

PSYCHOLOGY

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.