



**Massachusetts School of Professional Psychology**

221 Rivermoor Street Boston, MA 02132

617.327.6777 FAX: 617.327.4447 [www.mspp.edu](http://www.mspp.edu)

## **MSPP COURSE CATALOG 2008-09 ACADEMIC YEAR**

### **PsyD, Doctor of Psychology**

#### **AA 600 - Advanced Assessment: Integrated Team Clinic**

*3 Credits*

*Prerequisites: [PA 501](#), [PA 503](#), [PM 600-601](#)*

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 Dr. Leon O. 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.

#### **BX 500—Learning Theory**

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.

## **BX 700—Clinical Practice of Cognitive-Behavioral Therapy**

*Prerequisite* [BX 500](#)

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.

## **CA 601—Clinical Practice of Cognitive-Behavioral Therapy**

*3 credits*

This three-credit course will review core theories of Cognition and Affect by examining how humans process information and organize their knowledge and emotional experiences. Core theories of cognition and affect will be evaluated based on research relevant to various aspects of thinking and feeling and 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.

## **CC 522—Diversity and Cross-Cultural Psychology**

*3 credits*

This course examines the sociocultural 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.

## **CH 520—Hypnosis: Clinical Applications**

*Prerequisite: Students should have a basic knowledge of psychodynamic and cognitive behavioral theory.*

This course will review the history, psychological research, and clinical applications of hypnosis. Historical controversies, related phenomena such as dissociation and suggestibility and the literature supporting its use for patients with a variety of medical and psychological problems will be presented. Psychological theory and other psychotherapeutic techniques will be integrated into the curriculum. Laboratory and didactic instruction in hypnotic technique and clinical use will train students to be competent practitioners in a variety of treatment settings. In addition to twice weekly, two hour classes, an extended (7 hour) Saturday session will be devoted to skill acquisition and the competent application of hypnotic technique. The course required and will review the following topics: History of

Hypnosis; Charcot, Janet, and Dissociation; Hypnosis and Psychoanalysis; Memory, Suggestibility, and Forensic Applications; Application to Anxiety Disorders, Depression, Eating, Smoking, and other Habit Disorders, Application to Medical Problems such as Pain, Asthma, Surgical Intervention, Sleep, Gastrointestinal Disorders, and Cancer.

### **CL 520—Clinical Interviewing**

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 the 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.

### **CP 500—Fundamental Clinical Practice Skills**

*0 Credits*

This course introduces students to the systemic issues and clinical skills relevant to beginning practice in the field. It will orient students to standards and regulations for training and practice; to the roles of students, faculty (advisors and liaisons), and supervisors; and to ethical and professional conduct for students and practitioners. Students will be introduced to fundamental clinical skills including intake and history taking, mental status and the assessment of dangerousness. Attention to ethical standards, record keeping and the reporting of clinical information is discussed. This week-long course is required of all entering students.

### **CS 600—Clinical Seminar I**

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.

### **CS 700—Clinical Seminar II**

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.

### **CS 900—Advanced Clinical Seminar IV: Theory and Practice of Supervision**

This 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 seminar for mutual clinical growth. 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 then might apply this learning with their own "supervisees." Specific goals of the course are: to articulate one's own experience as a supervisee as a way to understand one's progress from their past and present role of supervisee to their future role of supervisor; to review the relevant theoretical and research literature about supervision; to become familiar with supervision techniques; to become familiar with how supervision theory and practice is relevant to clinical consultation; and to begin to practice supervisory skills by "supervising" a junior college.

### **CS 901—Advanced Clinical Seminar: Distant Internship**

This 4 credit, full year 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, 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; to become familiar with supervision techniques; to become familiar with how supervision theory and practice is relevant to clinical consultation; and to begin to practice supervisory skills by supervising a junior colleague.

### **CX 520—Child-Psychotherapy**

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 countertransference. 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.

### **DP 500—The Psychology of Divorce**

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; and 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; 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.

### **DP 550-552—Directed Study**

### *1 or 2 Credits*

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, especially in the 3rd or 4th year of the program. All directed studies are student generated and evolve out of a student's focal professional interests.

### **FP 621-FP 902—Field Placement**

Students spend approximately 16 hours per week in year I practicum, 20 hours in year II practicum, and 25 hours per week in year III and IV internships at approved field training sites. The practica and internships provide intensive practical training experiences that are coordinated with coursework at MSPP. In both practica and internships students receive a minimum of two hours of individual clinical supervision per week in addition to academic and professional training seminars.

### **FX 515—Family and Systems Theory**

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.

### **FX 521—Couples Therapy**

*Prerequisite: [FX 515—Family and Systems Theory](#) or equivalent by permission of instructor.*

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.

### **FX 600—Infant Parent Toddler 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.

### **FX 615—Clinical Practice of Family and Systems Therapy**

*Prerequisite* [FX 515](#)

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.

### **GE 500—Geropsychology**

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 Selected Topics in Geropsychology.

### **GE 520—Selected Topics in Clinical Geropsychology**

*Prerequisite:* [GE 500](#)

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 countertransference in work with older adults, family systems, individual therapy, couple therapy and caregiving 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.

### **GR 521—Fundamentals of Groups: Group Dynamics**

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.

### **GR 523—Clinical Practice of Group Psychotherapy**

*Prerequisite:* [GR 521](#)

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.

### **GT 520—Gender Theory**

This course will explore the construction of gender through and 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.

### **HP 530—Theoretical Foundations in Clinical Health Psychology**

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 psychoneuroimmunology 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 biopsychosocial hierarchy, family systems, health and disease, and concludes with ethnocultural variables and health and existential and meaning making models.

### **HP 541—Applications in Clinical Health Psychology**

*Prerequisite:* [HP 530](#)

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 biopsychosocial 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, and 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.

### **HP 550—Advanced Topics in Clinical Health Psychology**

*Prerequisite:* [HP 541](#)

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.

