

# PSYCHOLOGY

## The Programs

The Department of Psychology offers:

- Behavioral Health and Counseling Graduate Certificate (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/behavioral-health-and-counseling-post-bacc-certificate/>)
- Psychology/Clinical Psychology, M.S. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/psychologyclinical-psychology-ms/>)
- Psychology/School Psychology, M.S. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/psychology-school-psychology-ms/>)
- School Counseling, M.Ed. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-counseling-med/>)
- School Counseling, Post-Masters Certification (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-counseling-post-masters-certificate/>)
- School Psychology, Ed.S. (<https://catalog.millersville.edu/graduate/college-education-human-services/psychology/school-psychology-eds/>)

The Department of Psychology offers seven programs of graduate study:

1. Master of Science degree in Psychology, School Psychology (30 s.h.)
2. Educational Specialist in School Psychology (64 s.h.)
3. Supervisory certification in School Psychological Services (15 s.h. plus five years' experience as a certified school psychologist)
4. Master of Education degree with specialization in school counseling (39 s.h. plus 12 s.h. certification)
5. Certification in preK-12 school counseling (48 s.h.)
6. Supervisory certification in guidance services (15 s.h. plus five years' experience as a certified school counselor)
7. Behavioral Health and Counseling Graduate Certificate (18 s.h.)

Information specific to school psychology students is contained in the *School Psychology Handbook*, available from their advisor.

## Departmental Philosophy

The programs offered by the Department of Psychology are based on an underlying philosophy that graduate training in psychology and counseling should contain four essential components: academic training in relevant theory and knowledge; research skills and an ability to evaluate research critically; practical experience that can be directly useful in subsequent professional employment; and a high degree of self-awareness and interpersonal relationship skills.

The graduate programs in psychology and school counseling are designed primarily to train practicing psychologists and school counselors. We are committed to the development of individuals who can knowledgeably and effectively practice their profession in the community and in the school. The focus of the Master of Science program is to train service providers in psychology and professional counseling who will work in mental-health or educational settings. The Master of Education program is focused on preparation of professional counselors as applied to school counseling. The objective of the school psychology education specialist program is to train service providers who apply psychology

to school settings. The school counseling certification program offers certification in elementary and/or secondary school counseling. The supervisory certification in school psychological services is for individuals who wish to oversee school psychology programs or school psychologists. The supervisory certification in school guidance services is for individuals who wish to oversee school counseling programs.

These programs are competency-based programs. It is assumed that acquisition of knowledge and skill development should proceed sequentially. The development of skills requires a series of practical experiences in both coursework and field experiences. Consequently, the programs emphasize the practicum/internship experiences of students in conjunction with the development of professional growth.

## Admission Requirements

Applicants to the Master of Science degree programs in clinical or school psychology or the certification in school psychology program are required to have a minimum of 18 undergraduate semester hours in psychology.

Applicants to the Master of Education degree program or the school counseling certification program are required to have a minimum of six semester hours in undergraduate or graduate education courses, and six semester hours in undergraduate or graduate general and developmental psychology. Refer to the *Master of Education and Certification in School Counseling* section for further details on these prerequisites.

In addition to an official transcript, three letters of recommendation, an autobiographical sketch indicating how the student's desire for advanced training in psychology/counseling developed, a group interview with the program staff and a writing sample form the basis for admission. Graduate Record Examination scores are required for applicants with lower than a 3.0 undergraduate cumulative grade-point average (148 minimum score on verbal, 147 minimum score on the quantitative components and 3.5 minimum score on analytical writing component). For all other applicants, submission of GRE scores is optional.

Students seeking admission to the certification in school psychology program, having completed graduate coursework or received a master's degree from another institution, and students interested in certification in the supervision of school psychological services may obtain details regarding admission procedures by contacting the graduate coordinator of school psychology: 717-871-4420. Students seeking admission to the school counseling certification program after receiving a master's degree from another institution, and students interested in supervision of school guidance services should obtain information from the graduate coordinator of school counseling: 717-871-7267.

