

William James College Course Catalog

Fall 2016- Summer 2017

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Executive Coaching Graduate Certificate

CP600- Institution, Program, and Distance Learning Orientation

0 Credits

Required onsite orientation for all Executive Coaching students

EC500- Executive Coaching; Principles, Theory and Practice

3 Credits

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

EC525- Assessment in Executive Coaching

3 Credits

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

EC561- Practice Seminar in Executive Coaching

2 Credits

This seminar is designed to support GCEC students in their professional development executive coaching. Consisting of both face to face classroom hours (20 hours) and online discussion (7 hours), students study topics relevant to all aspects of coaching practice. Topics include: emotional intelligence for coaches, developing your own coaching model, the business of coaching, and organizational thinking for coaches. Faculty meet to determine topics relevant to the current cohort, and a survey of possible topics is distributed among students in the fall semester to gauge their interests. The seminars supplement first semester course work and provide a deeper exploration into topics covered in EC500, EC525, EC565. Co-requisite: ORG EC571.

EC565- Executive Coaching Skills and Techniques

3 Credits

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

EC571- Executive Coaching Practicum

4 Credits

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

Applied Behavior Analysis Master of Arts

PS501-Concepts and Principles of Applied Behavior Analysis

3 Credits

This first-year course will introduce students to the concepts and principles of behavior on which the discipline of applied behavior analysis was founded. Topics of study will include the history and dimensions of applied behavior analysis, defining and measuring behavior, behavior change, and the role of the basic principles of behavior (positive and negative reinforcement, punishment, stimulus control, and motivating operations) in establishing new behavior and decreasing problem behavior.

PS507 - Autism and Developmental Disabilities

3 Credits

This course addresses some conceptual, methodological, and clinical issues surrounding the behavior analytic treatment of autism spectrum disorder (ASD) and related developmental disabilities. Topics include: behavioral theory of autism, systems approaches to autism treatment, language interventions and verbal behavior, joint attention, behavioral cusps, early intensive behavioral intervention, evidence based treatment, and distinctions between behavior analytic approaches to autism treatment and other approaches.

PS508 - Radical Behaviorism for Practitioners

3 Credits

This course is designed to introduce ABA teachers, clinicians and practitioners to radical behaviorism, the philosophy of science of behavior analysis. In this course, students will review basic assumptions about the nature of behavior, including the philosophical positions of free will and determinism. Significant emphasis will be placed on verbal behavior, and the problems that can arise when ABA practitioners are confronted with mentalistic explanations of behavior. Students will also explore more complex conceptual issues, such as knowledge and understanding, purpose and intention, problem solving, reasoning, creativity, culture, ethics, rights and values, in ways that illustrate how they are important to practitioners in their everyday work. The historical perspective of how radical behaviorism evolved, and how it compares to other conceptual systems will also be reviewed.

PS509-Practicum Seminar I

2 Credits

The practicum seminars I and II accompany the supervised practicum in ABA. This seminar allows students to have a forum to integrate the theory and research they are learning in their coursework with their on-going supervised clinical practicum. This seminar provides the students with the opportunity to further develop clinical assessment and intervention skills as they seek consultation and feedback from the instructor and from their classmates. Case presentations and presentations which illustrate how a current clinical experience is best explained by the research and scholarship being studied throughout the curriculum is a mainstay of this seminar.

PS510-Practicum Seminar II

2 Credits

The practicum seminars I and II accompany the supervised practicum in ABA. This seminar allows students to have a forum to integrate theory and research they are learning in their coursework with their on-going supervised clinical practicum. This seminar provides the students with the opportunity to

further develop clinical assessment and intervention skills as they seek consultation and feedback from the instructor and from their classmates. Case presentations and presentations which illustrate how a current clinical experience is best explained by the research and scholarship being studied throughout the curriculum is a mainstay of this seminar.

PS513- Supervised Internship in ABA

1 Credit

The supervised internship in ABA will involve at least 20 hours per week of work in a supervised clinical practice, educational, or research setting, in which procedures based on behavior-analytic principles are implemented. Students will be directly supervised by a Board Certified Behavior Analyst for 2 hours per week; supervision will consist of direct observation and weekly 1:1 or group meetings. The supervisee's primary focus should be acquiring new behavior-analytic skills related to the BACB Fourth Edition Task List as appropriate.

PS514- Supervised Internship in ABA

1 Credit

The supervised internship in ABA will involve at least 20 hours per week of work in a supervised clinical practice, educational, or research setting, in which procedures based on behavior-analytic principles are implemented. Students will be directly supervised by a Board Certified Behavior Analyst for 2 hours per week; supervision will consist of direct observation and weekly 1:1 or group meetings. The supervisee's primary focus should be acquiring new behavior-analytic skills related to the BACB Fourth Edition Task List as appropriate.

Clinical Mental Health Counseling Program

CC524 – Diversity, Difference and Inclusion

3 Credits

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

CD501-Career Counseling

3 Credits

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

CM610 – Advanced Topics in Community Mental Health

3 Credits

This course prepares students for practicing in Community Mental Health settings by familiarizing them with historical perspectives and contemporary issues relevant to practice and service delivery. Students will deepen their understanding of current and emerging trends in community mental health. The course solidifies students' understanding of evidence based practices and prepares them for the process of selecting, designing and implementing interventions for the provision of efficacious mental health services within community settings. The course will expose students to key state, federal and professional resources, funding, and regulatory issues. A major objective of the course is to apply the learning to the writing of a hypothetical funding proposal and the process of proposal review. The approach aims to prepare students to apply knowledge onto practice as they would in their role of beginning community mental health practitioner and future program designer, supervisor or manager.

CN501 – Clinical Skills and Practicum I

4 Credits

This course provides students with a forum for integrating their Classroom learning with their field experience. The Course introduces students to basic counseling skills as well as the intake interview and mental status exam; the class is largely devoted to learning and practicing these skills. Course content will also address, as needed: ethics, psychopathology, psychological theory, and the role of the self in counseling. In addition, students will be in the field for the first part of a practicum that requires a minimum total of 360 hours, with 90 hours of direct client services. During the first semester, students will be observing and having limited interaction with clients under supervision.

CN502 –Practicum II

3 Credits

This course provides students with a forum for integrating their classroom learning with their field experiences. The course introduces students to basic counseling skills as well as the intake interview and mental status exam; the class is largely devoted to learning, and practicing these skills. Course content will also address, as needed: ethics, counseling theory, and the role of the self in counseling. In addition, students will be in the field for the first part of a practicum that requires a minimum total of 360 hours, with 90 hours of direct client services. During the first semester, students will be observing and having limited interaction with clients under supervision.

CN520- Psychopathology

3 Credits

This course provides an in-depth survey and understanding of mental disorders. The overall objective of the course is to enable students to appropriately diagnose maladaptive behavior and psychopathology, as well as the development of appropriate treatment planning. The course emphasizes research as it pertains to empirically-based treatments for a variety of mental health disorders through the lifespan. Attention is paid to developmental trajectories (i.e., the ways in which early development affects later functioning). Additionally, issues of diversity and ethics as they relate to mental health diagnoses and treatment are discussed. Diagnostic criteria are drawn primarily from the DSM and ICD with some contribution from other culturally appropriate sources.

CN601 - Mental Health Counseling Internship I

4 Credits

The internship experience intends to provide students with exposure to clients in mental health settings where more specific skills working with treatment populations can be practiced. Instruction occurs through substantive hands-on experience, and didactic and experiential training. This is the first of two courses that will total a minimum of 600 field hours at a mental health site. Students must attend a weekly 2-hour clinical seminar that will include a didactic component and group supervision. This group supervision is in addition to the group supervision provided by an approved supervisor on site. Students must have an approved site placement by the Associate Director of Field Education prior to the add/drop date in order to be registered for the course. The seminar component will help students deepen their clinical work with a particular focus on the therapeutic relationship, integrating theory with intervention, considering an array of therapeutic tools while appreciating multicultural and individual differences, evidence-based practice, ethical standards and professionalism.

CN602 - Mental Health Counseling Internship II

4 Credits

The internship experience intends to provide students with exposure to clients in mental health settings where more specific skills working with treatment populations can be practiced. Instruction occurs through substantive hands-on experience, and didactic and experiential training. This is the second of two courses that will total a minimum of 600 field hours at a mental health site. Students must attend a weekly 2-hour clinical seminar that will include a didactic component and group supervision. This group supervision is in addition to the group supervision provided by an approved supervisor on site. Students must have an approved site placement by the Associate Director of Field Education prior to the add/drop date in order to be registered for the course. The seminar component will help students deepen their clinical work with a particular focus on the therapeutic relationship, integrating theory with intervention, considering an array of therapeutic tools while appreciating multicultural and individual differences, evidence-based practice, ethical standards and professionalism.