### **HS 520—Human Sexuality**

This clinical course is intended to prepare students for effective practice in dealing with clients’ sexual issues. The course provides an overview 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 with 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 dyspareunia. 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.

### **HU 520—Humanistic Psychological Theory**

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.

### **HU 620—Mindfulness and Psychotherapy**

*Pre-requisite: Completion of first year required courses.*

This course will provide an introduction to a range of topics related to the interaction and integration of mindfulness and psychotherapy, including a review of current applications of mindfulness to psychotherapy, a comparative view of Western and Buddhist conceptions of suffering and treatment, and exposure to the broad range of topics within psychotherapy inspired by this cross – fertilization. This course will include experimental exposure to mindful practice.

### **HU 635—Spirituality, Jung and the Imaginal Realm in Psychotherapy**

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.

### **HU 641—Positive Psychology**

*2 Credits*

The purpose of this 2 credit 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.

## **LS 659—Lifespan Development**

*Pre-requisite: Completion of first year required courses.*

*3 credits*

This course examines various theories 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 focus of the course is to consider the range of possibilities of normal individual differences as well as general trends are discussed, with an emphasis on contextual variations based on gender, culture, and ethnicity. Current controversies in developmental theory are addressed using relevant research evidence and clinical applications in various settings.

## **MS 512—Forensic Psychology I: Children and Families**

This course focuses in 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 adults, and how their findings are communicated in the form of written reports or testimony before the court.

## **MS 513—Forensic Psychology II: Adults**

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.

## **MS 518—Special Topics in Forensics: Assessment of Trauma & Child Adolescent Maltreatment**

*This course is not limited to Forensic concentration Students*

This course will focus on assessment methods for use with children and adolescents who are known or suspected victims of maltreatment or have had exposure to other forms of trauma, such as family and community violence. Research on the impact of the different sources of trauma (e.g. physical abuse, sexual abuse, psychological maltreatment, exposure to violence) on the developing child and

adolescent will be reviewed. Assessment methods for use in forensic settings, such as forensic interviewing, self report measures of trauma or psychological functioning, objective measures, assessment of parenting capacity, and risk assessment will be covered. Ethical and legal issues in the assessment of this population will be integrated into the coursework.

### **MH 520—Law and Mental Health**

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.

### **MH 550—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. Non-matriculated students and first or second year doctoral students will be considered on an individual basis to assure that they have sufficient experience or training to benefit fully from the class. Master's level students will also be considered on an individual basis.

### **NT 500—Introduction to Narrative Therapy**

This course introduces students to narrative therapy, and 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.

### **PA 501—Psychological Assessment I: Foundations of Cognitive Theory and Testing**

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.

### **PA 503—Psychological Assessment II: Advanced Cognitive Testing**

*Prerequisite:* [PA 501](#)

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.

### **PA 520—Personality Assessment**

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.

### **PH 521—Psychopharmacology: Theory and Practice**

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.

### **PH 522—Introduction to Neuropsychology**

This course overviews the field of neuropsychology for the clinical psychologist. Participants will develop an introductory familiarity with functional neuroanatomy, neuropsychological contributions to personality and selected psychiatric disorders, selected neurobehavioral disorders, learning disabilities, normal aging and dementia. The overarching goal is the development of critical thinking skills pertaining to the interaction of cognition, emotion, and behavior. Objectives include the development of the ability to: 1) critically read neurobehavioral literature; 2) conceptualize human functioning from a brain – behavior perspective; and 3) tailor psychological interventions to neuropsychological status.

### **PH 523—Nutrition, Brain, and Behavior**

This course will overview selected topics in nutrition that have implications for Health Psychology, Geropsychology, Psychiatry, Neurology and Neuropsychology. Topics will include a brief overview of the history and science of nutrition; a historical review of the origins of modern western diet; taste, smell, food preferences and regulation of food intake; issues in weight control; selected dietary belief systems; long term role of nutrition in theories of aging with particular attention to brain aging; acute impact of nutrition and nutritional supplementation on brain function; and a critical look at nutritional interventions in the management of neurological and psychiatric conditions. The primary objective of the course is to provide background sufficient to enable students to critically evaluate new developments in this evolving field. The class will be divided between lecture and discussion of assigned articles from the nutrition and medical lecture.

### **PM 600—Projective Methods 1: Rorschach Scoring with The Comprehensive System**

*Prerequisites: [PY 522—Adult Psychopathology](#) or [PY 521—Child Psychopathology](#) (may be taken concurrently with Projective Methods I)*

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.

## **PM 601—Projective Methods 2: Interpretation Strategies using the Rorschach and Other Projective Tests**

*Prerequisites:* [PM 600—Projective Methods 1](#)

This course is a continuation of [PM 600](#) 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.

## **PM 604—Projective Methods 1: Rorschach Scoring and Administration**

*Prerequisites:* [PY 522—Adult Psychopathology](#) (may be taken concurrently with *Projective Methods 1*)

This course is designed to teach the administration and scoring of the Rorschach according to the Exner system. The course begins with a discussion of projective testing and the concepts underlying the Rorschach. This is followed by a systematic study of Rorschach scoring and administration according to the Exner system. Administration instruction will focus on adult and adolescent testing only. Finally, the process of turning Rorschach scores into a structural summary will be studied.

## **PM 605—Projective Methods 2: Clinical Use of Rorschach and Other Projective Instruments**

*Prerequisites:* [PM 604—Projective Methods 1](#)

This course is a continuation of [PM 604](#) and is designed to give students the ability to learn the basics of Rorschach and thematic test interpretation and how to communicate projective test findings in clear, jargon-free clinical reports. The first half of the course addresses quantitative and qualitative analyses of the Rorschach, including content and sequence analyses, and the integration of these analyses into a test report. This part of the course will look at adult and adolescent cases only. The second half of the semester will be taught by Dr. Cohen and focuses on the administration and the interpretation of other projective tests, including TAT, TED, and Figure Drawings, in both adult and child cases.