## Evaluation of Students

The Department of Psychology has the responsibility of evaluating its students to ensure that they will have the skills and competencies necessary for professional positions. To assure a sufficient level of competency, several methods of evaluation are employed.

## Grades

In most courses, grades are determined by the student's ability to demonstrate to the instructor's satisfaction that the subject has been mastered. In skills courses, grades are based on mastery of academic content and also on the instructor's evaluation of the student's demonstration of appropriate clinical and interpersonal skills and dispositions. A grade of A indicates outstanding performance, a grade of B indicates good performance, and a grade of C indicates clearly

unsatisfactory performance. Plus/minus grades are given at the instructor's discretion.

### Grades of C+, C and C-

If a student receives a grade of C+ or below, that student is automatically placed on departmental probation, and the student's overall performance is reviewed by the graduate faculty. A student receiving a grade of C+ or below should first have a conference with the instructor who gave the grade. The purpose of this conference is to reach an understanding of the reasons behind the grade. Additionally, the student is required to write a letter to the graduate program coordinator of his/her program indicating (a) the student's perception of the problem(s) that led to his/her poor grade, and (b) what he/she intends to do to correct those problems and prevent recurrence.

Typically, students are expected to repeat the course in which they received their first C+ grade or below in order to remove the original grade and obtain a grade of B- or better.

If the student receives a second C+ or below, the student is subject to dismissal from the psychology and counseling programs, pending review by the graduate faculty.

### Grades of Incomplete

A grade of "Incomplete" will be given only to provide the student with the opportunity to complete unfinished work without attending class. Students will be informed in advance, if at all possible, about the pending grade of "Incomplete." A mutually acceptable, written agreement between the instructor and the student receiving the grade must be created to specify the deadline to complete the requirements, content of the requirements and default grade in the event that requirements are not met by deadline.

### Grades of F

A grade of F will be given to any student found guilty of plagiarism or other academic dishonesty. Students who receive an F in any course in the program may be dismissed from the psychology and counseling programs, pending review by the graduate committee.

### Core Competency Examination for Psychology

Students in the school psychology and clinical psychology programs will be required to pass the Core Competency Examination (CCE). Students who have completed graduate coursework at another institution must take the CCE for core courses completed at Millersville University; however, for core courses that were accepted for transfer credit at program admission, the corresponding CCE need not be taken. Passing the exam is required prior to registering for any assessment or selected advanced therapy courses and is a necessary component of advancement to degree candidacy.

1.
  - a. Each student must take the relevant CCE at the end of the semester following the successful completion of each appropriate core course (i.e., January, May and August). Students should contact the psychology office for specific dates and times. The core courses for Clinical Psychology are PSYC 530 Child Development within the Family System; PSYC 612 Research Design & Statistical Analysis; and PSYC 635 Psychopathology. For School Psychology, the core courses are PSYC 530 Child Development within the Family System; PSYC 612 Research Design & Statistical Analysis; and PSYC 600 Professional Seminar.

- b. If a student fails one or more sections of the CCE, they must retake the failed section(s). Normally, this occurs at the end of the following semester; however, students can petition, in consultation with their advisor and the appropriate graduate coordinator, to delay retesting if remedial work is deemed necessary or advisable.
2. If all components of the Core Competency Examination are not passed the second time, the graduate committee will decide on the disposition of the student's case. Students should be aware that one option is dismissal from the program. A third and final attempt may be allowed but only after an appropriate remedial plan has been developed and fully executed. This may involve retaking of the relevant core course.
3. Students are limited to no more than 27 completed credits without passing all of the CCEs. Furthermore, certain courses require successful completion of the CCEs. Students who do not pass the CCEs are expected to drop themselves from these courses, even if they are already enrolled.