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

This course focuses on basic concepts and theoretical models of consultation and collaboration, as a means of providing effective indirect mental health services, social intervention and will draw primarily on theory and research from community, clinical, and school settings. Distinct models (mental health, behavioral, organizational) will be described and compared. Students will be exposed to, and begin to practice, steps in a systematic problem-solving process. Specific issues related to consultation and collaboration will be addressed, including ethical issues, prevention empowerment, and diversity. Prerequisites: CS500, CS501 and CX510.

CP501 – Orientation to the Profession and its Practice**0 Credits**

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

CS500 – Practicum Seminar I: Helping Relationships I**2 Credits**

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

CS610 – Internship Seminar I**2 Credits**

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

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

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

ET601 – Practical Approaches in Expressive Arts Therapy**3 Credits**

This course provides an introduction to the history, philosophy and theory of expressive therapy. Students will learn about the creative process as it relates to each modality such as: art,

dance/movement, drama, psychodrama and music. Students will learn about integration and the interrelatedness of the arts in expressive therapy.

ET640 –Psychodrama and Drama Therapy

3 Credits

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

ET650 – Advanced Expressive Therapies: Theory and Practice

3 Credits

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

FP521 – Counseling Practicum I

0 Credit

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

FP614 – Forensic Internship I

3 Credits

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

FP615 – Forensic Internship II

3 Credits

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

FP625- Counseling Internship II

0 Credits

Planned and organized clinical experience in an approved setting, a minimum of 20 to 24 hours per week for 15 weeks. Pre-requisite FP624; co-requisite: CS611.

FS501- Sex Offender Evaluation and Treatment

3 Credits

This course introduces students to the assessment and treatment of sex offenders and incorporates psychological, criminological, social and legal theoretical models used in understanding the various types of sex offenders. This course will also provide students with risk assessment and prevention models for treatment as well as current evidence based treatments for this population. Controversies regarding assessment and treatment of these offenders will be examined, as well as pertinent issues related to gender, age, and culture. Open only to students in the master's program in Forensic and Counseling Psychology. Pre-requisite: PY522.

FS611 – Criminal Behavior

3 Credits

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. Topics include mental disorders associated with offending, substance abuse and crime, sexual crimes, juvenile delinquency, women and crime, victim/perpetrator rights, legal issues and policy concerns, as well as crime prevention and evidence-based treatments. Particular ethical dilemmas in considering these theories will be explored.

FS621- Forensic Internship Seminar II

2 Credits

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

FS651 – Consultation, Collaboration and Testimony

3 Credits

This course offers an overview of ethical, legal and professional practice issues to be considered when clinicians are asked to provide consultation and/or testimony in court proceedings. Consultation and court-room testimony will be differentiated. Informed standards in providing both forensic consultations and court-room testimony will be highlighted. In order to integrate the theoretical, practical and emotional experiences of preparing and providing consultation and expert court testimony, students will participate in consultation scenarios and mock trial exercises. Open only to students in the master's program in Forensic and Counseling Psychology.

FX510 – Introduction to Family Therapy

3 Credits

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

FX630- Collaborative Therapy with Multi-Stressed Families

3 Credits

This course highlights a framework for counselors and agencies working with families and communities to help families envision their desired lives. Drawing on theoretical concepts of Appreciative Inquiry, Collaborative, Solution-Focused and Narrative therapies, this course will focus on interventions that will engage reluctant clients in addressing long-standing problems; and help students to develop practices to ground their work in a spirit of possibilities, collaboration and accountability. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social class, and other socio-cultural factors. Open only to students in the master's program in Counseling Psychology. Pre-requisite: CX510 or SCH CX610, and FX510 or SCH FX515, or by permission of the instructor.

FX650- Therapy with Couples

3 Credits

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

FX670- The Contemporary Family

3 Credits

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

FX680 – Collaborative Consultation with Larger Systems

3 Credits

This course studies the family in an urban context and its interface with larger systems. It explores various models of collaborative consultation and team based work with community, religious organizations, medical, educational and legal agencies as they interface with the family. Family study has its roots in community based treatment models and recently the field has returned to these time honored traditions. This course will look at consultation and team-based work in a variety of educational, medical, and legal settings and develops a working understanding of how to engage collaboratively with large systems that have an impact on individuals, families, and communities. This course explores many modalities of collaborative consultation in larger systems, including: community outreach work, social justice approaches, court mandated casework, participatory action research, and organizational coaching and development. Pre-requisites: FX510 and FX630.

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

3 Credits

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

GR501- Group Counseling and Psychotherapy

3 Credits

This course provides a basic understanding of groups and group process. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and

leading a group, including ethical, diversity and inclusion issues. Open only to students in the master's program in Counseling Psychology.

HU535 – Spiritually-Oriented Psychotherapy

3 Credits

This course provides an orienting introduction to a rich range of perspectives and practices that have developed, particularly over the last twenty years, within clinical psychology which variously aim to integrate attention to the religious and spiritual dimension of life into the heart of clinical practice. Course participants are offered the intellectual tools and collegial support to reflect critically and creatively on their own experience and commitments and to formulate approaches to clinical work that are congruent with these. Cross listed as CLI HU535, COU HU535

LS659 – Lifespan Development

3 Credits

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

MH531- Mental Health and Counseling in the Legal System

3 Credits

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

PA535- Psychological Assessment for Counselors

3 Credits

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

PC521- Introduction to Counseling in Medical Settings

3 Credits

This course provides the theoretical foundations and fundamental skills for the delivery of services and consultation in a Primary Care setting. Students are introduced to several models in the context of multi-disciplinary interventions that include Internal Medicine, Family Medicine, Pediatrics, Women's Health,

Nutrition, Behavioral Medicine, Health Psychology, and other specialties. Furthermore, students will gain an awareness of the public health sector, health care disparities, methods for program evaluation, ethical issues, as well as working with diverse populations and developing specific population wide interventions.

PC620 – Topics in Public Health: Epidemiology, Health Disparities, Program Design and Evaluation

3 Credits

This course is the third in the required three course sequence for students in the Health and Behavioral Medicine concentration. Students will be exposed to a sampling of contemporary topics in public health. Basic epidemiological concepts will be covered as well as an introduction to social determinants of population health. The latter refers to social phenomena such as socioeconomic status, income inequality, neighborhood environments, racism/discrimination and social connections. Further, some prevalent public health concerns (i.e. obesity, suicide and smoking) in the United States will be reviewed; we will discuss policy implications; and lastly, how public health can interface with primary care. Students will have an opportunity to research and present on other topics of special interest.

PR624- Capstone Project Seminar

3 Credits

This course helps students synthesize their experiences in the program by guiding them in the production of a scholarly project that illustrates their understanding of relevant topics in contemporary mental health counseling, the scope of contemporary practice, and the various roles of the professional mental health counselor. Students will be offered instruction in selecting a project, conducting a literature search and review, and organizing a scholarly presentation. (Students enrolled in the Latino Mental Health Program must choose a topic that includes the Latino population). Co-requisite: FP612.

PS635 – Professional Issues and Ethics

3 Credits

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

PY521 – Psychopathology of Childhood and Adolescence

3 Credits

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

attention deficit hyperactivity disorders; learning disabilities; anxiety and depression; narcissistic and borderline syndromes; pervasive developmental disorders, psychosis. Cross listed as CLI PY521, COU PY521, SCH PY521.

RS610 – Research and Program Evaluation

3 Credits

This course provides an introduction to counseling research methods. We will review research and evaluation processes, concepts of validity and reliability, research designs, and common statistical tests. In addition, as a graduate level course, students will learn to critique research, to formulate a thesis, and to write a literature review.

SB515- Substance Abuse Evaluation and Treatment

3 Credits

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

SB631- Eating Disorders

3 Credits

This course provides a comprehensive overview of the spectrum of eating disorders (anorexia nervosa, bulimia nervosa, eating disorder NOS including binge eating disorder and disordered eating), epidemiological factors, phenomenology of eating disorders, diagnostic issues, proposed etiologic factors and the role of psycho-education. The second half of the course turns to intervention and treatment issues and includes conducting a comprehensive evaluation, the multi-disciplinary team and various approaches to psychotherapy, as well as interventions that have proved most useful. Ethical and diversity issues in the treatment of eating disorders are discussed. Cross listed as: COU SB63, SCH SB631. Pre-requisites: CX510 or CX610; and PY522.