## **PP 520—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.

## **PR 800—Introduction to Doctoral Project**

*1 credit*

The purpose of this course is to facilitate the students' use of critical thinking in the conduct of the research process, as well as familiarize students with the content, process, and organization of the Doctoral Project ( DP) at MSPP. Topics include: defining a topic area, development of a research question, critical analysis of a research article, construction of a literature review, selection of the research methodology indicated in the research question, procedures and process of completing a doctoral project, the types of projects accepted, organization and chapter structure, the structure and function of the doctoral project committee, use of the APA Code of Ethics as well as the APA Guideline for the Conduct of Research with Human Participants, the purpose and the function of the Institutional Review Board ( IRB) and the MSPP policy on IRBs and time, resource, and the research budget management. Classes include student presentation of research interests and development of these into specific research questions and areas of literature review.

### **PR 801-950—Doctoral Project II-IV and Continuing Project**

*Credits vary*

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.

### **PS 520—Women's Psychology**

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.

### **PS 600—History and Systems**

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.

### **PS 603—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.

### **PS 800—Ethics, Standards and Professional Practice**

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.

### **PT 700—Introduction to Psychodynamic Theory**

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, countertransference, and intersubjectivity. 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.

### **PT 800—Advanced Psychodynamic Theory**

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, intersubjectivity, and the expressive use of countertransference, 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.

### **PY 521—Psychopathology of Childhood and Adolescence**

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.

### **PY 522—Adult Psychopathology**

This course examines the major categories of adult psychopathology from a variety of perspectives, including psychodynamic, object relations, cognitive – behavioral, self, genetic and biological theories. Clinical intervention from an interpersonal perspective is emphasized. Topics include anxiety, affective, somatoform, dissociative, personality, and schizophrenic disorders.

### **PY 621—Advanced Seminar Childhood and Adolescence Clinical Practice**

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.

### **RS 525—Research**

This course is the first of a 2-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.

### **RS 526—Statistics**

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.

### **SB 522—Addictive Disorders: Theory and Treatment**

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 biobehavioral 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.

### **SP 520—Sports Psychology**

This course examines the psychological processes that are related to performance and problems of athletes who compete in individual and team sports. Among the topics that are included area:

motivation, youth sports, psychological testing, violence in sports, team building, and performance enhancement.

### **ST 810—Systems: Theory and Practice-Psychological Interventions in the Community**

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 troubled 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.

### **TR 522—Psychological Trauma: The Individual and Society**

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.

### **TR 530—Working with Refugees**

*2 Credits*

This course will address:

- The experiences of refugees before arrival in the U.S. or other host country
- The biopsychosocial and spiritual sequelae of:
  - loss of family, friends, home, language, and culture; loss of physical ability after war-related injury
  - ambiguous loss of missing, tortured, or incapacitated relatives, friends, acquaintances
  - torture or violation of self and/or of loved ones
  - being targeted as a member of a marginalized ethnic, racial, religious, or political group
  - dehumanization of self and “the other”
  - multiple forced migrations (including in original country)

- how refugees are received in (one or more) new host country, e.g., legal immigration/asylum issues, racism, xenophobia, linguistic and cultural marginalization
- retraumatization while applying for asylum, citizenship, etc.
- challenges of negotiating cultural transition and changes in class position - relationships between refugees and subsequent generations.
- Resilience and resistance to marginalization as relational processes
- Clinical approaches to working with refugees
  - individual psychotherapy
  - family therapy
  - group therapy
  - expressive therapies
  - community-based approaches
  - combinations of the above
- Working with victims, bystanders, and perpetrators and understanding each position
- Collaborating with interpreters, lawyers, medical clinicians, and refugee advocates
- Attention to risks of vicarious traumatization and need for support and self-care
- The role of psychology in policy, advocacy, diplomacy, and collective reconciliation and peacebuilding.

### **School Psychology (MA/CAGS) Program**

#### **BC 521—Behavioral Assessment, Intervention & Consultation**

*3 credits*

This course provides an overview of behavioral principles and the practice of consultation and collaboration in designing behavioral intervention plans for individuals and groups of students. Students expand their skills in observation and data collection as they learn to conduct a functional behavioral assessment and functional analysis of behavior. Theoretical and practical issues in consulting and collaborating with school personnel are addressed. The course also covers principles of behaviorism, positive behavioral supports, and theories and techniques of cognitive behavioral therapy. Students gain clinical experience in behavioral assessment, consultation and intervention through the concurrent Practicum II.

## **BL 622—Biological Bases of Behavior and Learning**

*3 credits*

This course provides a background in the biological bases of behavior and learning, including fundamentals of neuropsychology, neurophysiology and psychopharmacology. Students apply this knowledge towards understanding such conditions as learning disabilities, attention deficit disorder, and mental illness, and become critical consumers of new information in this areas. The relative contribution of heredity and environment is examined. Principles and theories of learning and motivation are also covered.

## **CC 522—Diversity and Cross-Cultural Psychology**

*3 credits*

This course provides an overview of the study of culture, education and mental health. It presents different frameworks to understand children and families from various cultural backgrounds, stressing their SES, the ways in which they typically understand themselves (e.g., gender roles, self-definitions, culture-bound syndromes), and their strengths. Implications for the school environment, including strategies for providing educational and psycho-social supports, are examined.

## **CX 610—Counseling and Psychotherapy in the Schools**

*3 credits*

This course explores the therapeutic issues involved in counseling, play therapy, and other therapeutic work with schoolchildren and their families. Topics include framing the relationship and establishing rapport, defining boundaries, confidentiality and its limits (e.g., mandated reporting), ethical responsibilities, relationships with social services and other providers, transference and counter-transference, influence of social and cultural issues, symptoms and their meaning, and how therapeutic interactions and relationships with families effect change. Supervised experience in counseling of individual students is arranged through the concurrent Practicum III.