### Clinical Competence Review Process

Students who are judged to lack clinical skills, counseling skills, professional competence or professional dispositions are subject to dismissal from the psychology and counseling programs. All faculty teaching graduate courses are qualified and ethically bound to evaluate all the above-mentioned skills and competencies. If there are any concerns, the program faculty may operate on a decision-making continuum, consistent with standards of practice in the profession, which could include a meeting with the student and appropriate parties to share feedback about clinical and dispositional concerns, the development of a specific remediation plan, temporary suspension from coursework, or unilateral dismissal from the graduate program after review and vote by the graduate committee.

### Ethical Principles of Psychologists and School Counselors

Students whose behavior in any way indicates a breach of the standards specified by the American Psychological Association, the Pennsylvania Psychological Association, the Pennsylvania State Licensure Board, the National Association of School Psychologists, the American Counseling Association or the American School Counselor Association are subject to dismissal from their program.

### Grievance Procedure

Students should be aware that there is a student grievance procedure. A grievance should be submitted in writing to the graduate committee in care of the current graduate program coordinator. The graduate committee in conjunction with the grievance committee will attempt to resolve the complaint. If this process does not resolve the complaint, the matter should be handled as specified in the *Policies Governing Graduate Courses: Academic Appeals* under the *Academic Policies* section.

### Degree Candidacy for Psychology Programs

To advance to degree candidacy, all students must meet the following requirements:

1. Pass all core courses with a 3.0 GPA or better;
2. Pass the Core Competency Examination;
3. Receive a satisfactory evaluation from the psychology department graduate committee.

## Degree Candidacy for School Counseling Program

To advance to degree candidacy, all students must meet the following requirements:

1. Pass the Phase I core courses with a 3.0 GPA or better: SCCN 621 Counseling Theory and Practice I, SCCN 645 Career Development, PSYC 530 Child Development within the Family System;
2. Satisfactory progress on School Counseling Competency Project;
3. Receive a satisfactory evaluation from the school counseling program faculty and the graduate committee, after passing guidance program development.

*Degree candidacy for eligible students will be updated once in the fall and spring semesters.*

**Baker, Jason;** Associate Professor  
College of Education and Human Services  
B.S., Juniata College, 1999; M.Ed., The Pennsylvania State University, 2002; Ph.D., Regent University, 2008

**Banna, Kelly;** Associate Professor  
College of Education and Human Services  
B.S., James Madison University, 1999; M.S., Auburn University, 2005; Ph.D., Ibid., 2007

**Behun, Richard Joseph;** Associate Professor  
College of Education and Human Services  
B.A., California University of Pennsylvania, 2005; M.S., The University of Pittsburgh School of Law, 2007; M.S.Ed., Duquesne University (School Counseling), 2008; M.S.Ed., Ibid. (School Administration), 2013; Ph.D., Ibid., 2013

**Bland, Andrew;** Associate Professor  
College of Education and Human Services  
B.S., University of Georgia, 2000; M.A., University of West Georgia, 2003; Ph.D., Indiana State University, 2013

**Cook, Shaun;** Associate Professor  
College of Education and Human Services  
B.S., Bridgewater State College, 1996; M.A., Brandeis University, 1999; Ph.D., University of Arizona, 2006

**Gallagher, Shawn;** Professor  
College of Education and Human Services  
B.S., The Pennsylvania State University, 1990; M.A., University of Delaware, 1999; Ph.D., Ibid., 2002

**Garner, Nadine;** Associate Professor  
College of Education and Human Services  
B.M., Westminster Choir College, 1991; M.S., Shippensburg University, 1992; M.Ed., Ibid., 1994; Ed.D., Duquesne University, 2000

**Grady, Jessica;** Associate Professor  
College of Education and Human Services  
B.S., Lebanon Valley College, 2006; M.S., West Virginia University, 2008; Ph.D., Ibid., 2011

**Kaiser, Lauren;** Associate Professor  
College of Education and Human Services  
B.S., University of Maryland, 1997; M.A., Ibid., 2003 and 2004; Ph.D., Ibid., 2007

**MacIntyre, Rachel;** Assistant Professor  
College of Education and Human Services

B.S., Bucknell University, 2013; M.S., Old Dominion University, 2017; Ph.D., Ibid., Eastern Virginia Medical School, and Norfolk State University, 2021

