues, adoption, and cultural and temperament/genetics factors.

**CX610 – Counseling and Psychotherapy in Schools 3 Credits**

This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children adolescents, particularly as applied in school settings. Topics include establishing rapport, ethical responsibilities, intervention planning, psychodynamic techniques, and behavioral techniques, treatment of selected disorders, relationships with social services and other providers, transference and counter-transference, and the influence of social and cultural factors. Supervised experience in counseling of individual students is arranged through the concurrent Practicum III. Open only to students in the MA/CAGS or doctoral program in School Psychology.

**CX630 - Clinical Practice of Cognitive-Behavioral Treatment of Child & Adolescent Disorders 2 Crs**

This is a practice-oriented course that covers the cognitive-behavioral methods and background research for treating the major disorders of childhood and adolescence. These include the mood disorders, anxiety



disorders including PTSD, disruptive behavior disorders, attachment problems, and eating and elimination disorders. Interventions will be considered for patients from 3 to 18 years of age. Consideration will also be given to forging a therapeutic alliance, cognitive-behavioral assessment, work with parents, and the integration of cognitive-behavioral treatment with other methods. Prerequisite: BX500.

**CX770 – Brief Counseling in School Practice**

**2 Credits**

Brief psychotherapy techniques, with their focus on outcomes, solutions, and practicality, are ideally suited to and very effective in school practice. Utilizing client competencies, cultural sensitivity, the relationship between counselor and student, and resources in the broader system, brief therapy departs from deficit models and lends hope and encouragement to students who have been unmotivated, disengaged, and troubled. Students in this course will learn the underlying theoretical concepts of brief therapy along with techniques and strategies that will allow them to begin using this approach in their own work with students. Use of these strategies in consultation with parents, school staff, and problem-solving teams will be presented. Ample opportunities for practice of techniques will be afforded during class. Open only to students in the doctoral program in School Psychology.

**DP500 – The Psychology of Divorce**

**2 Credits**

This course will provide an introduction to the essential research that forms the current knowledge base concerning divorce. It will help students to understand the phenomena that occur during the dissolution of marriages and families, and the factors that can aid recovery. They will learn the range of interventions available to psychologists who work in this critical field. Course content will include: the effects of divorce on adults and children; an introduction to the legal divorce process and its interactions with the emotional and psychological stages of divorcing individuals and their children; the particular difficulties of high-conflict divorce; what can be done to protect divorcing individuals and their children; and how the current legal process can be changed to promote healthier divorce. Detailed presentations of divorce practice will include; traditional clinical roles (e.g. divorce therapy, group therapy in divorce); forensic roles (e.g. guardian ad litem, custody evaluator); and newly developing roles (e.g. parenting coordinator, divorce coach, consultant to legal professionals). Students will be asked to select a topic of interest having to do with any aspect of divorce, and to prepare an in class presentation. This presentation, along with a written version, will serve as the primary course evaluation.

**EC500 – Executive Coaching: Principles, Theory and Practice**

**3 Credits**

This course examines theories and practices within the fields of psychology, organizational behavior, business and other relevant fields as they relate to the practice of executive coaching. We will explore coaching competencies, professional ethics and models of executive coaching. Students will practice basic coaching skills.

**EC525 – Assessment in Executive Coaching**

**3 Credits**

This course prepares the student to plan, implement, and/or evaluate the results of an assessment for an executive coaching intervention. The student will also be prepared to work in partnership with a leader and the leader’s organization to contract for targeted results and the guidelines for a coaching intervention. It introduces the variety of assessment methods that are commonly used to understand the leader and the system in which the leader works from a historical, normative, and social perspective. Methods of structured interviews, standardized surveys, 360-degree feedback instruments and interviews, and other organizational assessments are introduced and applied. Students are encouraged to take additional continuing education workshops on specific instruments and assessment methods to further their education and development. Prerequisite: EC500.

**EC561 – Practice Seminar in Executive Coaching**

**2 Credits**

This seminar is designed to support GCEC students in their professional development executive coaching. Consisting of both face to face classroom hours (20 hours) and online discussion (7 hours), students study

topics relevant to all aspects of coaching practice. Topics include: emotional intelligence for coaches, developing your own coaching model, the business of coaching, and organizational thinking for coaches. Faculty meet to determine topics relevant to the current cohort, and a survey of possible topics is distributed among students in the fall semester to gauge their interests. The seminars supplement first semester course work and provide a deeper exploration into topics covered in EC500, EC525, EC565. Co-requisite: EC571.

### **EC565 – Executive Coaching Skills and Techniques**

**3 Credits**

This practice-oriented course focuses on applying coaching skills to effectively develop leaders. Students will practice coaching using scenarios based on real coaching experiences in corporations and non-profit organizations. Students will gain an understanding, through practice, of the unique challenges of coaching in organizations. The course focuses on gaining expertise in the ICF coaching competencies: ethically managing the coaching agenda, creating and maintaining relationships, communicating directly and effectively, facilitating learning and achieving results. Students will be exposed to a variety of coaching scenarios, and will understand the components of a structured coaching engagement.

### **EC571 – Executive Coaching Practicum**

**4 Credits**

An essential element of learning effective, professional executive coaching is the supervised practical application of its core competencies. In this 4 credit practicum, students work with a manager, executive or leader who is seeking coaching for professional development. Students will maintain notes of their coaching sessions and a journal of their plans, reactions, and learning from cases under supervision. Students meet regularly with an experienced master executive coach on an individual basis and participate in peer-supervision sessions. Peer supervision sessions are conducted in the weekend residencies under the guidance of the practicum instructor.. Peers (and the instructor) provide feedback and suggestions to supplement the expert guidance of the master coach supervisor. Supervision sessions are focused on the application of all program course material as well as students' own unique, development need as professional executive coaches. Peers will provide feedback and suggestions to supplement the expert guidance of the master-coach practicum supervisor. Prerequisite: EC525.

### **ET601 – Practical Approaches in Expressive Arts Therapy**

**3 Credits**

This course provides an introduction to the history, philosophy and theory of expressive therapy. Students will learn about the creative process as it relates to each expressive modality such as: art, dance/movement, drama, psychodrama and music. Students will learn about integration and the interrelatedness of the arts in expressive therapy.

### **ET610 – Expressive Arts with Families**

**3 Credits**

This course will introduce students to theoretical and therapeutic approaches to working with couples and families. Students will learn how to integrate the use of visual arts, music, movement, drama, psychodrama, storytelling and films and how to use different theoretical and practical approaches when working with couples and families. Prerequisite: ET650.

### **ET620 – Expressive Arts in Trauma Treatment**

**3 Credits**

This course will introduce the students to different Expressive Arts Therapy approaches to work with trauma and traumatized populations after providing the student with a comprehensive exploration of the psychological trauma field, including the history and current theories in the field, the nature of trauma, the effects of trauma on individuals, couples, families, and communities. Students will also have the chance to review evidence-based practices in the trauma field. Prerequisites: ET650 or permission of the instructor.

### **ET630 – Introduction to Play Therapy**

**3 Credits**

This course is lecture/laboratory experience focusing on an overview of play therapy, including history, theories, and beginning skills and practical experience. The course is designed to promote the development of a historical, theoretical and ethical basis for the practice of play therapy.

**ET640 – Psychodrama and Drama Therapy****3 Credits**

Students will be introduced to the theory and practices of Drama Therapy and psychodrama, as well as to the various techniques used in drama and psychodrama therapy. These include photography, dolls, puppets, masks, storytelling, sociometry, social atom and role playing and their application in clinical practice. The course will cover individual, group and family drama/ psychodrama interventions. Prerequisite: ET650 or permission of instructor.

**ET650 – Advanced Expressive Therapies: Theory & Practice****3 Credits**

This is a studio class design to help students gain an experiential and theoretical understanding of Expressive Arts Therapy by engaging with multi-modal arts. Students will be exposed to media and techniques to develop competencies in arts-based approaches to expressive therapies. Prerequisite: ET601.

**FP501 – Practicum I: School Environment and Educational Assessment****2 Credits**

This seminar supports and complements the 10 hour/week first year practicum, a field experience designed to orient the student to the general school environment and to provide opportunity to apply skills introduced in the Instructional Assessment & Intervention and Educating Children & Adolescents with Special Needs courses. Students receive training in the implementation of Primary Project interventions. Assignments and class discussion help students understand the field of school psychology and how it is practiced on a daily basis. Assignments orient the student to school culture and operations, the classroom environment, instructional practices, and types of special classrooms and programs. The course also provides opportunities for practicing skills in administration and scoring of curriculum-based measures and nationally normed educational achievement tests. Opportunities to practice initial counseling skills are provided. Students begin to plan and compile their portfolios as a means of demonstrating competence and organizing work products and information sources. Open only to students in the MA/CAGS program in School Psychology.

**FP502 – Practicum II: Psychoeducational Assessment and Intervention****3 Credits**

This seminar provides instructional and supervisory support for the 10 hour/week first year practicum, which enables the student to apply knowledge and skills introduced in concurrent courses, namely (1) Psycho-educational Assessment, (2) Behavioral Assessment, Consultation, and Collaboration, and (3) Research Methods and Evaluation. The seminar provides the forum to reflect on specific situations that occur in field work, and to address practice issues of general interest. Development of the professional self (e.g., attitudes, habits, ethics, relational behaviors) is an ongoing theme and goal. The Practicum seminar provides opportunities to develop psycho-educational assessment skills and demonstrate requisite proficiency. Supervised training experience in preventive mental health as a Primary Project child associate is incorporated into this practicum. Prerequisite: FP501.

**FP511 – Practicum I****2 Credits**

Planned and organized clinical experience in an approved setting, a minimum of 12 to 16 hours per week for 15 weeks. Co-requisite: CS500.

**FP512 – Practicum II****2 Credits**

Planned and organized clinical experience in an approved setting, a minimum of 12 to 16 hours per week for 15 weeks. Prerequisite: FP511. Co-requisite: CS501.

**FP600 – Field Placement Practicum I****4 Credits**

A planned and organized clinical experience in an approved setting. Co-requisite: CS600.

**FP601 – Practicum III: Clinical Practice****2 Credits**

This seminar provides support for the second year (15 hour/week) secondary level school-based

practicum, which is linked with concurrent coursework in Social-Emotional Assessment; Counseling and Psychotherapy in Schools; and Group Process and Group Therapy. The practicum seminar integrates the material learned in these courses with the practical aspects of providing treatment and educational interventions at the secondary level. Students are expected to be providing assessments, treatment and educational interventions in their school placements. Discussions address how to use the total available resources to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model. The practicum seminar provides a forum for students to discuss complex cases that they encounter in the field from an ecological perspective. Additionally, students explore an area of special interest within the field of school psychology. Prerequisite: FP502.

**FP602 – Practicum IV: Clinical Practice**

**2 Credits**

This seminar provides support for the concurrent second year (15 hour/week) school-based practicum, which provides continued opportunity to practice the skills and functions introduced in previous courses and in the School and Family Systems. The practicum seminar integrates the material learned in these courses with the practical aspects of providing treatment and educational interventions at the secondary level. Students are expected to be providing assessments, treatment and educational interventions in their school placements. Discussions address how to use the total available resources to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model. The practicum seminar provides a forum for students to discuss complex cases that they encounter in the field from an ecological perspective. Additionally, students explore an area of special interest within the field of school psychology. Prerequisite: FP601.

**FP605 – Field Placement Practicum I**

**4 Credits**

A continuation of FP600.

**FP611 – Internship I**

**3 Credits**

Planned and organized clinical experience in an approved setting, a minimum of 20 to 24 hours per week for 15 weeks. Prerequisite FP512; co-requisite: CS610.

**FP612 – Internship II**

**3 Credits**

Planned and organized clinical experience in an approved setting, a minimum of 20 to 24 hours per week for 15 weeks. Prerequisite FP611; co-requisite: CS611.

**FP614 – Forensic Internship I**

**3 Credits**

Planned and organized clinical experience in an approved setting, a minimum of 20 to 24 hours per week for 15 weeks. Prerequisite FP512. Co-requisite: FS620.

**FP615 – Forensic Internship II**

**3 Credits**

Planned and organized clinical experience in an approved setting, a minimum of 20 to 24 hours per week for 15 weeks. Prerequisite FP614. Co-requisite: FS621.

**FP700 – Field Placement Practicum II**

**6 Credits**

A planned and organized clinical experience in an approved setting. Co-requisite: CS700.

**FP701 – Internship A**

**3 Credits**

School psychology interns register for the internship experience, in addition to the Internship Seminar, each semester. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet NASP standards, training program expectations, and Massachusetts licensure requirements. Prerequisite: FP602. Co-requisite: CS701.

**FP702 – Internship B**

**3 Credits**

A continuation of Internship A. One internship, but not both, may be in a clinical, rather than a school,

setting. Co-requisite: CS702.

**FP705 – Field Placement Practicum II**

**6 Credits**

A continuation of FP700.