## **DS 620—Interest Area Course or Directed Study**

*3 credits*

Students select an area of interest in which to develop special expertise by taking a doctoral level course or a directed study. Field experience in this area is pursued in a school or clinical setting through Practicum IV.

## **FP 501—Practicum I: School Environment and Educational Assessment**

*2 credits*

This 9-10 hour/week practicum is linked with the Instructional Assessment & Intervention and Educating Children & Adolescents with Special Needs courses. Initial assignments orient the student to school culture and operations, the classroom environment, and instructional practices. Students learn curriculum-based methods of assessing level of educational performance and response to intervention, particularly in the area of reading. Students participate in classroom- and school-wide systems for

monitoring academic skills and providing scientifically-based instruction in general education, including remedial services as needed. Students are also introduced to systematic observation and standardized tests of academic achievement.

### **FP 502—Practicum II: Psychoeducational Assessment and Intervention**

*2 credits*

This 9-10 hour/week practicum is linked with the Psychoeducational Assessment and the Behavioral Assessment, Consultation, and Collaboration courses. Initial assignments involve assessment of functional behavior, and the use of data to help school personnel design and implement behavior intervention plans. The practicum placement also provides the opportunity to participate in positive behavioral interventions and supports at the classroom or school-wide level. Psychoeducational assessment skills—including gathering and integrating data from multiple sources (e.g., standardized tests, structured observation, review of records, interviews, third party ratings), presentation of findings, and report writing—are practiced in structured, closely supervised exercises and field work experiences.

### **FP 601—Practicum III: Clinical practice**

*2 credits*

This 15 hour/week practicum is linked with three courses: Social-Emotional Assessment; Counseling and Psychotherapy in Schools; and Group Process and Group Therapy courses. The initial part of the practicum provides supervised experience in conducting social-emotional assessment of individual students. Later in the practicum, student gain supervised experience in providing individual and group counseling. Unless designed as time-limited, these therapeutic interventions continue throughout the school year.

### **FP 601—Practicum IV: Clinical Practice and Interest Area**

*2 credits*

This 15 hour/week practicum is linked with advanced coursework or an independent study of the student's choosing. Several options are routinely offered (i.e., autism/PDD, severe behavior disorders, early childhood, family-school partnerships, neuropsychology, advanced therapy techniques). The student may pursue an alternative specialization with faculty approval.

### **FP 701—Internship & Seminar A**

*5 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.” The internship enables trainees 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.

### **FP 702—Internship & Seminar B**

*5 credits*

Continuation of [Internship A](#). One internship, but not both, may be in a clinical, rather than a school, setting.

### **GR 611—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.

### **IA 520—Instructional Assessment & 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.

### **LS 659—Life Span Development**

*3 credits*

This course covers cognitive, social, emotional, and moral development from a lifespan perspective, but with primary emphasis upon childhood (especially early childhood) and adolescence. Course content focuses on major theories of development and current psychological research, and their implications for public policy and for serving children in school and clinical settings. Normative development will be examined with consideration of the impact of gender, social class, culture, and ethnicity.

### **PA 500—Psychoeducational Assessment**

*3 credits*

This course comprehensively covers individual assessment of cognitive and developmental functioning, including historical and theoretical foundations, mechanics of data collection and assessment (e.g., consent, rapport), analysis and synthesis of assessment data, and written and oral communication of findings. Emphasis is placed on using multiple types of data. In addition to

administration, scoring and interpretation of standardized tests, students learn basic interviewing techniques and are introduced to third person rating scales. Major issues and controversies are introduced. Mastery of essential skills is ascertained through simulation exercises and closely supervised practice assignments for this course are arranged through the concurrent Practicum II.

### **PA 600—Social-Emotional Assessment**

*3 credits*

This course covers the history and use of personality measures used with children and adolescents. The focus is on assessing social, emotional, temperament, and personality aspects of the individuals. Students learn both projective techniques (e.g., drawings, structured story-telling, introduction to Rorschach) and objective measures (e.g., BASC, CBCL, developmental inventories, adaptive behavior scales, first-person personality inventories). Projective and objective measures are compared and contrasted with respect to value and appropriate use of each. Impact of cultural, language and socioeconomic factors are addressed. Supervised experience in social-emotional assessment is arranged through the concurrent Practicum III.

### **PH 501—Preventative 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. The course incorporates training and direct experience with Primary Project as an example of an effective early intervention program. Evidence-based practice, positive behavioral interventions and supports, and school-community partnerships are major topics of study.

### **PS 630—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 address roles and priorities, leadership and facilitation skills, school-based crisis preparation and response, and 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.

### **PY 521—Psychopathology of Childhood and Adolescence**

*3 credits*

This course provides an overview of psychopathology in childhood through adolescence from multiple perspectives: biological, developmental, psychodynamic, cognitive-behavioral, cultural and situational. DSM diagnosis is taught and the major disorders are covered, including conduct and oppositional-defiant disorders, anxiety and depression, narcissistic and borderline syndromes, pervasive developmental disorders, and psychosis. The course covers assessment of risk for child abuse and neglect, suicide, violence potential, and drug and alcohol abuse.

### **RS 526—Statistics**

*2 credits*

This course deals with the principles of descriptive and inferential statistical methods applied to psychological research. Students also learn when and how to apply basic parametric and non-parametric statistical methods.

### **RS 555—Research Methods and Program Evaluation**

*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. A program evaluation assignment is conducted in conjunction with Practicum II.

### **SN 512—Educating Children & Adolescents with Special Needs**

*3 credits*

This course provides an overview of programs and services for students with learning and behavior difficulties that require special education, Section 504 accommodations and/or other special services. It provides an introduction 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). Historical developments, legal mandates, and research are examined for an understanding of how they have shaped current practices. Major topics include planning and delivery of services, 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. Particular attention is devoted to (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.