**Rush, Karena;** Professor  
College of Education and Human Services  
A.B., Bryn Mawr College, 1991; Ed. M., Harvard University, 1994; M.A., Louisiana State University, 1997; Ph.D., Ibid., 2000

**Thyrum, Elizabeth;** Associate Professor  
College of Education and Human Services  
B.A., Millersville University, 1986; M.S., Rutgers University, 1989; Ph.D., Ibid., 1992

**Vredenburg, Debra;** Associate Professor  
College of Education and Human Services  
B.A., Slippery Rock University, 1990; M.A., Ibid., 1992; Ph.D., Ohio University, 1998

**PSYC 505: 3 s.h.**

### Recent Developments in Psych

Contemporary issues in psychology examined through a critical review of current research, theory and practice. Designed to provide students with opportunities for independent study in areas where basic competencies are weak, or in areas of special interest. Offered periodically.

**PSYC 511: 3 s.h.**

### Substance-Related Disorders

Focus on current treatment approaches to substance-related disorders. Following a review of specific psychoactive drugs and their impact on physical and psychological function, theoretical orientations and their application to clinical scenarios will be discussed. Diagnostic issues, assessment techniques and currently accepted intervention techniques will be covered. Special populations involving gender, ethnicity, sexual orientation and comorbidity will be highlighted. Offered periodically.

**PSYC 515: 3 s.h.**

### Physiological Psychology

A systematic examination of the nervous and sensory systems and their regulation of human behavior. Basic knowledge of biology and chemistry is essential. Offered annually.

**PSYC 517: 3 s.h.**

### Tests and Measurements

Introduction to basic principles of psychological testing and measurements. Issues in test construction and design, evaluation of psychometric properties, and applications of tests in various fields of psychology. Offered annually.

**PSYC 525: 3 s.h.**

### Advanced Child Psychology

In-depth examination of human development, with emphasis on birth through adolescence. Presentation of current accounts characterizing development in various domains (physical, cognitive, social, moral, psychosexual) and critical reviews of theoretical attempts to explain the process of development. Offered annually.

**PSYC 526: 3 s.h.**

### Advanced Adolescent Psychology

Personal and environmental forces that are dynamic in the behavior of adolescents. Emphasis is given to the family, school and community aspects of adolescent behavior. Recent developments in adolescent psychology and adolescent development are emphasized. Offered annually.

**PSYC 527: 3 s.h.****Childhood Disorders**

Childhood Disorders provides an in-depth look at psychological disorders that occur in childhood. Students will learn the diagnostic criteria, etiology and developmental progression of childhood disorders. Students will also be exposed to assessment techniques that can be used to diagnose the disorders such as observation and data collection systems. An overview of interventions used in childhood will also be presented and students will learn how to identify empirically based interventions.

**PSYC 530: 3 s.h.****Child Development within the Family System**

Theory and research on the development of cognitive, emotional, linguistic, psychosexual and moral systems in the child. Emphasis on the impact of family structure and dynamics on the developing child.

**PSYC 536: 3 s.h.****Applications of Biopsychology**

Survey of current topics. Includes psychotropic drugs, neuropsychological assessment and treatment. Emphasis on clinical applications and knowledge base to enable referrals/coordination with related psychiatry/neurology professionals.. Offered annually.

**PSYC 537: 3 s.h.****Ethics and Professional Practice**

This course combines ethics education with an introduction to clinical psychology and counseling. Ethical standards of psychologists and counselors and an ethical decision-making model will be applied to moral ethical and legal dilemmas in clinical practice. The historical development of clinical psychology, its major theoretical perspectives and empirically supported treatments will be reviewed. Offered annually.