**FP721 – Practicum in Advanced Assessment**

**2 Credits**

This practicum provides students with closely supervised experience in psychological and educational assessment with children and adolescents. The emphasis is on integrating assessment results so as to foster deeper understanding by consumers, including clients, parents, teachers, or school administrators. Assessment covers a wide range of areas including intelligence, memory, executive functions, sensory motor functions, and social and emotional development. Students receive extensive feedback on report-writing as well as presenting assessment results in feedback sessions and meetings. The practicum seminar supports a concurrent field placement in child and adolescent assessment. This is part of a two-semester series. Open only to students in the doctoral program in School Psychology. Prerequisites: PA700 and PA725.

**FP722 – Practicum in Advanced Assessment (A Continuation of FP721-Optional)**

**2 Credits**

A continuation of SCH FP721.

**FP723 – Practicum in Consultation**

**1 Credit**

This field work experience follows completion of the Consultation in School course. Students are closely supervised as they undertake consultation activities in school settings, or in clinical settings that engage in school consultations. Students must meet competency expectations to meet program requirements. Prerequisite: CO750.

**FP725- Doctoral Practicum in Clinical Services**

**2 Credits**

This field work experience follows completion of at least two courses in the Clinical Interventions set of courses. Students are closely supervised as they undertake clinical activities (i.e., counseling, consultation, and development and monitoring of individual behavior intervention plans) in school and/or clinical settings. Students must meet competency expectations by the end of a second semester of enrollment in this course to meet program requirements. Open only to students in the doctoral program in School Psychology. Prerequisites: Any two of BX705, CL521, CX770, GR523, or FX515.

**FP726- Doctoral Practicum in Clinical Services II**

**2 Credits**

A continuation of FP725.

**FP727- Doctoral Practicum in Clinical Services III**

**2 Credits**

A continuation of FP726.

**FP728- Doctoral Practicum in Clinical Services IV**

**2 Credits**

A continuation of FP727.

**FP730 – Applied Organizational Psychology**

**2 Credits**

This two part year long course prepares and supports students in application of organizational psychology skills in the field. The two weeks of online preparation (August 6-19, 2012) includes completing all paper work required for placement at a client site, getting savvy about distance learning, and psychological considerations upon entering a professional development program. After August 19th there will be monthly live webinars and small assignments that support students' work in the field and ensure students learn contracting skills, gain exposure to various examples of the work of organizational psychologists in the field, other professional development experiences, ethical considerations encountered in field work, and support with their capstone work and academic writing. Multiculturalism and diversity topics including learning style, cultural differences and norms will also be explored to increase self-awareness and sensitivity to diversity in client settings. Note this class has two parts 720 and 721 (1 credit per

semester) runs over the course of the year and is a requirement for graduation. Prerequisite: Must be an MAOP Student

**FP732 – Field Placement: MAOP**

**zero Credits**

This year long course prepares and supports students in the application of organizational psychology skills in the field. Twelve months of online preparation (August 26, 2013 – August 24, 2014) includes building student organizational development competencies through monthly webinars, threaded discussions and pre-recorded lectures. Students work directly with their field site supervisor and the instructor of this course to guide and support their work in the field. 80 hours of fieldwork is required for completion of the course. Students keep a learning journal and participate in two formal evaluation discussions to hone their learning of applied organizational development work in their client site.

**FP733 – Field Placement: MAOP**

**6 credits**

A continuation of FP732.

**FP800 – Field Placement Internship I**

**6 Credits**

A planned and organized clinical experience in an approved setting. Prerequisite: FP705.

**FP801 – Internship**

**2 Credits**

School psychology doctoral students who have received faculty approval register for the doctoral internship each semester. A minimum of 16 hours per week is devoted to comprehensive delivery of psychological services to children and families in either a school or a clinical setting. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet APA standards, training program expectations, and Massachusetts licensure requirements. Co-requisite: CS801.

**FP802 – Internship**

**2 Credits**

School psychology doctoral students who have received faculty approval register for the doctoral internship each semester. A minimum of 16 hours per week is devoted to comprehensive delivery of psychological services to children and families in either a school or a clinical setting. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet APA standards, training program expectations, and Massachusetts licensure requirements. Prerequisite: FP801. Co-requisite: CS802.

**FP803 – Internship**

**2 Credits**

School psychology doctoral students who have received faculty approval register for the doctoral internship each semester. A minimum of 16 hours per week is devoted to comprehensive delivery of psychological services to children and families in either a school or a clinical setting. Students submit documentation of meeting time-on-site, supervision, and breadth of experience requirements to meet APA standards, training program expectations, and Massachusetts licensure requirements. Prerequisite: FP802. Co-requisite: CS803.

**FP805 – Field Placement Internship I**

**6 Credits**

A continuation of CFP800.

**FP831 – Field Experience in Supervision and Administration**

**1 Credit**

This field work experience is concurrent with, or follows completion of, the Supervision in School Psychological Services in School course. Students are closely supervised as they undertake supervisory, administration, and/or program development activities in school settings. Students must meet competency expectations to meet program requirements. Prerequisite or co-requisite: SSU820.

**FP900 – Field Placement Internship II**

**6 Credits**

A planned and organized clinical experience in an approved setting. Prerequisite: FP805.

<b>FP904 – Additional Applied Training</b>	<b>zero Credits</b>
A full time planned and organized remedial or other clinical experience in an approved setting by special arrangement.	
<b>FP905 – Field Placement Internship II</b>	<b>6 Credits</b>
A continuation of FP900.	
<b>FP911 – Extended Internship Training</b>	<b>1 Credit</b>
A planned and organized clinical experience in an approved setting. Open only to students in the doctoral program in Clinical Psychology.	
<b>FP914 – Additional Applied Training</b>	<b>zero Credit</b>
A continuation of FP904.	
<b>FP921 – Extended Internship Training</b>	<b>1 Credit</b>
A continuation of FP911.	
<b>FP925 – Advanced Clerkship/Fieldwork</b>	<b>zero Credits</b>
A planned and organized clinical or other experience by special arrangement. Open only to students in the doctoral program in Clinical Psychology.	
<b>FP935 – Advanced Clerkship/Fieldwork</b>	<b>zero Credits</b>
A continuation of FP925.	
<b>FS500 – Behavioral Criminology</b>	<b>3 Credits</b>
This course will provide an introduction to several of the most prominent psychological theories of criminal and aggressive behavior. Historical conceptions of criminal behavior will be explored and lead to contemporary theoretical conceptualizations that cover behavioral, social learning, cognitive, psychoanalytic, psychodynamic, developmental, biological, and socio-cultural perspectives. Topics include mental disorders associated with offending, substance abuse and crime, sexual crimes, juvenile delinquency, women and crime, victim/perpetrator rights, legal issues and policy concerns, as well as crime prevention and evidence-based treatments. Particular ethical dilemmas in considering these theories will be explored. Open only to students in the master’s program in Forensic & Counseling Psychology.	
<b>FS501 – Sex Offender Evaluation and Treatment</b>	<b>3 Credits</b>
This course introduces students to the assessment and treatment of sex offenders and incorporates psychological, criminological, social and legal theoretical models used in understanding the various types of sex offenders. This course will also provide students with risk assessment and prevention models for treatment as well as current evidence based treatments for this population. Controversies regarding assessment and treatment of these offenders will be examined, as well as pertinent issues related to gender, age, and culture. Open only to students in the master’s program in Forensic & Counseling Psychology. Prerequisite: PY522.	
<b>FS550 – Consultation and Testimony in Forensic Psychology</b>	<b>3 Credits</b>
This course offers an overview of ethical, legal and professional practice issues to be considered when clinicians are asked to provide consultation and/or testimony in court proceedings. Consultation and court-room testimony will be differentiated. Informed standards in providing both forensic consultations and court-room testimony will be highlighted. In order to integrate the theoretical, practical and emotional experiences of preparing and providing consultation and expert court testimony, students will participate in consultation scenarios and mock trial exercises. Open only to students in the master’s program in Forensic & Counseling Psychology.	

**FS620 – Forensic Internship Seminar I****2 Credits**

This course is linked to students' first semester of Forensic Internship and helps them integrate their ongoing clinical experiences with their classroom learning, as well as developing identities as professional counselors. Specific topics relative to practice in forensic and correctional settings will be addressed. Students will have the opportunity to present their cases and further their experiential learning of the consulting group model. Open only to students in the master's program in Forensic & Counseling Psychology. Prerequisite: FP512. Co-requisite: FP614.

**FS621 – Forensic Internship Seminar II****2 Credits**

This course is linked to students' second semester of Forensic Internship and continues the work of the Forensic Internship Seminar I. Specific topics relative to practice in forensic and correctional settings will be addressed. Students will have the opportunity to present their cases and further their experiential learning of the consulting group model. Prerequisite: FS620. Co-requisite: FP615.

**FX510 – Introduction to Family Therapy****3 Credits**

This introductory course investigates the major dynamics of family relationships through the lenses of the fundamental concepts and history of family therapy, systems theory, the family life cycle and will place families in relation to social context. The course introduces the paradigm shift from a variety of modern and post-modern perspectives and will provide the basis for family studies and therapy. The course distinguishes similarities and differences between family therapy ideas and other counseling paradigms. Relevant issues will be integrated into classroom discussions and role-plays. Students will utilize family systems ideas to analyze and develop innovative approaches to working with families. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social class, and other socio-cultural factors.

**FX515 – Family and Systems Theory****2 Credits**

Through lectures, class discussions, videotapes and group exercises, this class will introduce the history of family therapy, several major theoretical and research models of family therapy, and will place families in relation to social context. We will also explore and become more aware of the clinician's reflective use of self, and of the role of one's family of origin and social context in the therapy practice. Students will have the opportunity to explore their own families and a client family, in social context, as a means for gaining a better understanding and appreciation of their therapy work, and to explore a topic of their choice in the family literature. Prerequisite: PS600 or ST631.

**FX525 – Couples and Family****3 Credits**

This course will focus on the major dynamics of couple and family relationships as well as the theory and practice effective in counseling them. Family therapy theories from a variety of modern and post modern perspectives will provide the basis for understanding and counseling couples and families. Relevant issues will be integrated into classroom discussions and role-plays. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social class, and other socio-cultural factors. Open only to students in the master's program in Counseling Psychology. Prerequisite: CX510.

**FX600 – Infant, Toddler, Parent Intervention****2 Credits**

This course is designed to introduce the student to basic concepts and issues in infant toddler parent intervention. It draws presenters from two infant parent oriented organizations, the Jewish Family and Children's Service and the Boston Institute for The Development of Infants and Parents, because these clinicians represent up to date thinking and practice regarding their topic. Topics covered include: basic attachment theory, reflective functioning, postpartum mood disorders and depression, challenges to the infant parent relationship re eating, sleeping and those born with special needs, post adoptive depression in the parents, the relevance for adult psychotherapy of infant research, dysregulated attunement, infant



observation and the watch wait and wonder intervention program. Because these clinicians are available only at certain times, the sequencing of content is based on their availability, not necessarily a specific logic of having one topic precede another.

**FX615 – Clinical Practice of Family and Systems Therapy**

**2 Credits**

This course focuses on the application of previously learned theoretical knowledge to clinical work with families and the acquisition of family therapy skills. Students are taught the necessary skills to engage and facilitate therapeutic change with families. A major focus of the course is on students understanding and making effective use of their own experience when working with families. Special attention is paid to developing skills in observation, understanding and intervention with couples and families. Prerequisite: FX515.

**FX621 – Couples Therapy**

**2 Credits**

This course works with the couples' dynamics and history and with the therapist's technical and affective experience in addressing the need of couples. Couples therapy can be one of the most exciting as well as challenging psychological interventions. The course is designed to evolve clear strategies for intervention in couples work. Particular attention will be paid to the couple's session as a microcosm of the relationship and to the therapist's interventions in the session. Prerequisite: FX515.

**FX630 – Collaborative Therapy with Multi-Stressed Families**

**3 Credits**

This course highlights a framework for counselors and agencies working with families and communities to help families envision their desired lives. Drawing on theoretical concepts of Appreciative Inquiry, Collaborative, Solution-Focused and Narrative therapies, this course will focus on interventions that will engage reluctant clients in addressing long-standing problems; and help students to develop practices to ground their work in a spirit of possibilities, collaboration and accountability. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social class, and other socio-cultural factors. Open only to students in the master's program in Counseling Psychology and the doctoral program in School Psychology. Prerequisite: CX510 or CX610 or by permission of instructor.

**FX650 – Therapy with Couples**

**3 Credits**

This course will focus on the major dynamics of couple and family relationships as well as evidence-based and evidence-informed theory and practice, including an integrated model for sex therapy with couples. Family therapy theories from a variety of modern and post-modern perspectives will provide the basis for understanding and counseling couples. Relevant issues such as domestic violence and divorce will be integrated into classroom discussions, role-plays and projects. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social class, different physical and mental abilities, religious backgrounds and other socio-cultural factors.

**FX670 – The Contemporary Family**

**3 Credits**

This course explores how families have changed in the last 30 years and speculates about future trends. It covers a mosaic of unique, insightful, and provocative thoughts on families. Students will examine families and relationships in which people live, including alternative lifestyles, gay and lesbian relationships, economically distressed families, immigrant families, religion and families, racial and ethnic diversity, a feminist vision for families, older families, family violence, as well as the effect of computers and other technology on family relationships. Postmodern ideas in working with children, outreach family therapy, and factors affecting the therapist's role will be discussed.