### **ST 631—School and Family Systems**

*3 credits*

This course examines the two systems that most impact the work of school psychologists: families and school systems. Strength-based principles and methods are emphasized. Students are introduced to principles of family development and models of family therapy, and how factors of race, gender, sexual preference, ethnicity and socioeconomic status affect therapeutic interactions with families. The study of family systems also covers home-school collaboration, parent education and counseling, and other ways to engage families in support of students' educational needs. The study of school systems is explored within the context of organizational theories and interpersonal dynamics. This material is applied towards understanding how to plan and implement new programs and services, and bringing about changes in professional practices and educational reforms. Special attention is devoted to school-wide and school-community programs to promote social-emotional learning and pro-social behavior.

### **Counseling Psychology (MA) Program**

#### **CC 522—Diversity & Cross Cultural Psychology**

*3 credits*

This course examines the interaction between sociocultural 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.

#### **CO 500—Consultation, Collaboration, & Community Partnerships**

*3 credits*

This course introduces students to community-based consultation and collaboration as means of providing indirect mental health services and provides them with an overview of basic theories, models, methods, and applications.

#### **CS 500—Practicum Seminar I: Helping Relationships I**

*2 credits*

This course is linked to the students' first-semester of field work and provides a forum for linking classroom learning with field experience. Among the topics covered are an introduction to the fundamentals of counseling practice, including discussions of ethics, boundaries, and core therapeutic techniques.

#### **CS 501—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.

#### **CS 610—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.

**CS 611—Internship Seminar II**

*2 credits*

This course is linked to students' second semester of internship and is a continuation of Internship Seminar I.

**CX 510—Theories of Counseling & Psychotherapy**

*3 credits*

This course provides students with a theoretical foundation for counseling. It introduces them to the major psychological models for understanding human behavior and reviews the major contemporary approaches to treating its dysfunction. Among the models examined include the psychodynamic, behavioral, cognitive-behavioral, person-centered, and systemic. After reviewing these models in historical and sociocultural perspective, students will examine the techniques central to each and will learn to conduct effective treatment interventions derived from contemporary, evidence-based practice.

**CX 520—Child Psychotherapy**

The course focuses on the therapeutic issues involved in play therapy and in therapeutic work with children and families. Topics covered are: 1) symbolic representations, 2) diagnosis and formulation, 3) boundaries and limits, and 4) transference and countertransference. 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 temperamental/genetic factors.

**GR 501—Group Counseling & Psychotherapy**

*3 credits*

This course introduces students to the major theories, fundamental techniques, and core concepts of group counseling and psychotherapy, along with their major applications. Students will learn about the critical facets and dynamics of group functioning and their operation in various contexts.

**LS 659 —Lifespan Development**

*3 credits*

This course reviews human cognitive, social, emotional, and moral development from a lifespan perspective. Students are introduced to major theories and research and examine normative development as impacted by such variables as gender, ethnicity, social class, and culture.

**PA 530—Psychological Appraisal & Assessment**

*3 credits*

This course covers the basic principles and methods of individual psychological assessment. Among the topics covered are interview methods, the mental status examination, and the administration, scoring and interpretation of standardized assessment instruments.

**PR 625—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.

**PS 610—Professional Issues & 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 also provides students with a forum for examining contemporary ethical, legal, and sociocultural issues pertinent to their development as professional counselors. The major objective of the course is to provide students with a framework for lifelong ethical decision-making and practice.

**PY 522—Adult Psychopathology**

*3 credits*

This course presents a broad overview of the realm of adult psychopathology. 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 clinical practice.

**RS 510—Research & 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, and the types of conclusions that can be drawn from empirical data. The major objective of this course is to teach students how to be discriminating consumers of research.

**SB 515—Substance Abuse Evaluation & Treatment**

*3 credits*

This course introduces students to contemporary theory and research regarding the epidemiology, etiology, and treatment of substance abuse, with particular emphasis on stages of change models and motivational interviewing.

## **Forensic Psychology (MA) Program**

### **CC 522—Diversity & Cross Cultural Psychology**

This course provides an overview of the study of culture, education and mental health. It presents different frameworks to understand individuals from various cultural backgrounds, stressing their SES, the ways in which they typically understand themselves (e.g., gender roles, self-definitions, culture-bound syndromes), and their strengths. Implications for the clinical work are examined.

### **CX 510—Theories of Counseling and Psychotherapy**

This course provides a theoretical foundation for the counseling student. The major psychological models of understanding human behavior and emotional functioning are studied. Models include psychoanalytic, behavioral, cognitive behavioral, person-centered and systems approaches. These theories are examined in their historical context, followed by a critical analysis of their key constructs and applicability. The second half of the semester examines the construction of effective treatment intervention based on evidence based practice.

### **CS 500—Clinical Practicum Seminar I/Helping Relationships I**

Each semester, a clinical semester is offered to provide a setting to explore the relationship between experiences at the student's clinical training site and the formal literature in counseling and mental health. Clinical Seminar I focuses on counseling skill development. There are a unique set of skills that characterize an effective counselor. These skills include the ability to create a trusting treatment alliance, solid listening skills, effective creation of appropriate boundaries and limits, awareness and competency in working with clients from diverse backgrounds, ability to create an empathic relationship, ability to clarify, reflect and interpret affective expression, cognitive schemas and behavioral and systemic patterns, and effective use of the many assessment and intervention tools available to the professional counselor. These skills must be grounded in a current knowledge of professional standards and ethics, knowledge of psychological theory, psychopathology, and effective intervention, the evidence based models, and models of change and growth. This course will be based in these knowledge foundations, but will be an applied course in which skill development, practice, rehearsal and growing competence will be fostered.

### **CS 501—Clinical Practicum Seminar II/Helping Relationships II**

This course is designed to integrate clinical experiences in the field site with the study of counseling and psychology in the classroom. The course follows the format for all the clinical seminars. 50% of each class is dedicated to a clinical case conference. Students take turns presenting current clinical issues for consultation and discussion. The group is facilitated by the professor. Students take special care to rigorously protect client confidentiality. The remaining 50% of each class is dedicated to an exploration of the craft and the science of being an effective counselor.