**PSYC 540: 3 s.h.****Applied Behavior Analysis in a MTSS**

Student behavior, both behavioral and academic, is a function of school, classroom, and individual factors. This course will focus on the impact of behavioral interventions delivered using multi-tiered system of supports (MTSS) and positive behavioral interventions and supports (PBIS) frameworks. Applied behavioral analysis will be thoroughly covered. Students will conduct single subject design research to determine the effectiveness of empirically based interventions on a child's behavior. School-wide behavior supports, as well as classroom management strategies, which impact on student discipline, will also be reviewed. Classroom behaviors will be examined within the context of the culture of the school and the community in which the school resides. This course is geared towards educators who consult with school personnel to solve educational problems, e.g., school psychologists and school counselors. The content will be useful, however, for professionals who work to increase functional behaviors in their clients. Offered in fall.

**PSYC 546: 3 s.h.****Learning Theory**

Review of behavioral approaches to learning such as operant and classical conditioning, and observational learning. Cognitive and ethological challenges to behavioral theories will be considered. Includes information-processing models of learning.

**PSYC 547: 3 s.h.****Applied Social Psychology**

Examines the effects of social psychological factors on various clinical issues, including racial-ethnic and cultural issues, the development and maintenance of maladaptive behaviors, clinical judgment, relationship between clinician/school psychologist and client, and the outcome of intervention. Offered in fall.

**PSYC 586: 1-4 s.h.****Topics in Psychology**

Investigate and develop one or more topics of current interest not normally covered in regular psychology courses. Special topics and methods used to investigate the topics will vary according to the needs of psychology students and faculty. Offered periodically.

**PSYC 587: 1-4 s.h.****Topics in Psychology**

Investigate and develop one or more topics of current interest not normally covered in regular psychology courses. Special topics and methods used to investigate the topics will vary according to the needs of psychology students and faculty. Offered periodically.

**PSYC 588: 1-4 s.h.****Topics in Psychology**

Investigate and develop one or more topics of current interest not normally covered in regular psychology courses. Special topics and methods used to investigate the topics will vary according to the needs of psychology students and faculty. Offered periodically.

**PSYC 589: 1-4 s.h.****Topics in Psychology**

Investigate and develop one or more topics of current interest not normally covered in regular psychology courses. Special topics and methods used to investigate the topics will vary according to the needs of psychology students and faculty. Offered periodically.

**PSYC 600: 3 s.h.****Professional Seminar**

The philosophy, administrative arrangements, responsibilities and general functions of a school psychologist. Emphasis on research information relating to skills and techniques used by psychologists in the prevention and remediation process as they apply to schoolchildren. Firsthand experience in the functions of a school psychologist through field visitations and planned seminars. Schedule near the beginning of the program. Offered annually.

**PSYC 612: 3 s.h.****Research Design & Statistical Analysis**

This course is designed to develop and extend skills in the interpretation of psychological research. Understanding the relationships between research methods, statistical procedures and interpretation is emphasized. Offered in fall and spring.

**PSYC 625: 3 s.h.****Human Growth and Development**

A comprehensive study of growth and development with a life-span perspective. Physical growth and maturation, social development, emotional and personal development, and cognitive development. Special projects in the field of student's interest. Offered annually.

**PSYC 626: 3 s.h.****Trauma Treatment**

Provides an overview of the conceptual and empirical foundations of post-traumatic stress disorder (PTSD), the neurobiology of stress and an overview evidence-based trauma treatments. Protocols for trauma assessment, cognitive-behavioral and contextual case formulation and treatment methods will be reviewed. Strategies for psychoeducation, treatment engagement, emotional regulation, exposure and relapse prevention will be emphasized.

**PSYC 630: 3 s.h.****Group Work: Theory & Intervention**

Reviews major theories of group therapy and concepts related to group formation and dynamics. Develops skills through role playing interventions from diverse schools of group therapy. Reviews current research on the effectiveness of support, counseling and therapy group treatment for various mental health and/or substance use disorders.

(Offered fall and spring)

**PSYC 631: 3 s.h.****Psychotherapy and Intervention Skills**

Intensive supervised training in effective helping skills, including listening and responding skills, relationship enhancement, interview skills and active interventions. Students receive supervision of videotaped counseling with clients.