**FX680 – Collaborative Consultation with Larger Systems**

**3 Credits**

This course studies the family in an urban context and its interface with larger systems. It explores various models of collaborative consultation and team based work with community, religious organizations, medical, educational and legal agencies as they interface with the family. Family study has its roots in community based treatment models and recently the field has returned to these time honored traditions.

This course will look at consultation and team-based work in a variety of educational, medical, and legal settings and develops a working understanding of how to engage collaboratively with large systems that have an impact on individuals, families, and communities. This course explores many modalities of collaborative consultation in larger systems, including: community outreach work, social justice approaches, court mandated casework, participatory action research, and organizational coaching and development. Prerequisites: FX510 and FX630.

**FX690 – The Role of Intimacy and Human Sexuality in the Family**

**2 Credits**

Sexuality and intimacy are major issues for couples and families in therapy. This course explores different approaches to understanding sexual functioning and intimacy, sexuality, and sexual orientation in the context of couples and families. Students will be introduced to how diverse belief systems influenced by race, ethnicity, class, gender, sexual orientation and religion impact the expression of intimacy and human sexuality in families, intimate relationships and society. Historical and contemporary approaches to sexual function and dysfunction in the context of couples and families will be discussed, as well as studies about same gender/different gender intimate relationships. Prerequisite(s): FX510 and FX630.

**GE500 – Geropsychology**

**2 Credits**

This course provides an overview of theoretical and applied clinical geropsychology, combining lecture and seminar formats. The course establishes the background for applied clinical work. Students from the beginning will participate in discussions and creative assignments aimed at developing clinical thinking. The course is offered as an introductory course and may be followed by CLI GE520, Selected Topics in Geropsychology.

**GE520 – Selected Topics in Clinical Geropsychology**

**2 Credits**

This course provides students with an overview of the range of psychopathology seen in clinical practice with older adults. The content of the course will include units in psychopathology and psychotherapy. Units in psychopathology will include delirium, depression, anxiety, dementia, personality disorders, and alcohol abuse and substance abuse. Psychotherapy units will include counter-transference in work with older adults, family systems, individual therapy, couple therapy and care giving as a focus of therapy. Attention will be given to the development of critical appraisal of research findings and creative responses to commonly occurring clinical issues. Prerequisite: GE500 or permission of the instructor.

**GR501 – Group Counseling and Psychotherapy**

**3 Credits**

This course provides a basic understanding of groups and group process. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group, including ethical, diversity and inclusion issues. Open only to students in the master's program in Counseling Psychology; others only with permission of the instructor.

**GR521 – Therapy of Group Dynamics**

**2 Credits**

This course is designed to provide basic understanding of groups through didactic and experimental learning. Critical facets of group functioning are studied and experienced to apply key concepts that are relevant to and alive in groups: boundaries, contract, development, cohesiveness, conflict management, and working alliances. These concepts will be examined in a variety of groups to help students to understand critical events which occur in any type of large or small group. Open only to students in the doctoral program in Clinical Psychology.

**GR523 – Clinical Practice of Group Therapy**

**2 Credits**

This course is designed to provide basic understanding of groups through didactic and experimental learning. Critical facets of group functioning are studied and experienced to apply key concepts that are

relevant to and alive in groups: boundaries, contract, development, cohesiveness, conflict management, and working alliances. These concepts will be examined in a variety of groups to help students to understand critical events which occur in any type of large or small group. Prerequisite: GR521 or GR611.

### **GR611 – Group Process and Group Therapy**

**3 Credits**

This course provides a basic understanding of groups and teaches skills for leading task-oriented groups in school and child clinical settings. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. These principles are studied with reference to both leading student groups, and participating with other adults in school/community teams and committees. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group. The assignment of conducting a student group is arranged through the concurrent Practicum III. Open only to students in the MA/CAGS or doctoral program in School Psychology.

### **GT520 – Gender Theory**

**2 Credits**

This course will explore the construction of gender through an in – depth examination of contemporary theories of the development of sexual and gender identity. Students may approach this subject through a wide range of topics and from a variety of theoretical perspectives.

### **HP530 – Theoretical Foundations in Clinical Health Psychology**

**2 Credits**

This course explores the theory base of clinical health psychology. The seminar begins with a stress and health exploration of the biological bases of health and disease and includes an overview of psycho-neuroimmunology stress and health. The course examines the contributions of learning theory and cognitive behavioral models, learned helplessness and self efficacy, stress and coping with an emphasis on social bases of health and disease, Engel’s bio-psychosocial hierarchy, family systems, health and disease, and concludes with ethno-cultural variables and health and existential and meaning making models.

### **HP541 – Applications in Clinical Health Psychology**

**2 Credits**

This course will examine how the theoretical foundations of Health Psychology explored in the prerequisite HP 530 are applied in clinical practice. This seminar will begin with a survey of the assessment strategies of the clinical health psychologist including bio-psychosocial approaches, interview, observational, and behavioral methods and paper and pencil measures. Students will then proceed to a survey of individual, group, family and large systems interventions, an examination of medical adherence, and conclude with a discussion of supervisory and consultation issues in the field. Students will also conduct a semester long project in which they become experts in the assessment, intervention, supervision, and consultation approaches in one specific illness and age group. Open only to students in the doctoral program in Clinical Psychology. Prerequisite: HP530.

### **HP550 – Advanced Topics in Clinical Health Psychology**

**2 Credits**

This course is designed to enable advanced students in the Clinical Health Psychology doctoral track with the opportunity to consolidate their overall understanding of the field. The course focuses on large systems issues including ethical, legal, and professional concerns; economic, political, organizational, and policy issues, and research methods in Clinical Health Psychology. Prerequisite: HP541.

### **HS520 – Human Sexuality**

**2 Credits**

This clinical course is intended to prepare students for effective practice in dealing with clients’ sexual issues. The course provides an overview of sexual issues that arise in clinical practice. Topics will include appropriate language, sexuality through the life cycle, appropriate boundaries, and cultural differences in sexuality, physiology of sexuality, taking a sexual history, sexual orientation, sexuality and disabilities, reclaiming sexuality following a history of sexual abuse, sexual addiction and other special topics. In addition the diagnosis and treatment of the main sexual dysfunctions will be addressed. These include: inhibited sexual desire, arousal disorder, anorgasmia, vaginismus, erectile dysfunction, premature

ejaculation, retarded ejaculation and dispareunia. Behavioral, psychodynamic and systemic approaches will be examined. Students will explore the applications of this knowledge to clinical practice and will also examine their own level of comfort with this material as it relates to the clinical situation.

### **HU520 – Humanistic Theory**

**2 Credits**

This course examines a strong continuum of theory, once described as the Third Force, that influences American psychology, having its roots in the existentialist movement of the mid-century, and now into its present manifestations under the general term “Spirituality.” After exploring the legitimacy of spirituality as a proper subject for theory and research in the field of psychology, this course explores seven primal themes of human life from this existential, humanistic perspective: suffering, death, fear and anxiety, creativity, the self, human relationships, and the individual’s relationship with the undefined. Open only to students in the doctoral program in Clinical Psychology. Pre-requisites: LS659, PS600 and PS603.

### **HU535 – Spiritually-Oriented Psychotherapy**

**3 Credits**

This course provides an orienting introduction to a rich range of perspectives and practices that have developed, particularly over the last twenty years, within clinical psychology which variously aim to integrate attention to the religious and spiritual dimension of life into the heart of clinical practice. Course participants are offered the intellectual tools and collegial support to reflect critically and creatively on their own experience and commitments and to formulate approaches to clinical work that are congruent with these.

### **HU635 – Spirituality, Jung and the Use of Images in Psychology**

**2 Credits**

This course is designed to challenge and extend students’ conceptualization of the unconscious and the healing process. The first half of the course will examine how healing is viewed and achieved from different spiritual perspectives, including Buddhism, Islam and Shamanic traditions. The second half of the course will explore Jungian concepts of the unconscious, individuation, the imaginal realm and the Self. We will analyze parallels between spiritual and psychotherapeutic practice and explore how a spiritual framework can inform psychotherapy. Students will analyze their own frameworks of practicing clinical work in light of spiritual and Jungian approaches to healing.

### **HU641 – Positive Psychology**

**2 Credits**

The purpose of this course is to teach students the theoretical foundations, clinical interventions, and applications of positive psychology. Positive psychology is the scientific study of what makes life most worth living by emphasizing the positive emotions, thought patterns, and relationships that contribute to human flourishing. This class explores the measurement, development, and cultivation of character strengths such as: wisdom, courage, humanity, justice, temperance, and transcendence and offers conceptual and empirical tools to craft and evaluate interventions which promote human flourishing and well-being. The empirical evidence underlying the science of positive subjective experience will be reviewed.

### **HU676 – Participatory Action Research and Appreciative Inquiry**

**3 Credits**

This course gives a critical framework for facilitating change in organizations: Participatory Action Research (PAR). PAR methodology gives structure and direction for change work including systemic collaborative assessment and action planning. Appreciative Inquiry (AI) methodology examines what gives life to human systems when they are at their best in order to move forward in the face of change. Students will learn the theoretical foundations of PAR and AI and understand applications of each from the standpoints of organizational change, strategic planning, organizational design, team building, staff development and the cultivation of individual strengths and resources.

### **IA520 – Instructional Assessment and Intervention**

**3 Credits**

This course examines essential principles of classroom instruction, and methods of screening and assessing

academic performance, critical learning skills, and the classroom environment. Data collection methods include structured observation, standardized educational testing, formal and informal skill inventories, curriculum based assessment and curriculum based measurement. Students apply these data to the design and evaluation of instruction and academic interventions, as guided by scientific evidence. Particular emphasis is placed on the acquisition of early reading skills. Field assignments for this course are arranged through the concurrent Practicum I. Prerequisite: Permission of the instructor.

### **IA772 – Learning Disabilities: Research to Practice**

**2 Credits**

This course is designed to provide knowledge on the evolution of learning disabilities as a diagnosis within medical, educational-legislative and social frameworks. Emphasis is placed on current and contributory past research on instructional interventions in literacy (decoding, fluency, comprehension, written expression including spelling) and mathematics. Neurobiological factors, gender, cultural, and life-span issues are also addressed. Prerequisite: SN512.

### **IA774 – Academic Intervention**

**2 Credits**

This course will examine major research models and components connected with reading and language arts. Current research and trends, research-based models, and controversies will be explored. Promising practices in the field, particularly related to students with disabilities and English language learners will be highlighted. Students will also consider reading and language arts interventions that have successfully closed the achievement gap. Students will solidify their understanding of phonemic awareness, phonics and the importance of their role in developing competent readers. Other areas that will be defined include: comprehension strategies, fluency, vocabulary, background knowledge, writing, and literacy across the curriculum. Students will have the opportunity to observe, assess and plan and implement reading and language arts interventions. Cross-cultural perspectives will provide a context for understanding and addressing comprehension challenges for struggling readers and writers. The focus of the course will be to problem-solve, anticipate, prevent, plan, and implement appropriate reading and language arts interventions that are maintained or changed based upon assessment data. Students will build their toolbox of strategies, and become more fluent in creating and analyzing appropriate approaches for an individual or a group of students. Students will have the opportunity to practice consultation in designing reading and language arts interventions. Prerequisite: IA 520.

### **IA776 – Preschool Services: Assessment & Intervention**

**2 Credits**

This course will provide an understanding of the development of the young child and of the role of the school psychologist in assessing, diagnosing, and treating the various disorders that can arise during this period. Students will gain an understanding of the agencies which service young children and their families and of the linkages that exist between these agencies and the school system. Didactic material will support case studies and issues that arise from students' field experiences. Open only to students in the doctoral program in School Psychology.

### **LP710 – Leadership and Followership: Theoretical Bases of Leadership**

**4 Credits**

This introductory leadership and professional seminar course examines individuals in history who have mobilized resources to make social change. Drawing from the work of Bennis and Kellerman, students will also examine how one may pursue leadership, supporting leadership, or promoting followership. Open only to students in the doctoral program in Leadership Psychology.

### **LP711 – Leadership Development and the use of Self**

**4 Credits**

This course focuses on the student's leadership identity development and self-management and multicultural skills to enhance their ability to lead. Additionally, new 21st century models of leadership including current day norms and challenges will be examined. Students will garner feedback by participating in a leadership 360 and other personality assessments. The course culminates in the development of an authentic leadership development plan.

Open only to students in the doctoral program in Leadership Psychology.

**LP712 – Becoming a 21st Century Leader**

**4 Credits**

This course looks at some of the issues facing the 21st Century Leader in a globally- and socially-networked world. Particular focus will be paid to current and emerging topics that in the field of leadership, such as: neuroscience, communicating using storytelling and persuasion, navigating the demands of new media and e-leadership, applying positive psychology for transformative cooperation, recognizing and managing cognitive bias in strategic decision-making and exploring authenticity, emotional intelligence, and self-narrative. The course will emphasize the translation of theory to application through case studies and projects.

Open only to students in the doctoral program in Leadership Psychology.

**LP713 – Leadership Proseminar (Ethics, Negotiation, Research and Practice)**

**4 Credits**

Students in this professional seminar develop their academic and practice orientation to ethics, research and practice in the field, and complete work in negotiation and mediation. Students will be oriented to the expectations of the program as well as practicum preparation and doctoral dissertation expectations.