TR602- Trauma: Theory and Treatment

3 Credits

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

School Psychology Master of Arts (MA) and Certificate of Advanced Graduate Studies (CAGS)

BC521-Behavioral Assessment, Intervention, and Consultation

3 Credits

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

BL622-Biological Basis of Behavior and Learning

3 Credits

This course examines the biological bases of behavior and learning through the lifespan, including the fundamentals of neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament. Interactions between genes, brain, environment and lifestyle (including effects of diet, exercise, and sleep) will be emphasized, and how these impact brain development, learning and memory, and mental health. This knowledge is applied towards understanding typical maturation, as well as developmental conditions such as learning disabilities, ADHD and autism, and clinical mental health conditions such as anxiety, depression, and psychosis. Students will critically examine a variety of intervention approaches with the goal of becoming lifelong critical consumers of new information in these areas. Principles and theories of learning, motivation and neuropsychologically based interventions are also discussed. Cross listed as CLI BL622.

CC522-Diversity and Cross Cultural Psychology

3 Credits

This course examines the socio-cultural context of human behavior with a particular interest on issues of diversity in the clinical situation. The course looks at the role of psychosocial factors in mental health with an emphasis on implications to theory and research. The course deals with the more specific influences of culture on psychopathology and diagnosis and also focuses on topics of diversity more directly applied to the therapeutic relationship. Cross listed as CLI CC522, SCH CC522.

CL521- Clinical Interviewing with Children and Families

2Credits

This practice-oriented course will prepare students to conduct thoughtful and well-informed interviews with children, adolescents, and parents. Several types of techniques will be covered, including semi-structured interviews, structured interviews, and play interviews. Students will build skills in interviewing for different purposes, including initial psychotherapy sessions, diagnostic interviews, obtaining background as part of psychological assessments, and interviews done as part of the assessment of suicide and violence risk. Students will also attain competence with specialized interviews, such as the Child and Adolescent Needs and Strengths (CANS) protocol done as part of the Massachusetts Children's Behavioral Health Initiative and the Autism Diagnostic Interview-Revised (ADI-R). Open only to students in the doctoral program in School Psychology.

CO650-Consultation in Schools

3 Credits

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

CP501 – Orientation to the Profession and its Practice

0 Credit

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

CS701 – Internship Seminar A

3 Credits

This seminar supports the first segment of the 1200-hour internship, which provides the opportunity to refine and integrate skills, and develop the “professional self” and professional work characteristics. The internship enables interns to practice a comprehensive model of school psychological services that includes data-based decision making, counseling, consultation, and group facilitation and leadership. The seminar addresses issues that surface during internship, such as ethical and practice dilemmas, use of supervision, and interactions with administration and staff. Guest presenters offer special sessions on featured topics. Open only to students in the MA/CAGS program in School Psychology. Co-requisite: SFP701.

CS702 – Internship Seminar B

3 Credits

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

CX610-Counseling and Psychotherapy in Schools

3 Credits

This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children adolescents, particularly as applied in school settings. Topics include establishing rapport, ethical responsibilities, intervention planning, psychodynamic techniques, and

behavioral techniques, treatment of selected disorders, relationships with social services and other providers, transference and counter-transference, and the influence of social and cultural factors. Supervised experience in counseling of individual students is arranged through the concurrent Practicum III. Open only to students in the MA/CAGS or doctoral program in School Psychology.

CX770- Brief Counseling in School Practice

2 Credits

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

FP501 – Practicum I: School Environment and Educational Assessment

2 Credits

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

FP502 – Practicum II: Psychoeducational Assessment and Intervention

3 Credits

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

FP601 – Practicum III: Clinical Practice

2 Credits

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

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

FP602 – Practicum IV: Clinical Practice

2 Credits

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

FP701 – Internship A

3 Credits

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

FP702 – Internship B

3 Credits

A continuation of Internship A. One internship, but not both, may be in a clinical, rather than a school setting. Co-requisite: CS702.

GR611 – Group Process and Group Therapy

3 Credits

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

IA520 – Instructional Assessment and Intervention

3 Credits

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

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

LS659 – Lifespan Development

3 Credits

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

PA500 – Psychoeducational Assessment

3 Credits

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

PA600 – Social-Emotional Assessment

3 Credits

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

PA700 – Advanced Psychoeducational Assessment

2 Credits

This course applies evidence-based theory and practice to the development of advanced skills in psychoeducational assessment of individual children and adolescents. Students will expand their

understanding of relevant psychometric, educational and neuropsychological concepts, expand their repertoire of assessment tools, and develop skills in integrating assessment data and formulating theme-based reports. Emphasis is placed on relevance of assessment of findings for instructional intervention, specifically in the areas of early literacy and reading, written language, and math skills. This course also addresses recent advances and ongoing issues in psychoeducational assessment, including response to intervention (RTI) assessment models, assessing children with learning disabilities and ADHD, use of curriculum based measurement, and assessment of culturally and linguistically diverse children and adolescents. Cross listed as SCH PA700. Pre-requisite: SCH PA500 or CLI PA503; and permission of the instructor.

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

This course covers the use of social-emotional measures with children and adolescents with a focus on the application of this type of assessment in schools. Several conceptual topics will be considered, including DSM-IV diagnosis, psychometric properties, the projective hypothesis, strength-based reporting, integrating findings, and providing useful feedback, both written and oral. Numerous specific procedures will be reviewed, including self-report measures (e.g., MMPI-A, PIY), rating scales (BASC, ASEBA, Conners), projective techniques (Roberts-2, Sentence Completion), interview, and behavioral assessment. Some conditions will receive special focus, including mood disorders, autism spectrum disorders, and ADHD. Cultural concerns will be considered throughout the course. The course will culminate with a module on useful report-writing. Cross listed as SCH PA725. Pre-requisite: CLI PA520, CLI PM601, SCH PA600 or equivalent with permission of the instructor.

PA735 –Rorschach Essentials **3 Credits**

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

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

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

PR826-Doctoral Project II: Advanced Research Methods **3 Credits**

This is the second of a three-course sequence that helps the doctoral candidate plan and conduct the doctoral project. Students identify prospective areas of interest, and further refine them by examining

what constitutes challenging, but realistic graduate research relevant to the field of school psychology. Review and advanced study of research designs and methods devotes particular attention to practical and logistical issues in conducting research, including use of statistical analysis software and literature search databases. The course also promotes further understanding of evidence-based practice, ethical considerations, and use of human subjects in conducting research. *Prerequisite: PR825.*

PS600-History and Systems

2 Credits

This course provides a framework for examining the historical and philosophical perspectives and antecedents of modern psychology. It explores the epistemological bases of psychological thought and how, historically, they have defined the field of applied psychology. Schools of thought (e.g. psychodynamic, behavioral, humanistic, and existential) are examined, with attention to different research modes of inquiry and evidence, and to different views of human nature, the self and social context. Cross listed as CLI PS600, SCH PS600.

PS603-Social Bases of Behavior

3 Credits

The course explores the social behavior of individuals and groups. Social Psychological theories and empirical research will provide a foundation and framework for examining and studying social phenomena scientifically. How individuals think about the world, how they understand themselves and others, how they formulate perspectives on the world, as well as the development of prejudice and stereotypes are addressed. Specifically, social psychological research on social perception and social cognition, attitude formation, persuasion, obedience and compliance, prosocial behavior, and fairness in social relationships will be examined to provide a deeper understanding of contemporary clinical and social psychological issues related to class, culture, sexuality and race. Cross listed as CLI PS603, SCH PS603..

PS630 – Legal, Ethical, and Professional Issues in School Psychology

3 Credits

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

PY521 – Psychopathology of Childhood and Adolescence

3 credits

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

attention deficit hyperactivity disorders; learning disabilities; anxiety and depression; narcissistic and borderline syndromes; pervasive developmental disorders, psychosis. Cross listed as CLI PY521, COU PY521, SCH PY521.

RS526 – Statistics

3 Credits

This course deals with the principles and techniques of descriptive and inferential statistical methods applied to psychological research and program evaluation. Students learn when and how to apply simple parametric tests and some non – parametric statistical methods. The course places a major emphasis on the interpretation of results and their implications for practice and/or policy. Cross listed as CLI RS526, SCH RS526

RS555 – Research and Evaluation Methods

3 Credits

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

SB523-Addressing Substance Abuse in Schools

2 Credits

Drawing from current theory and evidence-based research, this practice-oriented course will prepare students to conduct thoughtful and well-informed substance abuse assessments and interventions with students in schools, as well as address alcohol and drug-related consultations with parents and faculty members. Through lecture, role-play and experiential exercises students in the course will become familiar with a range of prevention- and intervention-focused initiatives for use in elementary, middle and high school settings. Both individual and group-based interventions will be considered as will the role of the family in the development (and treatment) of substance abuse concerns. Individual and community issues of diversity and cultural difference in relation to relevant diagnostic and intervention situations will be discussed and explored.