### **FP 511/614—Field Practicum**

This course is designed to integrate clinical experiences in the field (a 100-hour practicum) with the study of counseling and psychology in the classroom. Students will have the opportunity to present their clinical work while rigorously protecting client confidentiality, and to discuss their work in light of the theories under examination this semester. This second semester of Clinical Seminar will focus

on creating effective counseling interventions and expand upon formation of the therapeutic relationship from Clinical Seminar I, as applied in clinical practice. Each class will allocate 50% of class time for group consultation focused on the students' concurrent clinical work in the practicum setting. The seminar is limited to ten students to ensure sufficient individual attention to supervision needs.

### **FS 500—Behavioral Criminology**

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 sociocultural perspectives.

### **FS 501—Sex Offender Evaluation and Treatment**

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.

### **FS 550—Consultation and Testimony in Forensic Psychology**

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. Consultation scenarios and mock testimonies will be an integral aspect of this course.

### **FS 620—Forensic Internship Seminar I**

This course provides an intensive review of the range of topics germane to the field of forensic psychology. Subject areas to be covered include Psychology of the Victim; Survey of Forensic Psychological Testing; Risk Assessment; Issues of Psychological Profiling, Police Psychology; and the Psychology of Homicidal Offenders.

### **FS 621—Forensic Internship Seminar II**

This course will focus on multiple intervention models, with a special emphasis on the treatment of court-involved or forensic clients and its legal implications. Behavioral, Cognitive-behavioral, Interpersonal, Humanistic, and other treatment models and techniques will be addressed. Topics to include Individual Therapy Interventions; Family Therapy Interventions; Couples Therapy Interventions; Group Therapy Interventions; Skills Development in Forensic Psychology. This course will complement practicum and internship site placement skills development.

### **GR 501—Group Counseling and Psychotherapy**

This course is designed to provide a basic understanding of groups through didactic and experiential learning. Critical facets of group functioning are studied and experienced to elucidate key concepts that are relevant to and alive in all groups; boundaries, contract, task-maintenance, content and process, levels of group functioning, phases of group 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. In this course we will

capitalize on what you already know about groups and organize it into a systematic group awareness that will serve you, not only as a group therapist, but also in the many other roles that a mental health counselor plays in groups. We will do (experience) and then examine and analyze different kinds of groups, including training or professional development groups, consultation groups, psycho-education groups and workshops. You will learn from doing and allowing yourself to make mistakes (which we will all learn from) and by watching other leaders (myself included) who will also make mistakes that we will learn from.

### **LS 659—Life Span Development**

This course covers cognitive, social, emotional, and moral development from a lifespan perspective. Course content focuses on major theories of development and current psychological research, and their implications for public policy. Normative development will be examined with consideration of the impact of gender, social class, culture, and ethnicity.

Students will examine the psychological and environmental contexts required to support normal development from infancy onward. Individual differences as well as general trends will be discussed, with an emphasis on understanding the broad range of normality in various contexts. Students will explore current controversies in developmental theory (nature versus nurture, infant cognition and emotional regulation, youth violence, and resilience), using relevant research evidence and implications application in school, community, and clinical settings.

### **MH 522—Psychology and the Legal System**

This course is an overview of the intersection between law and mental health professional practice, with an emphasis upon law as it affects the practice of clinical psychology. The application of law to the practice of psychology includes: key Supreme Court cases applicable to mental health practice; incorporation of APA Ethics Codes in the administrative law governing licensure and professional disciplines; court cases, statutes and regulations imposing legal duties upon psychologists; and, application of psychological clinical practice in legal contexts.

### **MH 555—Consultation and Testimony in Forensic Psychology**

*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. Non-matriculated students and first or second year doctoral students will be considered on an individual basis to assure that they have sufficient experience or training to benefit fully from the class. Master's level students will also be considered on an individual basis.

### **PA 530—Psychological Appraisal and Assessment**

The course covers basic principles and methods of individual assessment in counseling psychology, including mental status exam, interviewing techniques, and 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.

### **PS 635—Professional Issues and Ethics**

The student will be oriented to, and study the professional standards and ethics of, the American Counseling Association. The course will begin with a grounding of ethical theory. The course will then explore key ethical considerations including confidentiality, client autonomy, clear boundaries, the issue of dual relationships, special concerns in training and supervision, and practicing ethically in a diverse world, among other topics. Ethics workshops will enable the student to practice the deliberations and decisions needed when the ethical issue is multi-layered and complex.

### **PY 522—Adult Psychopathology**

Understanding the major DSM-IV-TR diagnosis from a variety of perspectives, including psychodynamic, object relations, cognitive-behavioral, self, genetic and biological theories. Clinical intervention from an interpersonal perspective is emphasized.

### **RS 510—Research and Evaluation in Psychology**

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.

### **SB 515—Substance Abuse Evaluation and Treatment**

This course will introduce students to the epidemiology, etiology and models of counseling intervention in substance abuse. Particular attention will be paid to the stages of change model developed by Prochaska, DeClemente and Norcross; and to the Motivational Interviewing model developed by Miller and Rollnick. Special topics including adolescent substance abuse intensive treatment and harm reduction will be covered.

## **Organizational Psychology (MA) Program**

## **CC 600—Multicultural Skills**

*3 Credits*

This course examines trends in globalization, including virtual work teams, and the effect of emerging digital technology and its impact on global relations. It focuses on the importance of culture in organizations and its impact on organizational performance, and explores diversity. Rapid globalization is blurring traditional borders of nations, time, and space and, consequently, is challenging existing assumptions about organizational goals and effectiveness. In this course, students learn to integrate diverse cultural viewpoints about organizational behavior and change, and to design and evaluate interventions that promote effective multicultural work environments.

*Course Descriptions*

## **CP 600—Institution, Program, and Distance Learning Orientation**

*0 Credits / 8 Hours*

Required onsite orientation for all Master's in Organizational Psychology students as part of MSPP "Fundamentals Week" for all incoming graduate students.