Open only to students in the doctoral program in Leadership Psychology.

**LP725 – Qualitative Methods I**

**4 Credits**

Qualitative research is a method of research methodology used to gain an in-depth understanding of human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Methods that may be included in this course include narrative, ethnographic research, appreciative inquiry, ethical inquiry, or grounded theory.

Open only to students in the doctoral program in Leadership Psychology.

**LP726 – Statistics and Research Methodology I**

**4 Credits**

In order to understand quantitative research, the student must 1) **assess** the integrity of the methodology used and 2) **interpret** the meaning of the reported statistical results. Statistics I will provide the basic analytic tools with which to carry out this assessment. Building upon an introduction to descriptive statistics, students will develop familiarity with the techniques of inferential statistics beginning with an understanding of hypothesis testing and confidence intervals. Using these techniques of data analysis, students will examine frequently used statistical procedures such as inferences about means, inferences about proportions, the chi-square test for independence, correlation analysis and simple linear regression. Applying these procedures to psychology and leadership research, and interpreting the implications of the findings for practice and policy, will be a major emphasis of the course. No prior study of statistics will be assumed.

Open only to students in the doctoral program in Leadership Psychology.

**LP727 – Statistics and Research Methodology II**

**4 Credits**

In Statistics and Research Methodology II, students will be introduced to more advanced statistical procedures such as multiple regression, Analysis of Variance, and Analysis of Covariance. A strong emphasis will be placed on issues intrinsic to experimental and non-experimental research methodology. Research design components such as data collection, sampling techniques, and validity -- internal and external -- will be examined. Throughout the course, students will read and evaluate examples of both psychology and leadership literature while evaluating the methodology employed and interpreting the reported results. The course will conclude with each participant planning, designing, and presenting a small scale, quantitative research project proposal.

Open only to students in the doctoral program in Leadership Psychology.

**LP735 – Qualitative Methods II**

**4 Credits**

Qualitative research is a method of research methodology used to gain an in-depth understanding of

human behavior and the reasons that govern such behavior. The qualitative method investigates the why and how of decision making, not just what, where, when. Methods that may be included in this course include narrative, ethnographic research, appreciative inquiry, ethical inquiry, or grounded theory.

Open only to students in the doctoral program in Leadership Psychology.

**LP740 – Adaptive Leadership and Immunity to Change**

**4 Credits**

Studying the works of Ronald Heifetz and Dean Williams, this course will explore the model and practice of Adaptive Leadership. Using case studies, students will create detailed stakeholder analyses, explore the distinction of “leadership as an activity,” and be able to analyze what specific work actually needs to be accomplished to achieve organizational change while avoiding the distractions and pitfalls facing professionals exercising leadership.

Open only to students in the doctoral program in Leadership Psychology.

**LP745 – Creative Change and Transformative Leadership**

**4 Credits**

This course blends the theoretical underpinnings of transformational change methodology with specific case studies. Studying the subset of leadership that focuses on non-linear change, this course distinguishes leadership activities that lead to incremental organizational improvements from activities which can be utilized for organizations faced with the need for transformational change. Students will additionally study the complex interplay of human behavior, organizational behavior, process changes, cultural changes and the allocation of organizational resources and talents when conducting a transformational change project.

Open only to students in the doctoral program in Leadership Psychology.

**LP748 – Leadership and Systems Approaches Specialization**

**4 Credits**

This course takes an executive view of organizational development and system approaches. Students will learn methodologies for designing, implementing and assessing strategic organizational development projects. Best practices, benchmarking and various system models will be studied. Particular attention will be paid to psychological and cultural factors that often determine the success or failure of these approaches. Students complete their final paper within a particular area of leadership interest (for profit, nonprofit, higher education, high-technology as examples). Open only to students in the doctoral program in Leadership Psychology.

**LP751 – Practicum – Leadership in K-12 Education**

**5 Credits**

Students will focus on Leadership in K-12 Education, one of the six domains of leadership practicum. Practica require 150 hours of onsite project work with a designated supervisor/leader. When the requirement is completed, students will incorporate their work into the completion of their doctoral dissertation. Open only to students in the doctoral program in Leadership Psychology. Prerequisite: LP801; requires concurrent enrollment with LP904.

**LP752 – Practicum – Leadership in Higher Education**

**5 Credits**

Students will focus on Leadership in Higher Education, one of the six domains of leadership practicum. Practica require 150 hours of onsite project work with a designated supervisor/leader. When the requirement is completed, students will incorporate their work into the completion of their doctoral dissertation. Open only to students in the doctoral program in Leadership Psychology. Prerequisite: LP801; requires concurrent enrollment with LP904.

**LP753 – Practicum – Leadership in Business Organizations**

**5 Credits**

Students will focus on Leadership in Business Organizations, one of the six domains of leadership practicum. Practica require 150 hours of onsite project work with a designated supervisor/leader. When the requirement is completed, students will incorporate their work into the completion of their doctoral dissertation. Open only to students in the doctoral program in Leadership Psychology. Prerequisite: LP801; requires concurrent enrollment with LP904.

**LP754 – Practicum – Leadership in Non-Profit Organizations & NGOS** **5 Credits**  
Students will focus on Leadership in Non-profit Organizations and NGOS, one of the six domains of leadership practicum. Practica require 150 hours of onsite project work with a designated supervisor/leader. When the requirement is completed, students will incorporate their work into the completion of their doctoral dissertation. Open only to students in the doctoral program in Leadership Psychology. Prerequisite: LP801; requires concurrent enrollment with LP904.

**LP755 – Practicum – Leadership in Health Care Organizations** **5 Credits**  
Students will focus on Leadership in Health Care Organizations, one of the six domains of leadership practicum. Practica require 150 hours of onsite project work with a designated supervisor/leader. When the requirement is completed, students will incorporate their work into the completion of their doctoral dissertation. Open only to students in the doctoral program in Leadership Psychology. Prerequisite: LP801; requires concurrent enrollment with LP904.

**LP756 – Practicum – Leadership in Government & Public Sector** **5 Credits**  
Students will focus on Leadership in Government and Public Sector, one of the six domains of leadership practicum. Practica require 150 hours of onsite project work with a designated supervisor/leader. When the requirement is completed, students will incorporate their work into the completion of their doctoral dissertation. Open only to students in the doctoral program in Leadership Psychology. Prerequisite: LP801; requires concurrent enrollment with LP904.

**LP801 – Doctoral Dissertation Design Seminar** **3 Credits**  
This 3-credit course is completed prior to the student’s practicum placement. Students will be required to finalize their proposals for their doctoral project including methodology and IRB approval (which students will be assisted with in this seminar). Many students will elect to collect data or complete their doctoral projects within their practica. A review of committee organization and development will be included. Open only to students in the doctoral program in Leadership Psychology.

**LP904 – Dissertation** **12 Credits**  
The dissertation is a research project reflecting the student’s individual interests, providing an opportunity for the consolidation of the student’s knowledge and understanding of current research and thought in a specific area. Prerequisite: LP801; requires concurrent enrollment with LP801, LP752, LP753, LP754, LP755 or LP756,

**LS659 – Lifespan Development** **3 Credits**  
This course examines aspects of human development across the lifespan. Theories of biological, cognitive, social, emotional, moral, and spiritual development are explored to understand the interplay of nature and nurture from infancy through aging. Students examine the psychological and environmental contexts required to support normal development and adaptation in all stages of life. The primary foci of the course include (a) consideration of the range of possibilities of normal individual differences and (b) consideration of general trends with an emphasis on contextual variations based on gender, social class, culture, and ethnicity.

**MH501 – Foundations of Forensic Psychology** **2 Credits**  
This course offers an overview and history of the field of forensic psychology and the importance of adherence to professional standards, professional competence, and responsibility in the field’s interface with legal settings. This course will provide information and practice in providing forensic psychology “best practices” services. This course will also provide students with a working knowledge of the civil, juvenile and criminal justice systems; multicultural issues in forensic psychology; relevant Massachusetts General Laws (MGL); and the various types of forensic psychology evaluations (e.g., Not guilty by Reason of Insanity, Competence to Stand Trial, etc.). Additionally, the interface between juvenile justice children and family services; probation and correction systems; and, community services for forensically-involved



individuals will be covered. Students will also gain an overview of the types of forensic testing instruments in forensic settings; the diversity of careers in forensic psychology; and general professional issues.

**MH512 – Forensic Psychology I: Children and Families**

**2 Credits**

This course focuses on the use of clinical mental health information in courts and other legal settings in cases that involved children and families. The course reviews the framework of law involving children and families, particularly law and legal procedure regarding child abuse and neglect proceedings, juvenile delinquency, status offenses, and divorce child custody proceedings. The role of the psychologist in conducting forensic evaluations is discussed in detail, including specific kinds of clinical and ethical challenges that may arise. Specialized evaluations such as violence risk assessments and domestic abuse assessments are described. Particular attention is paid to how psychologists conduct forensic evaluations for use in civil and criminal proceedings involving children, and how their findings are communicated in the form of written reports or testimony before the court.

**MH 513 – Forensic Psychology II: Adults**

**2 Credits**

The course focuses on the use of clinical mental health information in courts and other legal settings in cases that involve adults. The course reviews the framework of law in civil and criminal cases that are most likely to involve psychologists as forensic evaluators or expert witnesses. Forensic evaluations in criminal cases include competence to stand trial, criminal responsibility (“insanity defense”), and aid in disposition. Forensic evaluations in civil cases include medical guardianships, involuntary medication, and involuntary civil commitment. The role of the psychologist in conducting forensic evaluations is discussed in detail, including specific kinds of clinical and ethical challenges that may arise. Specialized evaluations such as violence risk assessments and domestic abuse assessments are described. Particular attention is paid to how psychologists conduct forensic evaluations for use in civil and criminal proceedings involving adults, and how their findings are communicated in the form of written reports or testimony before the court.

**MH515 – Advanced Topics in Forensic Psychology**

**2 Credits**

This course provides an intensive survey of current perspectives and emerging issues within the arenas of psychology and the law. Key theoretical and systemic principles are emphasized to offer a contextual and dynamic appreciation of the historical, political, social and ethical interplay of the selected special topic(s). An emphasis on the intersection between law and the mental health professions and a framework is offered to identify and assess complex professional practice situations that have overlapping clinical, ethical and legal dimensions. Each course will be geared toward helping students gain a broader understanding and knowledge as well as a greater understanding of the theoretical underpinning, nature, methods and best practices in forensic assessment and evaluation. Prerequisites: MH501 and either MH512 or MH513.

**MH520 – Law and Mental Health**

**2 Credits**

This course provides a basic conceptual understanding of the interface between the legal and mental health systems, highlighting both existing problem areas and potential methods for more constructive interdisciplinary interaction. After an introduction to the legal system, the training of lawyers and the problems of interdisciplinary communication, the course explores interface issues through commitment, right to treatment, right to refuse and deinstitutionalization.

**MH530 – Psychology and the Legal System**

**3 Credits**

This course will focus on the relationship between law and psychology and the mental health system, mental illness, and criminal conduct with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Essential issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competence and insanity will be discussed, as well as the interface between children and family services and juvenile justice, and Probation–Department of Corrections systems. Topics also include the

impact of diversity factors and the importance of following ethical principles and obtaining specialized supervision.

**MH550 – Consultation and Testimony for the Professional Psychologist** **2 Credits**

Psychologists in clinical, forensic and other areas of practice are often asked to provide consultations. At times, these consultations may result in involvement in administrative hearings, lawsuits or other legal proceedings. Additionally, psychologists who do not contemplate involvement in legal proceedings may find themselves asked to participate in depositions or in giving testimony. For example, child therapists may become involved in divorce proceedings, therapists for adults may be asked to testify in proceedings arising from accidents, workplace conflicts, discrimination, workman’s compensation, social security appeals, insurance disputes and many other situations. This course offers an overview of consultation skills for psychologists, as well as the ethical, legal and professional practice issues to be considered when clinicians are asked to provide consultation. The course also provides information and practice in providing deposition or courtroom testimony, distinguishing between a “fact witness” and an expert witness. Consultation and various forms of legal contexts in which testimony is taken will be differentiated. “Best practices” in providing both professional consultations and testimony will be highlighted. Consultation scenarios and mock testimonies will be an integral aspect of this course. Participants in this course should have a basic foundation in psychological methods and practice, including professional experience in a clinical, forensic, educational or other setting where consultation services are routinely utilized. Prerequisite: FP700.

**MH601 - Adult Forensic Assessment** **2 Credits**

This course addresses general and specific topics in adult criminal forensic assessment. Students will become familiar with the administration, scoring, and interpretation of instruments used to assess competence to stand trial, criminal responsibility, malingering, dangerousness and risk of sexual violence. In order to demonstrate familiarity and knowledge of specific forensic assessment tools, each student will score and interpret test protocols and provide interpretations of test data with regard to the issue of malingering. Finally, students will gain an understanding of the integration of interview data, assessment data, and collateral information in a forensic evaluation report. Prerequisite or co-requisite: PA503.

**MH732 – Children’s Mental Health Policy and Systems** **2 Credits**

Children’s mental health needs have been chronically underserved both nationally and in Massachusetts. System reform efforts emphasize family involvement, responsiveness to cultural and linguistic differences, inter-agency collaboration, and preventative and community-based services. This course provides an overview of existing and proposed service delivery system, core principles, and effective, evidence-based approaches to meeting children’s mental health needs on a macro level.