**PSYC 632: 3 s.h.****Group Cnslng and Psychotherapy**

Development of skills and awareness necessary for successful functioning as a facilitator of groups or as a group leader. Methods include participation in an encounter group, role playing, analyses of nonverbal communication, and reflective listening. Offered annually.

**PSYC 633: 3 s.h.****Systems of Psychotherapy**

Reviews the major paradigms in psychotherapy using a trans-theoretical model. Major paradigms include: psychoanalytic/psychodynamic; person-centered/existential; behavioral; cognitive; cognitive-behavioral; systems; gender sensitive, multicultural and third wave therapies. Application of theories through self-analysis and case studies will be emphasized along with the stages of change model and current research on the efficacy of these therapies.

**PSYC 634: 4 s.h.****Child Psychopathology and Intervention**

Introduces students to child and adolescent psychopathology and therapeutic interventions used with children and adolescents. Play therapy techniques with clinical child populations, process groups with adolescents and preadolescents, behavioral group therapy, adjunct parent counseling and cognitive-behavioral procedures are emphasized. Offered in summer.

**PSYC 635: 3 s.h.****Psychopathology**

Develops the ability to diagnose in traditional nosological fashion and to be able to discriminate from one another the various mental disorders contained in the DSM-IV. In addition to requiring the ability to diagnose the mental disorders, students will also be required to write diagnostic reports using DSM-IV multiaxial system. Offered annually.

**PSYC 636: 3 s.h.****Cognitive Therapy**

Basic principles and clinical applications of cognitive therapy. Use of role play, audiotapes and videotapes to help others identify and restructure thinking patterns and beliefs that contribute to personal and interpersonal conflicts and psychological disturbances. Offered annually.

**PSYC 637: 3 s.h.****Theories of Family Dynamics**

Reviews major systems of family therapy including structural, strategic, systems-based and other approaches and their application to a range of clinical and family development issues. Normal and dysfunctional family development, structure, roles, boundaries and functioning will also be reviewed. Prereq: Graduate program admission. Offered in summer.

**PSYC 638: 3 s.h.****Cognitive Behavioral Therapies**

Review models of common clinical problems and specific cognitive, behavioral and integrative techniques. Role play, videotape, in-class demonstrations and case materials will be used to provide hands-on experience. Students will incorporate cognitive-behavioral perspectives and interventions with clients. Offered annually.

**PSYC 639: 3 s.h.****Selected Therapies: Existential and Humanistic Therapies**

Surveys conceptual foundations and methods of classic and contemporary humanistic and existential psychotherapies and their practical application and implementation with a variety of clinical populations and presenting issues/needs. Students will employ this knowledge/perspective in case conceptualization and treatment planning, engage in case discussions and skills practice, explore supporting research and practical considerations, and critically examine implications for effective, sustainable, and contextually- and culturally-sensitive therapeutic practice. Prereq: Passed CCEs, PSYC 631 (for Clinical Psychology students) or instructor permission (for Social Work graduate students).

**PSYC 646: 3 s.h.****Consultation**

Explores the theoretically and practically applied aspects of consultation. School, instructional, behavioral, conjoint-behavioral, mental-health/consultee-centered, multicultural, and organizational models of consultation and coaching, as well as teleconsultation strategies, will be covered. Students will develop and implement individual consultation projects. Offered in fall.

**PSYC 670: 4 s.h.****Clinical Interviewing and Appraisal Skills**

Development of competencies in evidence-based interviewing and observation skills and in administration, scoring, interpretation, and application of diagnostic measures, mental status exams, and risk assessments. Students also are introduced to selected cognitive, personality, and behavioral assessment instruments. Students receive supervision of recorded sessions with clients and report writing. Insurance required and must pass CCE to enroll.

**PSYC 671: 3 s.h.****Cognitive Achve & Adapt Assess**

Introductory course in individual psychological evaluation, stressing practical experience in administering and interpreting individual psychological test batteries. Standardized intelligence tests are emphasized. Introduces special-purpose tests such as adaptive behavior assessment and brief achievement tests. Students administer tests and write reports under supervision. Prereq: Pass Core Competency Exams (CCE) and Insurance required. Offered in fall and spring.