## **FP 720—Field Placement**

*3 Credits*

An essential element of learning the application and practice of organizational development is engaging in brief supervised field placement practicum. Students can use their own workplaces or they will be assigned to a workplace for OD practice. Students receive supervision with an experienced OD practitioner with focus on the application and integration of what the students have learned as well as their own unique, development needs as professional practitioner. The field placement course and experience run concurrently with other courses during the program.

## **GR 600—Organizational Behavior: The Individual and Team**

*3 Credits*

This course considers the underlying factors of human behavior in the workplace. It focuses on the impact of collaborative working teams in local and global organizations including discussions of effective individual, interpersonal, and team functioning in a variety of organizational settings. Students examine how work is accomplished in virtual or geographically dispersed teams, including the impact of Web technologies on group performance, potential, and learning. Using case examples, students will engage with this topic on multiple levels both face to face and online. They will work in teams during the course and will learn from and alter their own group behavior to achieve effective team functioning. They will also relate experiences from teams in the workplace and design interventions to build high performing teams. This course provides an understanding of team/group dynamics inherent in small group interaction. The course will also explore various aspects of group dynamics such as power, perception, motivation, leadership, and decision-making.

## **OP 600—Becoming a Practitioner and Use of the Self**

*3 Credits*

The course will guide students through self discovery with the focus on building skills to motivate, advise, build tolerance, lead, follow and otherwise facilitate positive interpersonal interaction. Each student will explore themselves as individuals and understand their impact and effect on others including thorough work with measures of personality styles, Emotional Intelligence, learning journaling, 360 feedback, and values systems. The first segment of this course will focus on increasing self-awareness as a change agent. The second segment will focus on theory and aspects of team and inter-team dynamics in change processes. The last segment will focus on behaviors and best practices of professionals in an organization change process. The entire course will have a high level of experiential work so participants can work towards transferring theory to practice in driving change in organization settings.

### **OP 650—Proseminar**

*3 Credits*

This course examines diverse aspects of the field of organizational psychology and allows for students to pursue special topics of individual interest. Students explore the non-profit sector and issues of politics, power, values, fear, disparities and loss. Understanding and applying resilience and positive psychology models are emphasized.

### **OP 680— Leadership and Strategic Thinking in Organizational Change**

*3 Credits*

This course examines models of persuasion to influence and organize others to accomplish key organizational goals, including strategic planning and leadership techniques. Students consider the process, strengths, and limitations of different planning and scenario development models. Students will also investigate critical issues in leadership as they apply in the contemporary workplace. They will consider and apply leadership styles and techniques; building trust and influence; developing leadership skills in others; and ethical issues. Course content is delivered through lectures, group discussions, learning activities, self-assessment, project development and presentation, and situational studies.

### **PA 650—Assessment, Intervention, and Evaluation in Organizational Development**

*3 Credits*

This course covers the key steps in organizational intervention from the entry and contracting process, through the assessment and discovery phases, onto effective feedback techniques. Determining client needs requires a number of different tools and skills. 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. We cover a range of diagnostic methodologies including interviews, questionnaires, organizational surveys, observation, organizational records, appreciative inquiry, and large group approaches. We discuss appropriate roles for clients and consultants in the data gathering and analysis process. This includes the challenges and ethical issues that can arise and approaches to effectively address. Learning methods include the use of simulations to practice the art and skill of entering a system, of collecting useful information and helping clients to understand, and of making appropriate and effective use of that information.

### **PR 850—Capstone Course**

### *3 Credits*

The Capstone demonstrates the integration and use of knowledge and techniques that have been acquired during the program. There are oral and written components to the course.

#### **ST 500—Organizational Systems and Change Theory**

### *3 Credits*

This course equips the student with the fundamental understanding of organizational structure, process, behavior, rules, roles and functions. This course 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 these how they impact human behavior, is also covered.

#### **ST 501—Organizational Systems and Change Practices**

### *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. The teams design and present organizational change initiatives to accomplish assigned objectives. 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. Students will gain experience with diverse work settings and the global work environment including Fortune 500 firms and small entrepreneurial start-ups, public and private sector companies, and for-profit and non-profit systems.

### **Clinical Psychopharmacology (MS) Program**

#### **PX 209—Anatomy, Physiology, and Pathophysiology I**

### *4 credits*

This course provides students with a sound foundation in the human body with a focus on the anatomy and physiology of all major organ systems. Normal functioning and pathological states will be reviewed. The course then focuses on an introduction to Pathophysiology.

#### **Selected Topics in Biochemistry**

This course will also provide an exploration of the neuronal membrane at rest with attention to the movement of ions and the ionic basis of the resting membrane potential. Metabolic transductions, electron transport, and the laws of thermodynamics will be reviewed.

#### **Introduction to Physical Assessment, Laboratory and Pathophysiology II**

### *4 credits*

This course will review the physical examination and standard diagnostic tests in primary care medicine and in neurology. Attention will be focused on physical illness that can be affected by psychoactive medications, and on physical illnesses with psychological co-morbidity. Diagnostic procedures to be reviewed include neurological examination and neuropsychological assessment, neurophysiological tests, blood chemistry, urinalysis, and neuroimaging.

### **PX 229—Neuroscience**

*7 credits*

**Structural and Functional Organization of the Nervous System** Students will study the major neuroanatomical components of the brain, spinal cord and peripheral nervous system, as well as nonneural components of the nervous system including the blood supply, blood brain barrier, and cerebral spinal fluid. Students will become familiar with the fundamental principles of prenatal nervous system development.

### **Neurophysiology, Neurochemistry, and Molecular Biology of the Nervous System**

Students will gain a working knowledge of the physiology of neurons, glial cells and myelin. Study of membrane physiology will cover the essentials of electrical and chemical transmission between neurons, action potentials, graded potentials, and the refractory period. Various neurotransmitters, second messengers, excitatory versus inhibitory synapses will all be covered. Students will also learn basic genetics and molecular biology as it pertains to the nervous system and disease.