**MP510 – Narrative and Immersive Media** **3 Credits**

Storytelling is a fundamental method of human communication. This course will look at the fundamentals of story from cultural, narrative, and neuropsychological perspectives. Students will have the opportunity to identify and analyze the narratives of different media applications and understand how to develop and apply narrative. The course will include identifying audience attributes, evaluating media affordances that support narratives, and understanding the differences among cross media and transmedia applications. Students will examine narrative media in the context of immersion, presence, and engagement. Open only to students in the master’s program in Media Psychology or by instructor approval.

**MP520 – Global Media** **3 Credits**

Much of what we know of others is learned through media. This course will investigate how media is used to make an impact on the global community and advance social concerns. Students will examine how different cultures and developing economies have used or misused media technologies. This course will include the use of edu-entertainment, SMS-based mobile programs, social marketing, and social

entrepreneurship. Open only to students in the master's program in Media Psychology or by instructor approval.

**MP525 – Social Psychology and Media**

**3 Credits**

This course examines the impact of the new communications environment with peer-to-peer connectivity. Students will examine the role of community and the impact of global reach. This course will review the positives and pitfalls of online environments, the development of social capital, social identity, and social validation, collaborative media and the willingness to participate in online communities, and the impact of social networks on perceptions of knowledge, power, authenticity, and transparency. Open only to students in the master's program in Media Psychology or by instructor approval.

**MP526 – Professional Orientation: 21st Century Media Psychology (Theory and Practice) and Year Long Field Project 3 Credits**

An applied project of field research developed in collaboration with the student's mentor based on his/her area of interest and career goals. Open only to students in the master's program in Media Psychology.

**MP535 – Media Literacy and Digital Citizenship**

**3 Credits**

This course examines the role of technology in 21st century society. Students will approach issues such as media literacy, media ethics, and digital citizenship in the context of developmental and cultural models. This course will also discuss the implications of technological literacy and the challenges of education, training, and access for individuals across the lifespan as well as the challenges of communicating and managing in institutions and organizations. Open only to students in the master's program in Media Psychology or by instructor approval.

**MP540 – From Entertainment to Educational Media: Development, Persuasion, and Marketing 3 Credits**

This course extends the persuasive power of narrative into the realm of social psychology, looking at the ways in which social interactions influence mediated relationships and behavior. This course will also examine the role of media framing, how media influences public agendas, how groups use the media to advocate on their own behalf and for others to effect social change. Students will examine how emerging technologies, such as mobile and augmented reality, can be used to support positive behavior change and increase individual and group agency. Open only to students in the master's program in Media Psychology or by instructor approval.

**MP610 – Cognitive Psychology and Media**

**3 Credits**

All messaging starts in the brain. This course will examine how perception and cognition influence the transfer and receipt of information and will look at the increasing premium on information filters in a information-rich environment. Students will examine the effectiveness of visual, text, and auditory information based on cognitive principles. They will use these principles to translate information into effective and persuasive methods of communication: presentations, visual displays such as websites, graphs and infographics, and by effectively activating and combining sensory input channels.

**MP641 – Positive Psychology and Media**

**3 Credits**

The field of psychology has firm roots what is known as a medical model approach to the human condition, coming from a perspective of psychopathology. Positive psychology, by contrast, emerged to examine the strengths and values that enhance human well-being and seeks to promote the attributes and conditions that allow people to flourish. This course will identify the main areas of positive psychology and discuss how they can be applied to media technologies. Students will examine the ways in media and technology can be developed and used to enhance individual and social well-being, resilience, and agency. Open only to students in the master's program in Media Psychology or by instructor approval. as mobile and augmented reality, can be used to support positive behavior change and increase individual and group agency. Open only to students in the master's program in Media Psychology or by instructor approval.

**MP650 – Proseminar in Media Psychology****3 Credits**

Media psychology uses psychology as a lens to understand the changing media landscape and the impact of the use, experience and production of media technologies. The object of the proseminar is facilitate the student's professional and academic application of media psychology and support the student's individual exploration and strengths as they move toward professional success. Topics include familiarity with common media methodologies, ethical issues in media development, personal presentation in a networked world, such as online profiles, writing for publication, creating presentations and academic posters, and examining the structure and logic of an effective e-portfolio. Open only to students in the master's program in Media Psychology or by instructor approval.

**MP675 – Capstone Course****3 Credits**

The Capstone represents the integration and application of theoretical and practical knowledge from previous courses. The required final paper results in the production of a scholarly product that illustrates understanding of a selected important and professionally relevant topic in contemporary college student personnel work. Students complete 2 comprehensive exam questions (written) and prepare their e-portfolio for review by faculty. Open only to students in the masters program in Applied Psychology in Higher Education Student Personnel Administration.

**MV515 – Military Families and the Cycle of Deployment****1 Credit**

This course will explore the psychological and relational effects of military service on immediate and extended family, as well as on other loved ones. Students will receive an overview of the cycle of deployment, with special emphasis on how each of its phases affects the functioning of spouses and children. Risk and protective factors predictive of family coping or relational distress will also be examined, including age of children, length of marriage or relationship, attachment dynamics, and the quality of environmental supports for at-home spouses. Emphasis will be placed on understanding the unique culture of the military, the possible differences in coping and adjustment of various ethnic or cultural groups, and the psychological/relational challenges for family members at each point along the deployment-reunion continuum. Students in this course will develop familiarity with specific intervention strategies to enhance military or veteran family functioning, and will examine a number of empirically supported intervention models. Special consideration will be given to guidelines for building therapeutic alliances with military or veteran families of diverse or minority cultural backgrounds, and with those that have faced the death or injury of family members as a result of military service. The interpersonal implications of Combat-Induced Stress Reaction and Post-Traumatic Stress Disorder will be under consideration throughout the semester. This course will utilize a combination of lecture, discussion, media and audio-visual enhancements, brief student presentations. Prerequisites: FX515; FX510. (Military Families and the Cycle of Deployment is designed to be taken concurrently with or subsequently to one of these introductory courses).

**MV522 – Substance Abuse and Addictions in the Military and Veteran Communities 1 Credit**

This course will focus on the epidemiology, identification, prevention, and treatment of alcohol and other drug use, including prescription medication, in active military personnel, veterans, and their families. Using a combination of lecture, audio-visual materials, and student presentations, students will examine up-to-date data concerning rates and patterns of drug and alcohol abuse in the military and veteran populations, explore the relationship between substance abuse and suicide, and investigate how depression and post-traumatic stress in service members are related to patterns of acute and chronic substance abuse. In addition to reviewing contemporary research, such as the Millennium Cohort Study, that establishes an empirical link between combat exposure and increased risk of alcohol dependence, this course will also emphasize the importance of prevention strategies before, during, and after deployment. Evidence-based treatment models will be examined, as well as emerging trends including internet-linked interventions and the use of drug courts with veterans. Emphasis will be placed on individual and cultural differences that

impact the assessment and treatment of substance abuse problems in these populations. Prerequisite: SB522, or SB515 (May be taken concurrently with MV522).

### **MV540 – Trauma and the Military**

**1 Credit**

This course will examine the manner in which military culture and training impact the experience of trauma for service members and veterans. Students will be oriented to the challenges for trauma treatment associated with a military tradition that valorizes physical and mental toughness, courageous action in the face of extreme danger, and vigilance against physical or emotional vulnerability. Students will also study how intense comradeship bonds formed by both male and female military personnel are likely to affect service members and veterans who experience traumatic events. Students will investigate the fit of contemporary models of trauma treatment and empirically supported interventions to the mental health needs of traumatized service members and veterans. Special emphasis will be placed on the multidimensional nature of exposure to violence suffered by many combat veterans, who may have been a victim or perpetrator of, as well as a witness to, horrific events. Specific attention will be paid to Post Traumatic Stress conditions in both active duty personnel and veterans, as well as to differences in the clinical treatment of these two groups. Issues of assessment and treatment of traumatic brain injury, military sexual trauma, and transmission of trauma to non-military family members will also be addressed in the context of cultural and individual differences. Prerequisites: TR522; or TR602 (May be taken concurrently).

### **NP530 – Functional Neuroanatomy and Neuropathology**

**3 Credits**

This course provides students with a comprehensive overview of central nervous system structure and function. An overview of other physiological systems is integrated as necessary to equip the future practitioner for dealing with a broad spectrum of rehabilitative concerns. Foundational information will be integrated with neuropathology, neuroepidemiology, and the neurobehavioral consequences of congenital and acquired neurological diseases and disorders. Additionally, non-neurological conditions affecting central nervous system functioning are reviewed. Neuroradiology is also addressed from a neuropsychological and research perspective. Laboratory examination of a specimen of a human brain will be included as available.

### **NP610 - Pediatric Neuropsychological Assessment**

**2 Credits**

This course examines normal and pathological patterns of the developing brain from a clinical and functional perspective. Current theoretical frameworks for conceptualizing brain-behavior relationships in children and adolescents are discussed, as well as their application when using neuropsychological assessment measures. Students are introduced to available tests commonly used in pediatric clinical neuropsychological practice, and are provided with ample opportunity to practice administration, scoring and interpretation. Tests that assess attention, executive functions, memory and learning, language, visual-spatial processing, and sensorimotor abilities are emphasized. Furthermore, we discuss the utility of these measuring tools in identifying disruptions in brain systems and/or localizing lesions, including disorders that are diagnosed more commonly in children including ADHD, epilepsy, autism, traumatic brain injuries, etc. Lastly, the course will cover treatment recommendations for remediation and environmental support, especially as it pertains to maximizing adaptability within the environment and academic achievement. Pre-requisites: NP530, and PA503.

### **NP620 – Adult Neuropsychological Assessment**

**2 Credits**

This course is designed as an advanced-level course that builds upon the basic principles learned in the MSPP psychological assessment sequence and applies them to the field of neuropsychological assessment. During this course students will learn about the theoretical and practical issues surrounding neuropsychological assessment in general as well as within the major cognitive domains (e.g., attention, executive functioning, language, visuospatial processing, memory). Specific assessment instruments will be critically reviewed and students will have the opportunity to enhance their testing skills through direct

administration. Additionally, students will begin to develop skills in battery development, case conceptualization, and report writing. Class discussions and readings will explore how a neuropsychological evaluation can be used to better understand the complex relationship between nervous system function, cognition, emotion, and behavior, and to apply this knowledge to the design of individualized patient interventions. Prerequisites: NP530 and PA503.

### **NP630 – Cognitive Rehabilitation**

**2 Credits**

This course introduces students to the theoretical and practical issues of cognitive rehabilitation - the systematic service of therapeutic cognitive activities based on an assessment and understanding of the person's brain-behavior. These types of services are typically directed to achieve functional changes by either reinforcing, strengthening, or reestablishing previously learned patterns of behavior or establishing new patterns of cognitive activity or compensatory mechanisms for impaired neurological systems. Students will review the basic structure and function of the central nervous system in preparation for a discussion of cognitive rehabilitation. The empirical evidence for cognitive rehabilitation of memory, attention, executive function, and visual neglect will be presented. Rehabilitation of impairments of social communication will also be reviewed. Students will learn to identify neurobehavioral and psychosocial factors that influence treatment process and outcomes. Students will become familiar with treatment planning and tactical formulation of treatment goals and will have the opportunity to apply their knowledge to case vignettes, followed by classroom discussion. Focused readings and audiovisual assignments will be used to help students understand how cognitive rehabilitation can be applied to specific populations.

### **NT500 – Introduction to Narrative Therapy**

**2 Credits**

This course introduces students to narrative therapy, an emerging approach based on the power of meaning – making systems to shape experience. This course explores the theoretical and clinical foundations of narrative therapy with individuals, families, groups, and larger systems. It introduces key narrative concepts: social constructionism, discourse theory, the social construction of power, dominant and marginalized, decentered practices, expert vs. “informed not knowing stances,” and the collaborative co-investigation of meaning. It introduces key narrative techniques: careful attention to language and meaning, externalization, mapping the problem’s effects on people and vice versa, building on unique outcomes to develop alternative plots, and use of therapeutic documents and reflecting teams. Narrative research approaches will also be addressed. The class includes lecture, discussion, exercises, role plays, and video analyses.

### **OP600 – Leadership and the Use of Self**

**3 Credits**

The course guides students through self-discovery with the focus on building skills to motivate, advise, build tolerance, lead, follow and otherwise facilitate positive interpersonal interaction. Students gain insights to better understand their impact on others. The work of this course may include self-assessment measures of personality styles, emotional intelligence, journaling, feedback, and value systems.

### **OP620 – Consulting Skills**

**3 Credits**

This course will focus on building students' consulting skills including inquiry practices, ethics, and values. Students will gain competency in applying Block's Flawless Consulting model, the art of dialog, difficult conversations, contracting and proposal writing, understanding profit and loss statements and what they tell about the health and life cycle of organizations, and assessment of client company congruence between espoused strategy and technical core and market position. Client management and facilitation are explored using case study.

### **OP650 – Proseminar**

**3 Credits**

This course examines diverse aspects of the field of organizational psychology and allows students to pursue special topics of individual interest. Topics covered may include current/future trends, best

practices, or new theories and approaches in the field. Prerequisite: PR850.