**PSYC 672: 3 s.h.****Academic Assess & Intervention in MTSS**

Prepare students to assist schools in the provision of appropriate academic programming for children within the context of current federal and state regulations. A multi-tiered system of academic service delivery will be used as a framework for developing appropriate assessments. Students will learn to conduct assessments that answer academic referral questions, inform intervention design, and measure intervention integrity and effectiveness. Ecological and direct assessments will be discussed in depth. Solution-focused report writing skills utilizing an RTI/MTSS approach will be introduced and developed. Offered annually.

**PSYC 673: 3 s.h.****Personality Assessment**

An introduction to the administration, scoring, interpretation and application of personality-assessment instruments. Introduces objective tests, projective tests and behavioral assessment.

**PSYC 674: 3 s.h.****Assessment of English Language Learners**

A multicultural-issues class with focus on assessment and classification of culturally and linguistically diverse children. Prepares school psychologists and practitioners in the mental-health field to work with English language learners, make educational recommendations and help determine the extent to which child learning difficulties are related to limited English proficiency, cultural/ecological factors or learning disabilities. Learn assessment techniques, skills and strategies to be used with English language learners.

**PSYC 675: 3 s.h.****Behavioral Assessment Child/Adolescent**

This course is designed to develop skills in conducting assessments and developing treatment recommendations for students referred for behavioral/emotional difficulties. The purpose of this course is to provide training in the techniques of behavioral assessment including direct observation, interviews, checklists, rating scales, self-monitoring and other methods of assessment. A tiered model of service delivery will be used as a larger context for discussing assessment methods that may be used for universal screening and more individualized assessments.

**PSYC 679: 1-4 s.h.****Experimental**

Experimental

**PSYC 682: 1-9 s.h.****Practicum/Internship in Clinical/Counseling Psychology**

Supervised practicum and internship experience in a field agency, hospital or clinic. Designed to develop the student's skillset to point of entry-level skills in the areas of assessment, counseling and staff participation. Students meet regularly with departmental and site supervisor. Schedule near end of program. The Internship/Practicum course must include 700 hours of supervised clinical experience (100 hours of practicum, 600 hours of internship). Experience must meet the requirements outlined by the current licensure law.

**PSYC 685: 3 s.h.****Practicum and Seminar in School Psychology**

Sequential, supervised experiences in field settings working with children of preschool and school age. Students complete a comprehensive case study. Students meet regularly with University supervisor both individually and in seminars. Offered annually.

**PSYC 686: 3-9 s.h.****Internship and Seminar in School Psychology**

Yearlong, extensive supervised clinical and field experiences in all domains of school psychology. Students meet regularly with University supervisor both individually and in seminars. Schedule in last year of program. Offered annually. Pre-requisites: All other M.S., Psychology, School coursework and Ed.S. coursework must be completed before internship. Professional liability insurance required. Updated clearances (ACT 34/ACT114/ACT151 and TB test results), which must be valid for the entire semester, must be on record with Field Services by the deadline. Follow the submission procedure and deadlines outlined by Field Services or you will be dropped from the class.

**PSYC 691: 1-3 s.h.****Ind Stdy:****PSYC 696: 3 s.h.****Research Methods in Psychology**

Introduction to, and application of, advanced methods of psychological research. Emphasis placed upon the development and practice of research skills as preparation for conducting original research for a thesis.

**PSYC 699: 3,6 s.h.****Thesis:**

Student designs and conducts research in an appropriate area in psychology. The results and interpretation are presented in a written thesis. The entire process is guided by the research adviser.

**PSYC 799: 3,6 s.h.****Pract Supervision**

Field experience in the various activities performed by supervisors of psychological services. The student plans a relevant program of practical experiences, based on the comprehensive role of the supervisor of psychological services, in conjunction with the University supervisor.