### **Brainstem, Hypothalamic and Limbic Functions**

Basic functions of the major brain stem nuclei will be covered, as well as hypothalamic control of homeostatic mechanisms, neuroendocrine function, and motivation. Students will also develop an appreciation of the limbic structures and their role in emotion.

### **Synaptic Transmission and Neurotransmitter Systems**

The course will explore fundamental principles of neuron electrical behavior, synaptic transmission, topics in neurochemistry, postsynaptic actions and research techniques for neurotransmission.

### **Sensory Systems Anatomy and Physiology**

Students will learn the basic structure and function of sensory receptors, sensory transduction, the organization of the sensory pathways, and sensory information processing in higher cortical areas.

### **Motor Systems Anatomy and Physiology**

Students will become familiar with extrapyramidal and pyramidal motor pathways, the organization of the motor cortex, subcortical motor structures, spinal motor pathways, spinal reflexes, and muscle innervation.

### **Behavior and Cognition**

Students will learn the areas of the brain that are known to be sexually dimorphic and the impact of androgens on the brain. They will also develop an appreciation for the importance of genes in behavior. Students will be exposed to various theories of language development, and the molecular and physiological basis of learning and memory.

### **PX 239—Pharmacology and Psychopharmacology I**

*8 credits*

### **Principles of Pharmacology**

This module will provide the foundation for understanding the basic mechanisms of drug action, specifically how drugs are delivered and removed from their sites of action. An examination of the pharmacological features of different classes of drugs and the ways in which drugs produce their biological effects will be provided. Pharmacodynamic and pharmacokinetic principles will be explored through a study of relevant drug interactions. A review of classification and regulatory and governmental control issues will conclude this module.

### **Principles of Clinical Psychopharmacology**

This module provides an introduction to the use of medication in clinical practice within the context of a psychologist and physician collaborative service delivery model. The historical, philosophical, biopsychosocial and legal and ethical issues involved in clinical psychopharmacology will be presented. In addition, the use of computer technology in clinical practice will be introduced.

### **Chemical Dependency and Chronic Pain Patient**

The complex clinical issues of effective intervention with these two very challenging, and at times, overlapping populations will be reviewed. Issues of compliance, detoxification, relapse and relapse prevention will also be reviewed.

### **Psychotic Disorders**

This module will begin with a review of epidemiology, phenomenology, and biological mechanisms of psychosis. The roles of neurotransmitters, including dopamine, and abnormal brain morphology and neurochemistry will be explored. Antipsychotic agents from all classes will be presented with a focus on the mechanisms of action, side effects, and drug interactions. Long-term exposure iatrogenic effects and medical and legal concerns in the treatment of this population will be presented.

### **PX 249—Pharmacology and Psychopharmacology II**

*4 credits*

#### **Mood Disorders**

This module will review the diversity and severity of these disorders with a focus on biological hypotheses for mood disorders. Antidepressant and antimanic medications will be reviewed with attention to their action, therapeutic benefits, adverse effects, and management.

#### **Anxiety Disorders**

Generalized anxiety disorder, panic disorder, simple and social phobias, obsessive-compulsive disorder, and post-traumatic stress disorder will be the focus of this module. The action, therapeutic benefits, adverse effects, and management of these medications will be reviewed.

#### **Personality Disorders and Other Psychiatric Disorders**

Psychotropic medication does not directly treat personality disorders, but is useful in the treatment of significant target symptoms. This module will review the classes of medication that may be useful in effective patient management.

#### **Pediatrics, Geriatrics, The Pregnant Patient, and Working with Diverse Populations**

The population-specific issues related to the child patient, the geriatric patient, the pregnant patient, and cross-cultural sensitivity and awareness with all patients will be discussed in this class.

## **PX 259—Pharmacotherapeutics**

*2 credits*

This course will review the professional, legal, and ethical issues involved in clinical psychopharmacology. Psychotherapy and psychopharmacology interactions will be discussed. Pharmacoepidiology will be presented. There will also be a review of medical co-morbidity. This module will also address competent and attuned practice in a diverse world as well as models of integrated care.

## **PX 269—Professional, Legal and Ethical Issues**

*1 credit*

This course will review the critical issues in the provider-patient relationship, the professional to professional collaborative relationship and the relationship between the provider and the pharmaceutical industry. Special issues related to legal and ethical ramifications of the practice of psychopharmacology will be explored.

## **PX 279—Psychological Foundations: Psychopathology and Review of DSM-IV-TR**

*8 credits*

### **What is Abnormality? Models of Abnormality, Architecture of DSM**

This course will explore psychological models and maps of abnormal behavior and provide an overview and critique of the DSM-IV-TR.

### **Assessment in Primary Care**

This course will survey the psychological assessment approaches that are especially applicable to primary care medicine.

### **Mood and Anxiety Disorders**

This course will present etiological, diagnostic, assessment and intervention issues related to mood and anxiety disorders. Various therapeutic techniques will be discussed.

### **Schizophrenia, Bi-Polar Illness, other Psychotic Disorders and Cognitive**

This module will present various etiological, diagnostic, assessment and intervention issues related to psychotic disorders. Cognitive and neurological disorders including dementia, developmental delays, head injury and other neurological assaults will be discussed.

### **Personality Disorders and Substance Abuse**

Etiological, assessment, diagnostic and treatment strategies will be presented for personality disorders. Current research on substance abuse and the dual diagnosed population will be discussed.

### **Life Cycle Issues and Selected Topics in Mental Health**

The special developmental issues and intervention strategies for children, adolescents and the elderly will be reviewed. Other topics to be surveyed include sleep, domestic violence, sexual assault, PTSD, cultural issues, grief and bereavement.

### **Summary and Integration**

An overview and integration of DSM-IV-TR will be offered to be followed by topics which require

further exploration. Students will be involved in deciding which areas they would like to further examine.