**OP675 – Creative Problem Solving and Transformative Leadership**

**3 Credits**

Twenty-first century organizations are too often bound by 20th century perspectives. The purpose of this course is (a) to develop individual student skills in creative problem solving techniques and (b) to provide students with strategies for applying those skills to meet organizational leadership challenges in ways that productively alter behaviors, norms, and expectations in order to more effectively advance the organization's mission.

**OP680 – Leadership and Strategic Thinking in Organizational Change**

**3 Credits**

This course examines models of persuasion and influence used to accomplish tasks through others. Students consider and apply these processes, experiencing and gaining appreciation for the strengths and limitations of different approaches to leadership. An understanding of personal leadership style will be gained, as well as the opportunity to give and receive feedback on leadership effectiveness to fellow students. Prerequisite: ST502.

**PA500 – Psychoeducational Assessment**

**3 Credits**

This course covers the knowledge and skills required to conduct individual assessment of educationally relevant cognitive functions and special abilities. Emphasis is placed on using multiple types of data, including structured observation, interviews, rating scales, and standardized tests. Students are expected to achieve a high level of proficiency in administration and scoring of standardized tests, and initial skills in analysis and integration of assessment data, report writing, and oral communication of assessment results. Historical influences and theoretical models for conceptualizing cognitive and neuropsychological functions and special abilities are presented. The course also addresses major issues and controversies in assessment of children and adolescents. Practice assignments for this course are arranged through the concurrent Practicum II. Open only to students in the MA/CAGS or doctoral program in School Psychology.

**PA501 – Psychological Assessment I: Foundations of Cognitive Theory and Testing** 2 credits

This course will focus upon assessment theory and technique as it applies to cognition and intelligence. Students will be exposed to a variety of cognitive and intellectual measures throughout the course of the semester. However, primary focus will be given to the Wechsler Scales, both Child and Adult (WISC-IV, WAIS-III, respectively). In preparation for their field placement testing assignments, students will learn to administer, score, interpret, and report Wechsler test findings. In addition to developing a facility with the Wechsler scales, this course will address a number of core topics. The fundamentals of test construction, its psychometric properties, the history and future of assessment, contemporary controversies, diversity, and special populations, are all topics that will be examined as they relate to cognitive and intellectual assessment. The course is designed as a "hands-on," pragmatic primer that will provide a beginning framework for all subsequent psychological testing endeavors. Open only to students in the doctoral program in Clinical Psychology.

**PA503 – Psychological Assessment II: Advanced Cognitive Testing**

**2 Credits**

This advanced course in cognition and intelligence builds upon the material learned in the introductory course, Psychological Assessment I: Foundations of Cognitive Testing. Integrating theory and practice, this course examines the changing area of cognition and intelligence as it relates to children, adults, and some special populations. Specific cognitive functions will be surveyed. Body based cognition, scanning ability; attention processes, visual monitor integration, multi-modal processing, memory, conceptual thinking, and language are examples of the cognitive arenas that will be systematically addressed. Throughout the semester the class will be introduced to a variety of assessment procedures which recruit these various cognitive processes. Multiple models of cognition will be introduced as the class explores various cognitive "functions." In particular, a comprehensive model of cognition within personality will be highlighted. This bio-developmental model of cognition controls introduces a hierarchy of cognitive functions that serve adaptation and learning. Concepts of adaptive intent, bands of functioning, short – term mobility, long –

term stability, cognitive – affective balance, metaphor, and neurotic styles will be introduced. In – class exercises, testing team assignments, team report writing, and in – class team presentations, will be the basis for assessing each student’s class performance. Prerequisite: PA501.

**PA520 – Personality Assessment**

**2 Credits**

This course introduces the student to some of the most widely used instruments of “objective” personality assessment. These are the self – reporting interventions, the so-called “pencil – and paper” tests of personality. The course covers the rationale, administration, scoring, and interpretation of these measures. Also included is the information on the use of automated procedures, the appropriate application of these tests and the ethical considerations in their use in both non – clinical settings. Student are encouraged to make a critical assessment of these tests in the light of available norms, reliability and validation studies, appropriateness of item selection in terms of language, gender and cultural bias, etc., and the applicability of tests for the specific use for which it is stated. Prerequisite: PA501.

**PA530 – Psychological Appraisal and Assessment**

**3 Credits**

This introductory course covers basic principles and methods of individual assessment in counseling psychology. Introductory issues will include understanding the goals of psychological assessment, the types of measures used by counselors, and settings in which assessments take place. It will review of test construction, norms, standardized scores, reliability and validity as foundational issues. Students will also learn about interviewing techniques, as well as appraisal, administration, scoring, and interpretation of standardized assessment measures. Special issues include ethics, adaptations and considerations when working with ethnically and linguistically diverse populations, and social-cultural implications of the use of testing and assessment. Open only to students in the master’s program in Counseling or Forensic & Counseling Psychology.

**PA550 – Organizational Assessment: Qualitative and Quantitative**

**3 Credits**

Assessment of organizational health and functioning is the first step in effecting lasting change. Assessment skills are critical tools for organizational practitioners to up hold the ethical value of assisting clients in making a free and informed choice regarding action planning. As such this course is dedicated to teaching students how to use qualitative and quantitative survey techniques to assess and successfully diagnose organizational effectiveness. Students will learn naturalistic inquiry including: interviewing and focus group qualitative data gathering skills and creation of interview protocols, coding, and thematic development reporting. Students will also learn to be good consumers of quantitative reports and basic statistics most used in organizations to make meaning out of survey data. Additionally students will consider the ethical issues of data gathering, reporting and diagnosis.

**PA600 – Social-Emotional Assessment**

**3 Credits**

This course covers the history and use of personality and social-emotional measures with children and adolescents. The focus is on assessing social and emotional aspects of individuals with reference both to familial and cultural context and to traditional notions of emotional impairment and psychiatric diagnosis. Students learn methods of observation and interview as well as objective measures (e.g., BASC II, ASEBA, Conners 3, CDI, MMPI-A) and projective measures (e.g., drawings, sentence completion, structured story telling). Projective and objective measures are compared and contrasted with respect to value and appropriate use of each. Impact of cultural, linguistic, and socioeconomic factors are addressed. Legal and ethical implications are explored. Supervised experience in social-emotional assessment is arranged through the concurrent Practicum III. Open only to students in the MA/CAGS program in School Psychology or the doctoral program in School Psychology.

**PA700 – Advanced Psychoeducational Assessment**

**2 Credits**

This course applies evidence-based theory and practice to the development of advanced skills in psychoeducational assessment of individual children and adolescents. Students will expand their understanding of relevant psychometric, educational and neuropsychological concepts, expand their repertoire of assessment tools, and develop skills in integrating assessment data and formulating theme-



based reports. Emphasis is placed on relevance of assessment of findings for instructional intervention, specifically in the areas of early literacy and reading, written language, and math skills. This course also addresses recent advances and ongoing issues in psychoeducational assessment, including response to intervention (RTI) assessment models, assessing children with learning disabilities and ADHD, use of curriculum based measurement, and assessment of culturally and linguistically diverse children and adolescents. Prerequisite: PA503 or PA500; and permission of the instructor.

**PA725 – Advanced Social-Emotional Assessment: Children and Adolescents** **2 Credits**

This course covers the use of social-emotional measures with children and adolescents with a focus on the application of this type of assessment in schools. Several conceptual topics will be considered, including DSM-IV diagnosis, psychometric properties, the projective hypothesis, strength-based reporting, integrating findings, and providing useful feedback, both written and oral. Numerous specific procedures will be reviewed, including self-report measures (e.g., MMPI-A, PIY), rating scales (BASC, ASEBA, Conners), projective techniques (Roberts-2, Sentence Completion), interview, and behavioral assessment. Some conditions will receive special focus, including mood disorders, autism spectrum disorders, and ADHD. Cultural concerns will be considered throughout the course. The course will culminate with a module on useful report-writing. Prerequisite: PA520 or PA600; and permission of the instructor.

**PA735 – Rorschach Essentials** **3 Credits**

The focus of this course is on personality assessment, primarily the Rorschach Inkblot Test and its application in clinical practice. Students will learn the Exner Comprehensive System for scoring and interpretation. Students will be exposed to the most recent developments in Rorschach psychology including the latest variables which have been added to the Comprehensive System. Strategies of interpretation will include the analysis of structural variables as well as associational features of thematic imagery. An overview of the rich legacy and history of the Rorschach technique and projective methods will be discussed. Students will also learn how to use projective techniques in a culturally sensitive manner. The course will focus on the use of the Rorschach for children, adolescents, and adults. Prerequisite: PA600 or PA725.

**PA760 – Bilingual and Culturally Competent Assessment** **2 Credits**

This course covers bilingual language development, levels of bilingualism, and implications of different levels of bilingual language development for research and practice. The course also covers the assessment of language ability (English and other languages) such as the BVAT, WJ-III oral language scale. Nonverbal assessments are also taught including use and misuse of English- and other-language normed tests such as the WISC-IV, WJ-III, and the BATERIA-III Woodcock-Muñoz. The use of informal and curriculum-based assessments, course will cover use of translators, and the non-standardized translations of English-normed tests. Factors to consider when assessing and determining the eligibility of a bilingual student for special education services are also covered including English language ability of the student, consistency of educational background, length of time in the United States, services received before coming to the US, cultural factors, teacher report and experience, informal assessments, curriculum based assessments, response to intervention, other assessment scores (e.g. achievement, speech and language) child's history, laws associated with the assessment of bilingual students, standards for the educational and psychological testing of bilingual students. Prerequisite: PA500 or PA503.

**PC520 – Introduction to Primary Care Psychology** **3 Credits**

This course provides the theoretical foundations and fundamental skills for the delivery of services and consultation in a Primary Care setting. Students are introduced to several models in the context of multi-disciplinary interventions that include Internal Medicine, Family Medicine, Pediatrics, Women's Health, Nutrition, Behavioral Medicine, Health Psychology, and other specialties. Furthermore, students will gain an awareness of the public health sector, health care disparities, methods for program evaluation, ethical issues, as well as working with diverse populations and developing specific population wide interventions.

**PH501 – Preventive Mental Health in the Schools****2 Credits**

Schools offer a unique and invaluable opportunity for delivery of mental health services. While the majority of mental health services for children are currently provided in school settings, they are often delivered in an inefficient and ineffective manner to select subsets of the school population (i.e., students with disabilities and those severe behavioral and emotional disorders). This course focuses on prevention and early intervention strategies, delivered within a continuum of services model that addresses the needs of all students. Evidence based practice, positive behavioral interventions and supports, and school-community partnerships are major topics of study. Prerequisite: Permission of the instructor.

**PH521 – Psychopharmacology: Theory and Practice****2 Credits**

This course is designed to heighten awareness and understanding of what medications patients or clients are taking, how these medications work and how this information can be used to improve the student's interactions with patients or clients, as well as with diverse health care professionals. This course is not intended to prepare the student for a primary role of prescribing, administering or overseeing the use of medications.

**PM600 – Projective Methods I: Rorschach Scoring with the Comprehensive System** **2 Credits**

The focus of this course is on personality assessment, specifically the Rorschach and its application in clinical practice and research. The course will begin with an overview of the rich legacy and history of the Rorschach technique and projective methods. The main emphasis of the course will be learning the Exner Comprehensive System for administration and scoring. The basics of interpretation using the Structural Summary will also be presented. Students will be exposed to the most recent developments in Rorschach psychology, including the latest variables, which have been added to the Comprehensive System. The course will focus on the use of the Rorschach for children, adolescents, and adults. Prerequisite: PY521 or PY522.

**PM601 – Projective Methods II: Interpretation Strategies Using the Rorschach and Other Projective Tests****1 Credit**

This course is a continuation of PM600 and is designed to give students the ability to learn the basics of Rorschach interpretation and how to communicate the Rorschach findings into clear jargon-free clinically useful feedback. The course will present strategies for interpretation using the Comprehensive System. Specific protocols will be presented to facilitate a deeper appreciation of cluster analysis and thematic interpretation. Additional projective methods, which are currently used in assessment batteries, will be presented. These include: The Thematic Apperception Test (TAT), the TEMAS (Tell Me A Story), and Figure Drawings. The course will focus on interpretation of projective material in child, adolescent, and adult cases. Prerequisite: PM600.

**PP520 – Physiological Psychology****3 Credits**

This course is designed as an entry level graduate course to the broad area of physiological psychology. During this course students will learn basic neuroanatomy and fundamental physiological processes that allow the brain to control various behaviors. Throughout the course these ideas will be demonstrated using a variety of behaviors and levels of brain processing. Examples and topics are chosen to illustrate both the breadth and depth of influence that physiological process has on normal as well as pathological behavior. Open only to students in the doctoral program in Clinical Psychology.

**PR624 – Capstone Project Seminar****3 Credits**

This course helps students synthesize their experiences in the program by guiding them in the production of a scholarly project that illustrates their understanding of relevant topics in contemporary mental health counseling, the scope of contemporary practice, and the various roles of the professional mental health counselor. Students will be offered instruction in selecting a project, conducting a literature search and

review, and organizing a scholarly presentation. (Students enrolled in the Latino Mental Health Program must choose a topic that includes the Latino population).