SN512 – Educating Children and Adolescents with Special Needs

3 Credits

This course provides an overview of students with learning and behavior difficulties that require special education, Section 504 accommodations and/or other specialized educational supports. The course devotes significant attention to characteristics and educational needs of children and adolescents with high incidence disabilities (i.e., learning disabilities, mental retardation, emotional and behavioral disorders, and speech and language impairment), and provides an introduction to children with low incidence disabilities. Historical developments, legal mandates, and research are examined for an understanding of how they have shaped current practices. Particular emphasis is placed on (1) issues and methods for establishing positive relationships with families, and (2) alternative service delivery systems (e.g., collaborative problem-solving teams, multi-tiered model) that emphasize prevention and foster collaboration between general and special education. Other topics include identification accuracy,

efficacy of special education, inclusion, early intervention, preschool-to-school and school-to-work transitions, parental notification and consent, procedural safeguards, and assistive technology.

Organizational Psychology Master of Arts (MAOP)

CP600- Institution, Program, and Distance Learning Orientation

0 Credits

Required onsite orientation for all master's degree students in Organizational Psychology. Open only to students in the master's program in Organizational Psychology.

FP732-Field Placement: MAOP

3 Credits

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

FP733- Field Placement: MAOP

3 Credits

A continuation of ORG FP732

HU676- Participatory Action Research and Appreciative Inquiry

3 Credits

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

OP600- Leadership and the Use of Self

3 Credits

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

OP620- Consulting Skills**3 Credits**

This course will focus on consulting skills including inquiry practices, ethics and values, Block's flawless consulting model, the art of dialog, difficult conversations, contracting and proposal writing, understanding the basics of profit and loss sheets and what they tell about the health and life cycle phase of organizations, assessment of client company congruence between strategy and market position. Client management, facilitation, and supervision methodologies are explored and applied using case study

PA550- Organizational Assessment: Qualitative and Quantitative**3 Credits**

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

PR850- Capstone Course and Field Project**3 Credits**

This course includes the completion of a capstone project (research and application of relevant OP theory), comprehensive exams, and development of academic writing skills. Students present their projects in the weekend in residence. Comprehensive exams are given in August to ensure students have learned all necessary theory for competent practice as organizational psychologists in the field. Field Project (6 credits) Field Project Students will apply what they are learning and build their OD competencies through experience with an organization in the field. Students must complete 80 hours of field work in their current company, at a William James College field site or at another site that they contract with. The instructor will closely supervise all MAOP student FP projects as will their field site supervisor. Midpoint and final evaluations will be completed to hone learning and monitor student progress in the field.

ST500 – Foundations of Organizational Development**0 Credits**

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

ST501 – Designing Organizations, Groups and Teams**3 Credits**

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

changes within organizations, while they apply newly acquired understanding of and practitioner skills with human behavior.

ST502 – Diagnosis, Intervention, and Evaluation in Organizational Development 3 Credits

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

TM601 – Talent Acquisition and Management 3 Credits

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

TM610 – Business Strategy and Organizational Life Cycle 3 Credits

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

TM615 – Performance Development and Management Psychology and Training 3Credits

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

XX550 – Directed Study Variable Credit

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

Clinical Psychology (PSY.D)

AA600 – Advanced Assessment: Integrated Team Clinic

3 Credits

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

AA615– Integrated Psychological Assessment

2 Credits

This advanced course in psychological assessment builds upon the material learned in earlier psychological assessment coursework at William James College (WJC). Based upon a team clinic model, this two credit course will allow internship-eligible students to participate in the testing of real patients through the Brenner Assessment and Consultation Center (BACC) at WJC. The goal is to provide training opportunities for rising third and fourth students seeking to bolster their assessment skills.

AP900- APA Prep Course-

0 Credits

This course will focus on enhancing internship application effectiveness. Students will be directed in preparing a curriculum vita, conducting self-evaluation of personal and professional roles, developing effective interviewing skills, and synthesizing training, experience, conceptualization models, and

philosophy. Students will learn to make application decisions in terms of goodness of fit. Course assignments include the development of written products needed for internship application.

BX500-Learning Theory

2 Credits

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

BX700- Clinical Practice of Cognitive Behavioral Therapies

2 Credits

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

CA601- Cognitive and Affective Bases of Behavior

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 how they influence behavior. Students will be able to see how cognition and affect are multi – dimensional in nature and address specific topics ranging from memory, categorization, language, reasoning and problem solving. Their implications for contemporary issues will be addressed in several areas of application including regulation of affect and behavior in everyday life and in special states such as trauma. Current controversies will be explored from a variety of perspectives including emerging fields addressing the interplay of the two. Cross listed as CLI CA601, SCH CA601. Pre-requisite: FP705 or PA725.

CC522-Diversity and Cross-Cultural Psychology

3 Credits

This course examines the socio-cultural context of human behavior with a particular interest on issues of diversity in the clinical situation. The course looks at the role of psychosocial factors in mental health with an emphasis on implications to theory and research. The course deals with the more specific influences of culture on psychopathology and diagnosis and also focuses on topics of diversity more directly applied to the therapeutic relationship. Cross listed as CLI CC522, SCH CC522

CC564- Haiti Service Learning and Cultural Immersion Experience

1 Credit

This course is designed to provide students with an enriched immersion experience and exposure to Haitian culture. The course focuses on increasing students' sensitivity to diversity and difference, promoting learning and sharing of cross-cultural experiences, enhancing competence in building effective therapeutic relationships with immigrant populations, understanding the bridge between psychological

theory and its application to culturally diverse groups, increasing awareness of ethics and standards appropriate to professional practice with ethnically diverse populations, and expanding the global perspectives of students in the field of mental health.

*Note: Additional summer immersion programs in low- and middle-income countries (e.g., Kenya, Guyana, and Jamaica) are in development.

CC566- Guyana Service Learning and Cultural Immersion

1 Credit

This course is designed to provide students with an enriched immersion experience and exposure to Guyanese culture. The course focuses on increasing students' sensitivity to diversity and difference, promoting learning and sharing of cross-cultural experiences, enhancing competence in building effective therapeutic relationships with immigrant populations, understanding the bridge between psychological theory and its application to culturally diverse groups, increasing awareness of ethics and standards appropriate to professional practice with racially/ethnically diverse populations, and expanding the global perspectives of students in the field of mental health.

CC567- Collective Trauma and Community Healing

1 Credit

This advanced trauma course explores collective trauma and community interventions and provides a deep understanding of the humanitarian needs of individuals, families, organizations and communities in Eastern Africa (Kenya), living under conditions of continuous traumatic stress. It will widen the lens from which we view trauma theory and treatment, to include an emphasis on resilience, positive deviance, and strength based approaches to treatment. The immersion experience is designed to offer students an opportunity to do field work and collaborate with counselors and community service providers from a Kenyan Non-Government Organization (NGO). Current programs include: drug and alcohol abuse prevention, peace building, relief and disaster management, youth and family programs, educational outreach, and programs to promote access to healthcare for marginalized groups of the Kenyan population. The student is responsible for an additional course fee to cover transportation, room and board.

CL520- Clinical Interviewing

2 Credits

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

CL523-Introduction to Clinical Care-Children and Families

The purpose of this didactic and experiential course is to teach the foundational clinical, professional and ethical competencies needed as students undertake professional training to work with children, adolescents, families, and collateral care providers. Course topics include structured diagnostic interviewing with children, adolescents, and parents, biopsychosocial formulation of children in context, treatment planning, assessment of treatment progress, basic psychotherapy skills specific to children, adolescents and families including, as relevant, play, and professional roles in varied child/adolescent

psychology service settings (e.g. special education services, school mental health, outpatient and inpatient services, primary care offices, case management, wrap-around services, in-home therapy). Evidence-based practices are stressed, as are ethical and legal obligations specific to work with children and families. Appreciation for multiculturalism and diversity in race, ethnicity, SES, and sexual orientation among others are emphasized throughout.

CP500-Fundamentals in Clinical Practice Skills

0 Credits

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

CS600 -Clinical Seminar I

2 Credits

The purpose of this year long seminar is to teach the clinical, professional, and ethical competencies needed as students undertake professional training in applied settings. Students are provided with a forum to explore issues related to the initial clinical session, professional role definition, boundary management, multi-disciplinary collaboration, management of collateral relationships, ethical and legal obligations, and treatment failures. Open only to students in the doctoral program in Clinical Psychology. Co-requisite: CLI FP600.

CS605 - Clinical Seminar I

2 Credits

Continuation of CLI CS600. 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.

CS700- Clinical Seminar II

2 Credits

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

CS705- Clinical Seminar II

2 Credits

A continuation of CS700

CS790- Clinical Seminar in Assessment with Latino Population I

1 Credit

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

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

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

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

A continuation of CS900.