Co-requisite: FP612.

**PR625 – Forensic Capstone Project Seminar**

**3 Credits**

This course helps students synthesize their experiences in the program by guiding them in the production of a scholarly project that illustrates their understanding of relevant topics in forensic mental health, the scope of contemporary practice, and the various roles of the professional mental health counselor. Students will be offered instruction in selecting a topic and developing a line of inquiry, conducting a literature search and review, writing a substantial paper and organizing a scholarly presentation. (Students enrolled in the Latino Mental Health Program must choose a topic that includes the Latino population). Co-requisite: FP615.

**PR800 – Doctoral Project I**

**1 Credit**

The doctoral project is a research project reflecting the student’s individual interests, providing an opportunity for the consolidation of the student’s knowledge and understanding of current research and thought in a specific area. Prerequisites: RS526 and RS535.

**PR801 – Doctoral Project II**

**2 Credits**

The doctoral project is a research project reflecting the student’s individual interests, providing an opportunity for the consolidation of the student’s knowledge and understanding of current research and thought in a specific area. Prerequisite: PR800.

**PR820 – Doctoral Project I: Advanced Research Methods**

**3 Credits**

This is the first of a two-course sequence that prepares the doctoral candidate to conduct the doctoral project. Review and enhancement of research skills will feature understanding and applications of commonly used applied research designs, internal and external validity, program evaluation, qualitative methods, survey research, single-subject design, and proper choice of statistical analysis for various designs. The course promotes further understanding of evidence-based practice, research ethics, and the interplay between social/disciplinary relevance and study feasibility. With the focus on applied research, case studies and prospective student doctoral project topics will be used to illustrate concepts and methods. Open only to students in the doctoral program in School Psychology.

**PR821 – Doctoral Project II: Project Design and Development**

**2 Credits**

This is the second of a two-course sequence that helps the doctoral candidate to conduct the doctoral project, by providing guidance to the student in laying the foundation for and initiating the project. Students learn the specific details of doctoral project requirements, and produce a doctoral project prospectus and an outline of the beginning sections (Introduction, Literature Review, and Methods). Prerequisite: PR820.

**PR850 – Capstone Course and Field Project**

**9 Credits**

*Capstone Course (3 credits)*

This course includes the completion of a capstone project (research and application of relevant OP theory), comprehensive exams, and development of academic writing skills. Students present their projects in the weekend in residence. Comprehensive exams are given in August to ensure students have learned all necessary theory for competent practice as organizational psychologists in the field.

*Field Project (6 credits)*

Field Project Students will apply what they are learning and build their OD competencies through experience with an organization in the field. Students must complete 80 hours of field work in their current company, at an MSPP field site or at another site that they contract with. The instructor will closely supervise all MAOP student FP projects as will their field site supervisor. Midpoint and final evaluations will be completed to hone learning and monitor student progress in the field.

**PR901 – Doctoral Project III****3 Credits**

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Prerequisite: PR801.

**PR904 – Doctoral Project IV****4 Credits**

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Prerequisite: PR901.

**PR924 – Doctoral Project III: Individual Mentorship****2 Credits**

Prerequisite: PR821.

**PR950 – Continuing Doctoral Project****zero Credits**

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Prerequisite: PR904 or PR924.

**PS520 – Women's Psychology****2 Credits**

This course examines the interplay between psychological and biological phenomena in women's psychology and development. Aspects of female psychosexual, psychosocial, and cognitive development are explored. A major focus is on students' critical examination of various theories of female psychology and on application to psychological practice, including clinical work and research.

**PS600 – History and Systems****2 Credits**

This course provides a framework for examining the historical and philosophical perspectives and antecedents of modern psychology. It explores the epistemological bases of psychological thought and how, historically, they have defined the field of applied psychology. Schools of thought (e.g. psychodynamic, behavioral, humanistic, and existential) are examined, with attention to different research modes of inquiry and evidence, and to different views of human nature, the self and social context.

**PS603 – Social Bases of Behavior****3 Credits**

The course explores the social behavior of individuals and groups. Social Psychological theories and empirical research will provide a foundation and framework for examining and studying social phenomena scientifically. How individuals think about the world, how they understand themselves and others, how they formulate perspectives on the world, as well as the development of prejudice and stereotypes are addressed. Specifically, social psychological research on social perception and social cognition, attitude formation, persuasion, obedience and compliance, prosocial behavior, and fairness in social relationships will be examined to provide a deeper understanding of contemporary clinical and social psychological issues related to class, culture, sexuality and race.

**PS630 – Legal, Ethical, and Professional Issues in School Psychology****3 Credits**

This course broadens and deepens students' knowledge and appreciation of historical, legal, ethical, and professional issues in providing psychological services in schools. In addition to relevant laws, and ethical and professional standards, the course addresses roles and priorities, use of supervision, professional development, and technology. Practical issues include use of the personal computer and the internet to organize and process information, write reports, network with other professionals, and find resource materials. These skills and perspectives are applied to the study of current issues and controversies in the field of school psychology. Particular emphases are conceptual, professional, legal, and ethical issues; and, emerging problems and opportunities in school psychology including service delivery models and methods. Prerequisite: Permission of the instructor.

**PS635 – Professional Issues and Ethics****3 Credits**

This course introduces students to the Ethical Standards of the American Counseling Association (ACA) and their application to professional practice. The course explores key ethical issues including confidentiality, client autonomy, clear boundaries, dual relationships, special concerns in training and supervision, and practicing ethically in a diverse world. The course also provides students with a forum for examining contemporary ethical, legal, and socio-cultural issues pertinent to their development as professional counselors. Other ethical codes are studied, such as the American Psychological Association (APA) Code of Ethics, and pertinent specialty guidelines. The major objective of the course is to provide students with a framework for lifelong ethical decision-making and practice. Open only to students in the master's program in Counseling Psychology or Forensic & Counseling Psychology.

**PS800 – Ethics, Standards, and Professional Practice****2 Credits**

This course provides students with a thorough review of the APA Ethics Code and other regulatory standards of practice. Ethics cases and their application (s) to clinical practice are used to deepen students' understanding of how these standards and principles are applied. The course also provides students with information regarding the current and changing picture of professional practice and its business component. Prerequisite: FP705.

**PT700 – Psychodynamic Theory****2 Credits**

This course is designed to introduce students to essential concepts and assumptions of psychodynamic theory. The course will review the historical beginnings of early psychoanalysis, and then reflect on the many changes in theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, objects relations theory, self psychology, and contemporary relational theory. Particular attention will be paid to concepts such as conflict, the unconscious, defense, transference, counter transference, and inter-subjectivity. The course will introduce students to the application of psychoanalytic concepts to clinical work, facilitating their ability to approach clinical material, including therapeutic process, from multiple dynamic perspectives. Open only to students in the doctoral program in Clinical Psychology. Prerequisites: LS659, PS600 and PS603.

**PT800 – Clinical Practice of Psychodynamic Therapy****2 Credits**

This course will use a comparative theoretical framework to explore the basic differences among the drive-conflict, developmental-deficit, and relational-conflict theories. Advanced psychodynamic topics, such as projective identification, mutuality, authenticity, inter-subjectivity, and the expressive use of counter-transference, will be explored. Furthermore, specific clinical issues will be discussed from a psychodynamic perspective, including narcissism, trauma, and eating disorders. Students will be encouraged to apply these ideas to their own work and to bring case examples into class discussion. Prerequisite: PT700.

**PY500 – Abnormal Psychology****3 credits**

This course introduces students to the "map" of how cultures define behavior deemed problematic, challenging or deviant. The course will review the history of assessment and classification schemas of abnormal behavior. The DSM IV TR provides the structure to review current mental health diagnoses and their assessment and treatment. Credit for this course may not be applied toward a graduate degree at MSPP.

**PY501 – Developmental Psychology****3 credits**

This course offers an exploration of a person's development throughout the lifespan. This exploration plays particular attention to the wide variety of the human experience and to cultural variations. A developmental perspective tracks neurobiological, cognitive, affective, psychomotor and intra and interpersonal features of human growth. Key models of development representing psychodynamic, structural, behavioral and cognitive schools of thought will be reviewed as well as current trends in developmental research. Credit for this course may not be applied toward a graduate degree at MSPP.

**PY502 – Theories of Personality****3 credits**

This course will explore theories of personality including psychodynamic, behavioral, cognitive, existential and humanistic approaches. Feminist, cross cultural and post-modernist perspectives will also be presented. Research that supports and helps further construct these models will be a component of the course. Credit for this course may not be applied toward a graduate degree at MSPP.

**PY521 – Psychopathology of Childhood and Adolescence****3 credits**

This course provides an overall introduction to psychopathology and diagnostic clinical work with children and adolescents. It includes an overview of classification, the context of normal development, diagnostic procedures and techniques, issues of culture and diversity in regard to assessment and diagnosis, as well as some of the biological underpinnings of psychological development (genetics, temperament, etc.). Basic theoretical constructs from developmental psychodynamic, cognitive – behavioral, family systems and trauma perspectives are introduced to allow the student to generate hypotheses about clinical data in terms of etiology and treatment. DSM differential diagnosis is taught and the major disorders are covered, including, but not limited to: conduct, oppositional – defiant and attention deficit hyperactivity disorders; learning disabilities; anxiety and depression; narcissistic and borderline syndromes; pervasive developmental disorders, psychosis.

**PY522 – Adult Psychopathology****3 Credits**

This course presents a broad overview of adult psychopathology, including, but not limited to, psychosis, mood, anxiety and personality disorders. Course participants will examine and review critically the major historical and current perspectives regarding the etiology, diagnosis, and treatment of adult psychiatric disorders and will apply these perspective to contemporary, evidence-based clinical practice. Students will learn about the DSM and ICD classification systems, their controversies, and how to use these systems in clinical practice in order to use a common diagnostic language to facilitate assessment and treatment. The course will also examine the impact of socio-cultural variables on the development, personal experience, and meaning of psychiatric illness.

**PY621 – Advanced Seminar: Childhood and Adolescence Clinical Practice****2 Credits**

This course is designed to both integrate previous training and teach advanced skills in assessment, formulation treatment planning and therapeutic technique in clinical work with children, adolescents and their families. Instruction/discussion will build on previous foundational knowledge and skills in cognitive and personality assessment, development theory, diagnostic conceptualization and therapeutic interventions. The goal is to “put it all together” in terms of actual clinical practice (“what do I do/say now”) and participants will be expected to share some of their own clinical experience and/or material. Prerequisite: PY521.

**PY735 – Foundations: Adversity and Resilience in Youth and Families****2 Credits**

This course provides a broad and deep knowledge of both the basic concepts and practical applications of the concepts of risk, assets and resilience as applied to the development of children, adolescents, and families. Risk categories to be covered include, but are not limited to, individual medical and developmental challenges, family loss and disruption, psychosocial trauma, economic status, race and ethnicity, and disaster and geographic disruption. Assets will be identified at the individual, family, community, and societal levels, including secure attachment, competent self-regulation, well-resourced schools, supportive mentor relationships, economic security, and cultural embeddedness. Effective programs of prevention and intervention, all with the goal of increasing resilience and improving outcome, will be detailed. Students will develop skills in applying results from the empirical literature in designing intervention programs for specific combinations of risks. The focus of this course is on building the knowledge that informs competent prevention and intervention and not on therapeutic technique per se. Prerequisite(s): LS659, PY521, RS526 or permission of instructor.

**PY740 – Preventive Mental Health Programs for Children and Families****2 Credits**

This course provides a broad and deep knowledge of both the basic concepts and practical applications of the concepts of risk, assets and resilience as applied to the development of children, adolescents, and

families. Risk categories to be covered include, but are not limited to, individual medical and developmental challenges, family loss and disruption, psychosocial trauma, economic status, race and ethnicity, and disaster and geographic disruption. Assets will be identified at the individual, family, community, and societal levels, including secure attachment, competent self-regulation, well-resourced schools, supportive mentor relationships, economic security, and cultural embeddedness. Effective programs of prevention and intervention, all with the goal of increasing resilience and improving outcome, will be detailed. Students will develop skills in applying results from the empirical literature in designing intervention programs for specific combinations of risks. The focus of this course is on building the knowledge that informs competent prevention and intervention and not on therapeutic technique per se. Prerequisite(s): LS659, PY521, RS526 or permission of instructor.

### **RS510 – Research and Evaluation in Psychology**

**3 Credits**

This course provides students with a foundation in how productive research and evaluation questions are formulated, the critical distinction between empirical observation and inference, the types of conclusions that can be drawn from empirical data, and the importance of ethical and cultural considerations in conducting research. The major objective of this course is to teach students how to be discriminating consumers of research. Open only to students in the master's program in Counseling Psychology or Forensic & Counseling Psychology.

### **RS525 – Research**

**2 Credits**

This course is the first of a two-course sequence that will introduce MSPP students to the entire range of research methods, quantitative and qualitative. This first half will focus upon the traditional, quantitative approaches, but also raise issues related to less-quantitative approaches as well. The course sequence is intended to make you "educated consumers" of research in clinical psychology, so that: a) you can critically incorporate published research results into your practice, and b) be able, yourself, should the spirit move you, to conduct a research project with a credible methodology. The emphasis throughout the year will be upon stating researchable questions in ways that can be systematically investigated, designing studies to answer such questions adequately, being aware of the appropriate types of analysis for various designs, developing knowledge of the advantages and disadvantages of the various approaches, and knowing how to critically evaluate studies that others have conducted. Open only to students in the doctoral program in Clinical Psychology. Prerequisite or co-requisite: RS526.