CX520- Child Psychotherapy 2 Credits

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

CX630-Clinical Practice of Cognitive-Behavioral Treatment of Child and Adolescent Disorders 2 Credits

This is a practice-oriented course that covers the cognitive-behavioral methods and background research for treating the major disorders of childhood and adolescence. These include the mood disorders, anxiety disorders including PTSD, disruptive behavior disorders, attachment problems, and eating and elimination disorders. Interventions will be considered for patients from 3 to 18 years of age. Consideration will also be given to forging a therapeutic alliance, cognitive-behavioral assessment, work with parents, and the integration of cognitive-behavioral treatment with other methods. Pre-requisite: BX500.

DP500- The Psychology of Divorce 2 Credits

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

FP630-Clinical Practicum I 3 Credits

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

FP635- Clinical Practicum I	3 Credits
A continuation of FP630.	
FP750- Clinical Practicum II	3 Credits
A year-long planned and organized clinical experience in an approved setting. Pre-requisite: Co-requisite: CS700	
FP755- Clinical Practicum II	3 Credits
A continuation of FP750.	
FP800- Field Placement Internship I	6 Credits
A year-long planned and organized clinical experience in an approved setting. Pre-requisite: FP705.	
FP805- FP800- Field Placement Internship I	6 Credits
A continuation of FP800.	
FP821-Advanced Clinical Practicum I	6 Credits
A year-long planned and organized clinical experience in an approved setting. Pre-requisite: FP755.	
FP822- Advanced Clinical Practicum II	6 Credits
A Continuation of FP821	
FP825-Advanced Clinical Practicum II	6 Credits
FP826-Advanced Clinical Practicum II	6 Credits
FP900-Field Placement Internship II	6 Credits
Planned and organized clinical experience in an approved setting. Pre-requisite: FP805.	
FP904-Additional Applied Training	0 Credits
A full time planned and organized remedial or other clinical experience in an approved setting by special arrangement. Cross listed as CLI FP904, SCH FP904.	
FP905-Field Placement Internship II	6 Credits
A continuation of FP900.	
FP911- Extended Internship Training	1 Credit
A planned and organized clinical experience in an approved setting. Open only to students in the doctoral program in Clinical Psychology.	
FP914-Additional Applied Training	0 Credit

A continuation of FP904.

FP921/FP922- Extended Internship Training

1 Credit

A continuation of FP911

FP925-Advanced Clerkship/Fieldwork

0 Credits

A planned and organized clinical or other experience by special arrangement. Open only to students in the doctoral program in Clinical Psychology.

FP935-Advanced Clerkship/Fieldwork

0 Credits

A continuation of FP925

FX515- Family and Systems Theory

2 Credits

Through lectures, class discussions, videotapes and group exercises, this class will introduce the history of family therapy, several major theoretical and research models of family therapy, and will place families in relation to social context. We will also explore and become more aware of the clinician's reflective use of self, and of the role of one's family of origin and social context in the therapy practice. Students will have the opportunity to explore their own families and a client family, in social context, as a means for gaining a better understanding and appreciation of their therapy work, and to explore a topic of their choice in the family literature. Cross listed as SCH FX515. Pre-requisite: CLI PS600 or SCH ST631.

FX600- Infant, Toddler, Parent Intervention

2 Credits

This course is designed to introduce the student to basic concepts and issues in infant toddler parent intervention. It draws presenters from two infant parent oriented organizations, the Jewish Family and Children's Service and the Boston Institute for The Development of Infants and Parents, because these clinicians represent up to date thinking and practice regarding their topic. Topics covered include: basic attachment theory, reflective functioning, postpartum mood disorders and depression, challenges to the infant parent relationship re eating, sleeping and those born with special needs, post adoptive depression in the parents, the relevance for adult psychotherapy of infant research, dysregulated attunement, infant observation and the watch wait and wonder intervention program. Because these clinicians are available only at certain times, the sequencing of content is based on their availability, not necessarily a specific logic of having one topic precede another. Cross listed as CLI FX600, SCH FX600.

FX615- Clinical Practice of Family and Systems Therapy

2 Credits

This course focuses on the application of previously learned theoretical knowledge to clinical work with families and the acquisition of family therapy practice 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. This class is conducted using role plays and reflection teams and is largely experiential. Special attention is paid to developing skills in observation, understanding and intervention with couples and families. Pre-requisite: FX515.

GE500- Geropsychology

2 Credits

This course provides an overview of theoretical and applied clinical geropsychology, combining lecture and seminar formats. The course establishes the background for applied clinical work. Students from the

beginning will participate in discussions and creative assignments aimed at developing clinical thinking. The course is offered as an introductory course and may be followed by CLI GE520, Selected Topics in Geropsychology.

GE520- Selected Topics in Clinical Geropsychology

2 Credits

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

GE540- Geriatric Psychopharmacology

2 Credits

This course addresses psychopharmacological interventions with older adults. Major topics include the aging process and response to drug treatments for a variety of psychiatric conditions and in the management of agitation, pain, sleep, and behavior disorders. The prescription, management, and use of psychotropic medications will be discussed in reference to the collaborative practice among health care providers across professional disciplines in the interest of patient-centered care. Ethical issues related to pharmacologic interventions with older adults will be explored, including end-of-life pain management. Medication use among older adults will be addressed in relation to cultural diversity and individual differences, rights, values, and spirituality.

GE550-End of Life Interventions

2 Credits

This course focuses on interventions in three end-of-life contexts. Spanning the continuum of end-of-life care, this course covers theoretical models and empirically-supported treatment approaches designed to: (a) reduce anxiety and improve quality of life among people who have been diagnosed with a terminal illness. (b) reduce feelings of depression and burden among caregivers, and (c) reduce complicated grief and depressive symptoms among bereaved individuals and families. Through lecture and experiential exercises, students in this course are exposed to both individual and group-based treatments relevant to these populations. Although the course focuses primarily on end-of-life interventions for adults, age appropriate modifications for children and adolescents are discussed. Individual and cultural differences and ethical challenges in end-of-life care are also discussed and explored.

GR530- HEALTH MANAGEMENT FOR OLDER ADULTS

2 Credits

This course on the health care system as it affects the health of older adults and the practice of health professionals, and an interdisciplinary approach to professional collaboration will be offered again in the spring of 2016. It fulfills the requirements for a full semester (half year) course. A descriptive announcement is printed below and also attached for distribution. We also attach comments on the course by students and faculty members who have participated in the past.

HP530- Theoretical Foundations in Clinical Health Psychology

2 Credits

This course explores the theory base of clinical health psychology. The seminar begins with a stress and health exploration of the biological bases of health and disease and includes an overview of psycho-neuroimmunology stress and health. The course examines the contributions of learning theory and cognitive behavioral models, learned helplessness and self-efficacy, stress and coping with an emphasis on social bases of health and disease, Engel's bio-psychosocial hierarchy, family systems, health and disease, and concludes with ethno-cultural variables and health and existential and meaning making models. Cross listed as CLI HP530, SCH HP530.

HP541- Applications in Clinical Psychology

2 Credits

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

HP550- Advanced Topics in Clinical Health Psychology

2 Credits

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

HS520- Human Sexuality

2 Credits

This clinical course is intended to prepare students for effective practice in dealing with clients' sexual issues. The course provides an overview of sexual issues that arise in clinical practice. Topics will include appropriate language, sexuality through the life cycle, appropriate boundaries, and cultural differences in sexuality, physiology of sexuality, taking a sexual history, sexual orientation, sexuality and disabilities, reclaiming sexuality following a history of sexual abuse,, sexual addiction and other special topics. In addition the diagnosis and treatment of the main sexual dysfunctions will be addressed. These include: inhibited sexual desire, arousal disorder, anorgasmia, vaginismus, erectile dysfunction, premature ejaculation, retarded ejaculation and dispareunia. Behavioral, psychodynamic and systemic approaches will be examined. Students will explore the applications of this knowledge to clinical practice and will also examine their own level of comfort with this material as it relates to the clinical situation.

HU520- Humanistic Theory

2 Credits

This course examines a strong continuum of theory, once described as the Third Force, that influences American psychology, having its roots in the existentialist movement of the mid-century, and now into its present manifestations under the general term "Spirituality." After exploring the legitimacy of spirituality as a proper subject for theory and research in the field of psychology, this course explores seven primal themes of human life from this existential, humanistic perspective: suffering, death, fear and anxiety, creativity, the self, human relationships, and the individual's relationship with the undefined.

Open only to students in the doctoral program in Clinical Psychology. Pre-requisites: LS659, PS600 and PS603.

HU635- Spirituality, Jung and the Use of Images in Psychotherapy

2 Credits

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

HU641- Positive Psychology

2 Credits

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

LS659-Lifespan Development

3 Credits

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

MH512-Forensic Psychology I: Children and Families

2 Credits

This course focuses on the use of clinical mental health information in courts and other legal settings in cases that involved children and families. The course reviews the framework of law involving children and families, particularly law and legal procedure regarding child abuse and neglect proceedings, juvenile delinquency, status offenses, and divorce child custody proceedings. The role of the psychologist in conducting forensic evaluations is discussed in detail, including specific kinds of clinical and ethical challenges that may arise. Specialized evaluations such as violence risk assessments and domestic abuse assessments are described. Particular attention is paid to how psychologists conduct forensic evaluations for use in civil and criminal proceedings involving children, and how their findings are communicated in the form of written reports or testimony before the court. Cross listed as CLI MH512, SCH MH512.

MH513- Forensic Psychology II: Adults

2 Credits

The course focuses on the use of clinical mental health information in courts and other legal settings in cases that involve adults. The course reviews the framework of law in civil and criminal cases that are

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

MH515- Advanced Topics in Forensic Psychology

2 Credits

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

MH520- Law and Mental Health

2 Credits

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

MH625-Forensic Assessment

2 Credits

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

MH630-Police Psychology

2 Credits

This course examines the specialty of Police Psychology and the work that psychologists do in the law enforcement world. Students will learn about personality issues in police officers, law enforcement culture, psychotherapy with police officers, police families, use of lethal force, hostage/crisis negotiations with barricaded suspects, pre-employment psychological evaluations and fitness for duty evaluations, psychological consultation in law enforcement organizations, issues related to women and minority groups in law enforcement, the legal and statutory foundations of police psychology, police training, and other topics in contemporary police psychology. Students will learn about the roles and responsibilities

of psychologists in law enforcement, including assessment, intervention, consultation, operations and training. The course will include class presentations and discussions, video presentations, ride-alongs and visits to police stations, and experiential exercises. Pre-requisite: CLI FP605.

MV515- Military Families and the Cycle of Deployment

1 Credit

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

MV522- Substance Abuse and Addictions in Military and Veteran Communities

1 Credit

This course will focus on the epidemiology, identification, prevention, and treatment of alcohol and other drug use, including prescription medication, in active military personnel, veterans, and their families. Using a combination of lecture, audio-visual materials, and student presentations, students will examine up-to-date data concerning rates and patterns of drug and alcohol abuse in the military and veteran populations, explore the relationship between substance abuse and suicide, and investigate how depression and post-traumatic stress in service members are related to patterns of acute and chronic substance abuse. In addition to reviewing contemporary research, such as the Millennium Cohort Study, that establishes an empirical link between combat exposure and increased risk of alcohol dependence, this course will also emphasize the importance of prevention strategies before, during, and after deployment. Evidence-based treatment models will be examined, as well as emerging trends including internet-linked interventions and the use of drug courts with veterans. Emphasis will be placed on individual and cultural differences that impact the assessment and treatment of substance abuse problems in these populations. Cross-listed as: CLI MV522, COU MV522, SCH MV522. Pre-requisites: CLI SB522, or COU SB515 (May be taken concurrently with CLI MV 522)

NP530-Functional Neuroanatomy and Neuropathology

3 Credits

This course provides students with a comprehensive overview of central nervous system structure and function. An overview of other physiological systems is integrated as necessary to equip the future practitioner for dealing with a broad spectrum of rehabilitative concerns. Foundational information will be integrated with neuropathology, neuroepidemiology, and the neurobehavioral consequences of

congenital and acquired neurological diseases and disorders. Additionally, non-neurological conditions affecting central nervous system functioning are reviewed. Neuroradiology is also addressed from a neuropsychological and research perspective. Laboratory examination of a specimen of a human brain will be included as available.

NP615-Pediatric Neuropsychological Assessment

3 Credits

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

NP625- Adult Neuropsychological Assessment

3 Credits

This course is designed as an advanced-level course that builds upon the basic principles learned in the WJC psychological assessment sequence and applies them to the field of neuropsychological assessment. During this course students will learn about the theoretical and practical issues surrounding neuropsychological assessment in general as well as within the major cognitive domains (e.g., attention, executive functioning, language, visuospatial processing, memory). Specific assessment instruments within the various domains will be reviewed and the relative advantages and disadvantages of each measure will be discussed. Additionally, students will begin to develop skills in battery development, case conceptualization, and report writing. Class discussions and readings will explore how a neuropsychological evaluation can be used to better understand the complex relationship between nervous system function, cognition, emotion, and behavior, and to apply this knowledge to the design of individualized patient interventions.

NP650-Neuropsychology of Aging

2 Credits

This course is designed to introduce students to the neuropsychology of aging. During this course students will review the neuropsychology of normal, non-diseased aging and the neurodegenerative disorders associated with aging. Students will learn to identify the neuropsychological profiles of the neurodegenerative disorders and become familiar with the neuropsychological instruments used to evaluate disorders associated with aging. Students will have the opportunity to engage in case challenges, where application of learned material will be applied to clinical formulation. The challenges of family care for aging adults with neurodegenerative disease will be reviewed. The course will end with a focus on successful cognitive aging. Focused readings and audiovisual assignments will be used to help students further their understanding of the neuropsychology of aging.

NP701- Advanced Neuropsychology Case Conceptualization

2 Credits

This advanced course builds upon the material learned in earlier neuropsychology courses and focuses on issues related to integration of multiple sources of information, case conceptualization, and the development of individually-tailored recommendations/interventions. Ethical considerations and multicultural issues within the context of the neuropsychological evaluation will also be discussed. Course material will be drawn from actual cases and will be discussed in a seminar format, with students having the opportunity to work through complex cases each week in small groups. It is highly recommended that this course be taken concurrently with advanced placements in neuropsychology as material will also be drawn from student's clinical experiences at their training site.

NT500- Introduction to Narrative Therapy

2 Credits

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

PA601- Cognitive Assessment

3 Credits

This course will focus upon assessment theory and technique as it applies to cognition and intelligence. Students will be exposed to a variety of cognitive and intellectual measures throughout the course of the semester. Primary focus will be given to the Wechsler Scales (WISC-V, WAIS-IV), along with other strategic cognitive measures that assess visual-motor integration, scanning, attention, memory, conceptual thinking and language-based functions. In preparation for field placement testing assignments and future APA internships, students will learn to administer, score, interpret, integrate and present these testing measures in oral and written report formats.

In addition to developing a facility with these various assessment measures, this course will address a number of core topics. In particular, students will learn to give batteries of tests to address strategic differential diagnostic questions dictated by an initial Wechsler screening. Also, the history and future of assessment, contemporary controversies, cross-cultural diversity, evidenced-based assessments and testing 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. In-class exercises, examinations, and presentations; along with outside of class testing assignments and report writing will be the basis for assessing each student's class performance.

NOTE: This course is open only to students in the doctoral program in Clinical Psychology.

PA602- Personality Assessment

3 Credits

This course introduces students to the construction and evaluation of objective assessment measures of personality and psychopathology. It covers the rationale, administration, scoring, and interpretation of common objective measures such as the MMPI-2, the PAI, and the Millon scales as well as of measures of normal personality such as the NEO and CPI. In addition to these broadband measures, narrow band

measures such as the Beck Inventories and objective screening measures will be introduced. The appropriate application of these tests and the ethical considerations regarding their use in clinical and non-clinical settings will be discussed. Psychometric issues that were introduced in PA601 such as norms, reliability, and validity, will be reinforced, and confirmatory factor analysis will be introduced to help students evaluate objective tests. Through in-class instruction and practical application, students will critically examine the appropriateness of item selection in terms of language, gender and cultural bias.

PA603-Psychometrics

2 Credits

This course focuses on the theory and techniques supporting various forms of psychological measurement and assessment. Topics covered include classical test theory, scales of measurement, item response theory (IRT), latent vs. observable variables, item construction, factor structure, and item reduction through exploratory factor analysis (EPA) and confirmatory factor analysis (CFA). This course builds on previous courses that have introduced reliability and validity and examines these topics in more detail. Issues of ethics and standards in test development, issues of test fairness with diverse populations, and test and response biases will be discussed. Practical applications of psychometric principles will be presented in the context of introducing students to program evaluation procedures and in the context of evaluating outcome measures that attempt to assess the effectiveness of psychotherapy.

PH521- Psychopharmacology: Theory and Practice

2 Credits

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

PM625-Projective Methods in Psychological Assessment

3 Credits

The focus of this course is on projective assessment, particularly the Rorschach Inkblot Test and its application in clinical practice. Students will also learn how to administer and interpret other projective tests including narrative techniques and drawings. Students will learn the Comprehensive System for administration, scoring, and interpretation including the most recent developments in Rorschach psychology. Strategies of interpretation will include analysis of structural variables as well as associational features of thematic imagery. Students will also learn how to use projective techniques in a culturally sensitive manner. This course will use a developmental lens and focus on the use of the Rorschach throughout the lifespan.