### **RS526 – Statistics**

**3 Credits**

This course deals with the principles and techniques of descriptive and inferential statistical methods applied to psychological research and program evaluation. Students learn when and how to apply simple parametric tests and some non – parametric statistical methods. The course places a major emphasis on the interpretation of results and their implications for practice and/or policy.

### **RS535 – Research**

**2 Credits**

A continuation of RS525.

### **RS555 – Research and Evaluation Methods**

**3 Credits**

This course provides students with an understanding of how productive research and evaluation questions are formulated, the critical distinction between empirical observation and inference, and factors governing the types of conclusions which can be drawn from empirical data. Issues such as sample size and type, correlational vs. experimental research designs, objective vs. subjective data are addressed. Special issues of qualitative research and single case studies are addressed, including the use of phenomenological research to generate research hypotheses. The material is presented with the primary intent of training student to be discriminating consumers of research. Students are introduced to program evaluation, and design an evaluation of a school program or service. Prerequisite: Permission of the instructor.

**SB515 – Substance Abuse and Treatment****3 Credits**

This course introduces students to contemporary theory and research regarding the epidemiology, etiology, and treatment of substance abuse. Students will become familiar with relevant law and ethical issues that are specific to the assessment and treatment of substance abusers (i.e., HIPAA, CFR 42). Various screening and assessment tools and interviewing skills, including motivational interviewing, are reviewed to help students assess the severity of addiction and develop appropriate treatment plans. Treatment settings and interventions commonly used with substance abuse clients are also reviewed. Dual diagnoses are discussed. Topics also include often-neglected populations such as the elderly, women and children, as well as socio-cultural and spiritual considerations in assessment and treatment. Open only to students in the master's program in Counseling Psychology or Forensic & Counseling Psychology. Prerequisite/co-requisite: PY522.

**SB522 – Addictive Disorders: Theory and Treatment****2 Credits**

This course addresses the process of assessment, decision – making, and intervention relevant to the effective treatment of alcoholism and drug dependence. Beginning with a comprehensive bio-behavioral model of addiction, the class will discuss the various issues that must be addressed by the clinician treating substance use disorders; readiness to change, patient – treatment matching and relapse prevention. The integration of cognitive, behavioral and neuropsychological perspectives in the process of treatment planning at all stages of intervention will be emphasized. Topics covered will include the nature of disorders, clinical pharmacology, screening and assessment, treatment (including readiness to change, three effective approaches to treatment, Motivational Enhancement Treatment, behavioral, marital, and pharmacological treatments), and dealing with specific populations

**SB541 – Evidence Based Treatment: Science and Practice****3 Credits**

This course will address the science and practice of evidenced based treatment. Beginning with a consideration of the nature of scientific evidence, we will consider the state of the science regarding the various treatment modalities, treated disorders and consumers of treatment.

**SB631 – Eating Disorders****3 Credits**

This course provides a comprehensive overview of the spectrum of eating disorders (anorexia nervosa, bulimia nervosa, eating disorder NOS including binge eating disorder and disordered eating), epidemiological factors, phenomenology of eating disorders, diagnostic issues, proposed etiologic factors and the role of psycho-education. The second half of the course turns to intervention and treatment issues and includes conducting a comprehensive evaluation, the multi-disciplinary team and various approaches to psychotherapy, as well as interventions that have proved most useful. Ethical and diversity issues in the treatment of eating disorders are discussed. Prerequisites: CX510 or CX610; and PY522 or PY522.

**SB701 – Advanced Clinical Practice: Motivational Interviewing****2 Credits**

This course provides continuing development and practice of Motivational Interviewing and related evidenced-based approaches to clinical intervention. Designed for students who have already had a basic introduction to MI, the course presents current theory and research in Motivational Interviewing with particular focus on the recognition, elicitation, and selective reinforcement of change talk. Students will study and practice the application of MI to a wide array of clinical problems across client groups varying in age and ethnicity. Open only to students in the doctoral program in Clinical Psychology. Prerequisite: SB522; or permission of the instructor.

**SN512 – Educating Children and Adolescents with Special Needs****3 Credits**

This course provides an overview of students with learning and behavior difficulties that require special education, Section 504 accommodations and/or other specialized educational supports. The course devotes significant attention to characteristics and educational needs of children and adolescents with high incidence disabilities (i.e., learning disabilities, mental retardation, emotional and behavioral disorders,



and speech and language impairment), and provides an introduction to children with low incidence disabilities. Historical developments, legal mandates, and research are examined for an understanding of how they have shaped current practices. Particular emphasis is placed on (1) issues and methods for establishing positive relationships with families, and (2) alternative service delivery systems (e.g., collaborative problem-solving teams, multi-tiered model) that emphasize prevention and foster collaboration between general and special education. Other topics include identification accuracy, efficacy of special education, inclusion, early intervention, preschool-to-school and school-to-work transitions, parental notification and consent, procedural safeguards, and assistive technology.

### **ST500 – Foundations of Organizational Development**

**3 Credits**

This course equips the student with the fundamental understanding of organizational structure, process, behavior, rules, roles and functions. It focuses on organizational change in today's fast paced, high-tech, and global environment. The context, era, and principles upon which companies were founded will also be considered. These constructs are examined with regard to how they support or hinder achieving an organization's mission. Factors involved in planning and executing changes in organizational structure systems and dynamics are considered. The design of systems and subsystems, and how they impact human behavior, is also covered.

### **ST501 – Designing Organizations, Groups and Teams**

**3 Credits**

This course focuses on applying the fundamentals learned in prior courses using case examples and mock organization redesigns. Students work in teams on scenarios involving mergers, acquisitions, downsizing, or other significant organizational changes. This course is intended to deepen students' understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations, while they apply newly acquired understanding of and practitioner skills with human behavior.

### **ST502 – Diagnosis, Intervention, and Evaluation in Organizational Development**

**3 Credits**

This course covers organizational intervention from the entry and contracting process, through the assessment and discovery phases, to effective feedback techniques. Among the most critical key initial steps involves building a work relationship with a client, determining the initial scope of work, and establishing key boundaries. A range of diagnostic methodologies including interviews, questionnaires, organizational surveys, observation, organizational records, appreciative inquiry, and large group approaches are covered.

### **ST810 – System Theory and Practice: Psychological Interventions in the Community**

**2 Credits**

This course will cover a broad base of system concepts and interventions in the community psychology–community mental health domain. Community psychology as a discipline has focused on analyzing systems, creating appropriate settings and programs, and advocating community change strategies. Community mental health as a model for promoting human welfare has focused on developing preventative, early intervention strategies for schools and community, while working with trouble individuals or families in a variety of short-term interventions: crisis intervention, short term therapy, support groups. It is a wellness model, the focus being on returning the individual to society and accustomed functioning as soon as possible. These perspectives stand in contrast to the clinical psychology modality, which tends to position the disorder within the self, leaving the social order conveniently unaffected. Prerequisite: FP705.

### **SU820 – Supervision and Administration of School Psychological Services**

**2 Credits**

There is much more to being an effective supervisor of school psychological services than simply being a competent school psychologist. This course prepares school psychologists to supervise others, particularly as a field supervisor of practicum or internship level trainees, and as a school district coordinator or

administrator with responsibility for school psychologists. Both clinical and administrative supervision is addressed. Effective strategies evidence-based models are presented across the domains of training and practice in school psychology. Open only to students in the doctoral program in School Psychology.

**TM601 – Talent Acquisition and Management**

**6 Weeks. 3 Credits**

This course provides a view of strategic talent management with an emphasis on the concepts and practices organizations use to transform individual and group behavior to constructive outcomes for the employee and the organization. Students will examine models of human capital strategy, acquisition, and talent management within a framework on the psychology of human behavior. Open to MAOP students only.

**TM610 – Business Strategy and Organizational Life Cycle**

**6 Weeks, 3 Credits**

Strategy development and stewardship of organizations at different points in their life cycle are critical competencies for leaders to build in order to insure that 21st century organizations have well-trained, experienced people in key positions. Strategic practices within Talent Management maximizes business results by minimizing disruption within the leadership and management of an organization so that it may continue to be flexible and adaptive in today's changing environments. A framework of positive psychology will be used to understand employee/organization best fit and practices. The psychology of change as applied to leadership and followership will be examined as related to the individual's and the organization's ability to adapt to change. Open to MAOP students only.

**TM615 – Performance Development and Management Psychology and Training**

**6 Weeks, 3Credits**

This course explores the theory, models and processes by which an organization works with employees to improve effectiveness and accomplish the mission of that organization. Psychological models of human behavior and motivation will be examined in order to create training, assess organizational need, prioritize resources, improve communication, and shift policy. The end result is refinement of management behaviors through specific metrics, goals, skills and competency building that lead to healthier more adaptive internal organizational cultures. Open to MAOP students only.

**TR522 – Psychological Trauma: The Individual and Society**

**2 Credits**

This course provides an overview of theory, research, and clinical practice in the psychology of trauma. The course has four objectives: (1) to provide a general knowledge of the psychological sequelae of exposure to trauma, (2) to familiarize students with the contributions of theory and empirical research to our understanding of trauma and post-traumatic responses, (3) to introduce the students to the clinical assessment and treatment of post-traumatic stress disorder and (4) to enhance the student's ability to think critically, particularly with regard to concepts and issues in the field of psychological trauma.

**TR530 – Trauma and Resilience: Family, Community, and Global Perspectives**

**2 Credits**

This course provides an overview of theory, empirical research, and clinical practice in the individual, family, and community psychology of simple and complex trauma, as experienced by children, adolescents, and their families in US and global contexts. It offers multicultural perspectives on biopsychosocial and spiritual sequelae of personal forms of trauma for individuals and families, across the lifespan. It also offers multicultural and culturally-affirming perspectives on sequelae to such collectively experienced forms of trauma as war, political, ethnic, or religious violence and persecution, natural disasters, and displacement within or across national borders, as well as on the intergenerational and cultural transmission of trauma to children not involved in the original traumatic events. While personal forms of trauma (e.g., child abuse, rape, sudden loss, accidents) will be covered in some depth, a major foci are on collective forms of trauma, how trauma is experienced in collectivist cultures, and clinical implications for work with war-affected and internally displaced children and families in collectivist societies, refugees and immigrants in the U.S., and marginalized residents of U.S. "war zones."

This course introduces a variety of individual, family, and community interventions (including individual talk therapies, play therapies, and expressive therapies; family therapies, and community interventions).

The course also emphasizes how therapists can enhance clients' relational resilience and their resistance to internalizing oppression and marginalization, including through advocacy. The semester ends with attention to the healing work of preventing cycles of violence and building inter-group reconciliation. Finally, it provides ways to prevent and manage vicarious trauma for family members, helpers, and bystanders as witnesses during or after the fact of acts of trauma, and for the therapists themselves, and highlights the need for self-care for therapist-as-witness to violence and violation.

#### **TR540 – Meeting the Needs of Returning Veterans**

**2 Credits**

This course will focus on the experiences and mental health needs of military personnel and their families, particularly those who are returning to civilian life after serving in the current conflicts in Iraq and Afghanistan. The psychological requirements of soldiers, particularly during war and most poignantly as they return to civilian life are often unfamiliar territory for psychologists. While the Veterans Administration department was created to provide medical and mental health care to this population, only ten percent of veterans make use of the VA. Most veterans receive medical and mental health care through civilian avenues which means that most psychologists will, at some point in their career, work with clients who are also veterans. The class will discuss the experiences of soldiers and it will explore assessment and diagnostic issues that may be related to military service. It will examine some of the particular stressors faced by this population and their families and how professionals might intervene. Through readings, videos, assignments, and class exercises, students will become comfortable working with clients who have military experience. The class will explore the VA system and other services that may be useful resources for both clinicians and veterans. Particular stressors are faced by spouses and family members of active duty service members and veterans, and this class will also explore the challenges faced by families with members who are away on active duty, as well as families that are coping with someone who is re-integrating into civilian life. Prerequisite: Permission of the instructor.

#### **TR602 – Trauma: Theory and Treatment**

**3 Credits**

This course addresses theories, research studies, and assessment techniques relating to various types of trauma such as childhood abuse, domestic violence, combat experience, and exposure to life-threatening incidents. Crisis intervention techniques and other treatment modalities concerning the treatment of trauma-related difficulties, acute stress, and posttraumatic stress disorder are discussed. Self-care strategies for therapists are addressed and modeled throughout the course. Open only to students in the master's program in Counseling Psychology or Forensic & Counseling Psychology. Prerequisites: CX510 and PY522.

#### **XX550 – Directed Study**

**Variable Credit**

Directed Studies are considered to be a part of the academic program which expands curricular flexibility and creativity at MSPP. The purpose of a Directed Study elective is to individualize the curriculum to meet a student's specific need either for basic or advanced knowledge in a particular area of psychology or professional practice. Prerequisite: Permission of the department chair.