PP520-Physiological Psychology

3 Credits

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

PR800- Doctoral Project I

1 Credit

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

PR801- Doctoral Project II **2 Credit**

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

PR901- Doctoral Project III **3 Credit**

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

PR904- Doctoral Project IV **4Credit**

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. Pre-requisite: PR901.

PR950-Continuing Project **0 Credit**

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Cross listed as: CLI PR950, SCH PR950. Prerequisite: CLI PR904 or SCH PR924.

PR951-Continuing Project **0 Credit**

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Cross listed as: CLI PR950, SCH PR950. Prerequisite: CLI PR904 or SCH PR924.

PS600-History and Systems **2 Credits**

This course provides a framework for examining the historical and philosophical perspectives and antecedents of modern psychology. It explores the epistemological bases of psychological thought and how, historically, they have defined the field of applied psychology. Schools of thought (e.g. psychodynamic, behavioral, humanistic, and existential) are examined, with attention to different research modes of inquiry and evidence, and to different views of human nature, the self and social context. Cross listed as CLI PS600, SCH PS600.

PS602- Pediatric Psychology **2 Credits**

This course surveys major topics in pediatric psychology, a growing and multi-faceted practice area that lies at the intersection of Health Psychology and Clinical Child Psychology. Course content will include methods of assessment, intervention, consultation, and prevention as regards the multiple domains of pediatric psychology including chronic illness, chronic pain, problems of eating, sleeping and elimination, behavior problems in pediatric context, adherence to medical procedures, and the promotion of wellness. The perspective offered will take developmental differences into account and view the child or

adolescent in the context of family, school, community, and culture. This course is an elective that is particularly pertinent to students in the Health Psychology and CFAR clinical concentrations.

PS603- Social Bases of Behavior

3 Credits

The course explores the social behavior of individuals and groups. Social Psychological theories and empirical research will provide a foundation and framework for examining and studying social phenomena scientifically. How individuals think about the world, how they understand themselves and others, how they formulate perspectives on the world, as well as the development of prejudice and stereotypes are addressed. Specifically, social psychological research on social perception and social cognition, attitude formation, persuasion, obedience and compliance, prosocial behavior, and fairness in social relationships will be examined to provide a deeper understanding of contemporary clinical and social psychological issues related to class, culture, sexuality and race. Cross listed as CLI PS603, SCH PS603.

PS800- Ethics, Standards, and Professional Practice

2 Credits

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

PS801- Ethics, Standards, and Professional Practice

3 Credits

This course provides students with a thorough review of the APA Ethics Code, Massachusetts and Federal Law, 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.

PT700- Psychodynamic Theory

2 Credits

This course is designed to introduce students to essential concepts and assumptions of psychodynamic theory. The course will review the historical beginnings of early psychoanalysis, and then reflect on the many changes in theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, objects relations theory, self psychology, and contemporary relational theory. Particular attention will be paid to concepts such as conflict, the unconscious, defense, transference, counter transference, and 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. Open only to students in the doctoral program in Clinical Psychology. Pre-requisites: LS659, PS600 and PS603.

PT785- Interpersonal Psychotherapy: An Empirically Supported Psychological Treatment

2 Credits

This course is designed to introduce students to the theoretical foundations and application of Interpersonal Psychotherapy for Major Depressive Disorder among adults and adolescents.

PT800- Clinical Practice of Psychodynamic Therapy

2 Credits

This course will use a comparative theoretical framework to explore the basic differences among the drive-conflict, developmental-deficit, and relational-conflict theories. Advanced psychodynamic topics,

such as projective identification, mutuality, authenticity, inter-subjectivity, and the expressive use of counter-transference, will be explored. Furthermore, specific clinical issues will be discussed from a psychodynamic perspective, including narcissism, trauma, and eating disorders. Students will be encouraged to apply these ideas to their own work and to bring case examples into class discussion. Pre-requisite: PT700.

PY521- Psychopathology of Childhood and Adolescence

3 Credits

This course provides an overall introduction to psychopathology and diagnostic clinical work with children and adolescents. It includes an overview of classification, the context of normal development, diagnostic procedures and techniques, issues of culture and diversity in regard to assessment and diagnosis, as well as some of the biological underpinnings of psychological development (genetics, temperament, etc.). Basic theoretical constructs from developmental psychodynamic, cognitive – behavioral, family systems and trauma perspectives are introduced to allow the student to generate hypotheses about clinical data in terms of etiology and treatment. DSM differential diagnosis is taught and the major disorders are covered, including, but not limited to: conduct, oppositional – defiant and attention deficit hyperactivity disorders; learning disabilities; anxiety and depression; narcissistic and borderline syndromes; pervasive developmental disorders, psychosis. Cross listed as CLI PY521, COU PY521, SCH PY521.

PY522-Adult Psychopathology

3 Credits

This course presents a broad overview of adult psychopathology, including, but not limited to, psychosis, mood, anxiety and personality disorders. Course participants will examine and review critically the major historical and current perspectives regarding the etiology, diagnosis, and treatment of adult psychiatric disorders and will apply these perspective to contemporary, evidence-based clinical practice. Students will learn about the DSM and ICD classification systems, their controversies, and how to use these systems in clinical practice in order to use a common diagnostic language to facilitate assessment and treatment. The course will also examine the impact of socio-cultural variables on the development, personal experience, and meaning of psychiatric illness. Cross listed as CLI PY522, COU PY522, SCH PY522.

PY621- Advanced Seminar: Childhood and Adolescence Clinical Practice

2 Credits

This course is designed to both integrate previous training and teach advanced skills in assessment, formulation treatment planning and therapeutic technique in clinical work with children, adolescents and their families. Instruction/discussion will build on previous foundational knowledge and skills in cognitive and personality assessment, development theory, diagnostic conceptualization and therapeutic interventions. The goal is to “put it all together” in terms of actual clinical practice (“what do I do/say now”) and participants will be expected to share some of their own clinical experience and/or material. Pre-requisite: CX520, FX515, and PY521.

PY740- Preventive Mental Health Programs for Children and Families

2 Credits

The goal of this 2 credit course is to introduce students to the field of prevention and mental health promotion. The course will follow a systems/ecological framework to help students understand the multiple levels that need to be considered when developing, implementing, and evaluating prevention programming. Issues of diversity and cross-cultural considerations, as well as political and structural issues that impact mental health will also be critically examined. Pre-requisite: PY521.

PY750- The Ecology of Child Behavioral Health: Prevention**2 Credits**

This course takes a broad ecological perspective in studying behavioral health needs and resources for children, families and their communities. Levels of analysis range from the micro- to the macro-, considering interactions from the biological and genetic through the cultural and societal. On a micro-level, this course provides an overview of evidence-based programs of prevention and intervention. On a macro-level, existing and proposed child-serving systems (such as educational, behavioral health and medical care, juvenile justice, child protection) which impact upon child behavioral health are described as are the public policies that create, fund and influence each system and their interactions. Risk categories to be covered include, but are not limited to: individual medical and developmental challenges, family loss and disruption, psychosocial adversity, socio-economic status, race, ethnicity, disaster and geographic disruption. Resiliency categories will be identified at parallel individual, family, community, and societal levels. Evidence-based and "best practices" programs that risks, assets, resilience, policy and positive youth development are both similar and different across gender, socioeconomic and ethnic and racial groups.

RS525/RS535- Research**2 Credits**

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

RS526-Statistics**3 Credits**

This course deals with the principles and techniques of descriptive and inferential statistical methods applied to psychological research and program evaluation. Students learn when and how to apply simple parametric tests and some non – parametric statistical methods. The course places a major emphasis on the interpretation of results and their implications for practice and/or policy. Cross listed as CLI RS526, SCH RS526

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

This course addresses the process of assessment, decision – making, and intervention relevant to the effective treatment of alcoholism and drug dependence. Beginning with a comprehensive bio-behavioral model of addiction, the class will discuss the various issues that must be addressed by the clinician treating substance use disorders; readiness to change, patient – treatment matching and relapse prevention. The integration of cognitive, behavioral and neuropsychological perspectives in the process of treatment planning at all stages of intervention will be emphasized. Topics covered will include the

nature of disorders, clinical pharmacology, screening and assessment, treatment (including readiness to change, three effective approaches to treatment, Motivational Enhancement Treatment, behavioral, marital, and pharmacological treatments), and dealing with specific populations. Cross listed as CLI SB522, SCH SB522.

SB701- Advanced Clinical Practice: Motivational Interviewing

2 Credits

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

ST810- Systems Theory and Practice: Psychological Interventions in the Community

2 Credits

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

TR522-Psychological Trauma: The Individual and Society

2 Credits

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

TR530- Trauma and Resilience: Family, Community, and Global Perspectives

2 Credits

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

major foci are on collective forms of trauma, how trauma is experienced in collectivist cultures, and clinical implications for work with war-affected and internally displaced children and families in collectivist societies, refugees and immigrants in the U.S., and marginalized residents of U.S. “war zones.” This course introduces a variety of individual, family, and community interventions (including individual talk therapies, play therapies, and expressive therapies; family therapies, and community interventions). The course also emphasizes how therapists can enhance clients’ relational resilience and their resistance to internalizing oppression and marginalization, including through advocacy. The semester ends with attention to the healing work of preventing cycles of violence and building inter-group reconciliation. Finally, it provides ways to prevent and manage vicarious trauma for family members, helpers, and bystanders as witnesses during or after the fact of acts of trauma, and for the therapists themselves, and highlights the need for self-care for therapist-as-witness to violence and violation.

WJ700- William James for 21st Century Psychologist

2 Credits

William James taught the first psychology course on North American soil, created the first psychological laboratory, and graduated the nation’s first doctoral student. With prescient views about the self, ways of knowing, and relations between minds and the world, James’s key writings have had continuing relevance even as psychological science has advanced into the 21st Century. In this course the sources, particularities, and impact of James’s thought will be examined through review of key biographical sketches, original texts, and commentaries on his life and work. Particular attention will be given to his vision of an American psychology that is socially responsible, as well as conceptually, substantively, and methodologically diverse. Readings also will cover contemporary assessments of James’s views on radical empiricism, human emotion, identity, and consciousness.

XX550-Directed Study

Variable Credit

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

School Psychology Doctorate

BX710- Advanced Behavioral Techniques with Children and Families

3 Credits

This course is designed to teach advanced behavioral assessment and intervention techniques for use with children and families impacted by major mental health concerns and behavioral impairments. The focus of the course will be to prepare students to have a broad understanding of evidence-based and effective behavioral and cognitive-behavioral options when faced with youth exhibiting highly challenging, self-destructive, explosive, and detrimental behavioral patterns. Family and systems theory concerns will also be explored in the context of needs and challenges related to enhancing effectiveness of interventions with children impacted by abuse, neglect, substance abuse and/or chaotic systemic involvement. In addition to theory and skills related to advanced behavioral techniques, this course will focus on (1) enhancing one's ability to reflect on changing data and response to intervention and (2) examining impediments to clinician creativity, flexibility and self-introspection that detract from desired behavioral outcomes. Open only to students in the doctoral program in School Psychology. Pre-requisites: BC 521, CLI BX 500 or equivalent coursework in learning theory and behavioral interventions.

C0780- Advanced Consultation Skills in Schools

3 Credits

In this course, students develop advanced knowledge and skills in consultee-centered consultation. Students will learn to apply the Instructional Consultation (IC) model in working with teachers on academic or behavioral concerns. Students will conduct an individual-level IC case and a systems-level case in their work and/or practicum sites. Recording and reviewing consultation sessions and participating in supervision will deepen communication and reflective skills. Open only to students in the School Psychology PsyD Program, or by permission of instructor. Pre-requisite: SCH C0650.

FP721- Practicum in Advanced Assessment I

2 Credits

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

FP725- Doctoral Practicum in Clinical Services

3 Credits

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

FP726- Doctoral Practicum in Clinical Services II

3 Credits

A Continuation of FP725

FP728- Doctoral Practicum in Clinical Services IV

2 Credits

A Continuation of FP727

FP802- Internship

2 Credits

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

FP803/804- Doctoral Internship

2 Credits

School psychology doctoral students who complete their doctoral internship over a two-year period register for FP 803 and FP 804 in the second year of internship. This training experience consists of the doctoral internship and the related seminar, as described by FP 801/802. *Prerequisite: FP 801/802,*

FX630- Collaborative Therapy with Multi-Stressed Families

3 Credits

This course highlights a framework for counselors and agencies working with families and communities to help families envision their desired lives. Drawing on theoretical concepts of Appreciative Inquiry, Collaborative, Solution-Focused and Narrative therapies, this course will focus on interventions that will engage reluctant clients in addressing long-standing problems; and help students to develop practices to ground their work in a spirit of possibilities, collaboration and accountability. The importance of diversity and difference will be addressed throughout the course, such as gender and power issues, social

class, and other socio-cultural factors. Open only to students in the master's program in Counseling Psychology. Pre-requisite: CX510 or SCH CX610, and FX510 or SCH FX515, or by permission of the instructor.

IA772- Learning Disabilities: Research to Practice

2 Credits

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

IA777- Autism Spectrum Disorders

2 Credits

This course provides a general introduction to autism spectrum disorders. It addresses etiology and diagnostic issues, and introduces students to a broad range of assessment measures and intervention approaches. This course is a prerequisite to the 1-credit course on the Autism Diagnostic Observation Schedule (ADOS-2), which is recommended for students wishing to develop expertise in evaluating children with autism spectrum disorders.

PA760- Bilingual and Culturally Competent Assessment

2 Credits

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

PR925- Doctoral Project IV: Individual Mentorship

2 Credits

After submitting the doctoral project proposal to the student's DP committee, the student works independently with the support of the DP committee chair. The doctoral project reflects the student's individual interests and provides an opportunity for the consolidation of the student's knowledge and understanding of current research. The expectation is to produce a substantial body of work that makes a unique contribution to the evidence-based practice of school psychology. *Prerequisite: PR821; open only to School Psychology PsyD students.*

PR950- Continuing Doctoral Project

0 Credits

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Cross listed as: CLI PR950, SCH PR950. Pre-requisite: CLI PR904 or SCH PR924.

PR951- Continuing Doctoral Project

0 Credits

The doctoral project is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Cross listed as: CLI PR950, SCH PR950. Pre-requisite: CLI PR904 or SCH PR924

SU820- Supervision and Administration of School Psychological Services

2 Credits

This course reviews the theory, process and practice of supervision and administration of school psychological services. Research pertaining to the developmental nature of supervision is addressed both in terms of supervision of pre professional and professional school psychologists. Issues in clinical and administrative models of supervision are reviewed. Administration of comprehensive school psychological services using evidence-based practice is reviewed. The impact of diversity on the supervisory and administrative relationship is explored. Application of skills is addressed further in FP 831- Practicum in Supervision and Administration. Open only to students in the doctoral program in School Psychology.

XX550- Directed Study

Credit

(variable credit) Directed Studies are considered to be a part of the academic program which expands curricular flexibility and creativity at William James College. 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. Pre-requisite: Permission of the department chair.

Leadership Psychology Doctorate

LP703- Advanced Integration of Leadership: Self and System

3 Credits

This course explores the interdependent relationship between authority, leadership and work group progress by examining the impact of group dynamics on leadership and followership. This course introduces applied approaches to assessing challenging organizational dynamics with emphasis on socio-analytic theory and techniques. Students integrate their learning from LP711 into an applied group context through 'case-in-point' study, whereby small group experiences becomes the learning case for reflection and application. Through these methods students develop skills to navigate challenging work group dynamics that impede work efficiency, in real time. Further, students deepen their understanding of the exercise of leadership and the influence of power & authority.

LP705- Ethics and Standards of Practice in Organizational and Leadership Psychology 3 Credits

This course is designed to teach students the ethics, values and goals of professional organizational psychology practitioners working with human systems. Students will learn standards of practice that ensure as practitioners they assist their clients in generating valid diagnostic information, making free and informed choices and building increased capacity and sustainability. The course will also focus on leading without authority and relationship building with the client leaders in order to influence positive behavioral change. The ethics of working within human systems will be considered and applied to real world case studies to prepare students for practicum work. Practitioner consulting roles will be explored to ensure students build capacity with clients versus dependence. Students will analyze the role of leaders in fostering and practicing ethical behavior in relationship to the organizational practitioner role. Students will also consider the sensitivity to difference and multicultural awareness of leaders and impacts on the culture of an organization. Case studies, self-assessment exercises, interactive online

discussions that connect formal knowledge with real world experiences, and reading assignments will be utilized to explore basic frameworks practicing ethically in organizations

LP711- Leadership Development and the Use of Self

4 Credits

This course focuses on individual development and self-management skills to enhance the ability to exercise leadership. Additionally, this course will study situational leadership and attributes of effective leadership consistent with different stages of life. Students will also create short and long term personal leadership development plans. Open only to students in the doctoral program in Leadership Psychology.

LP713- LEADERSHIP PROSEMINAR (ETHICS, NEGOTIATION, RESEARCH AND PRACTICE) 4 Credits

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

LP725- Qualitative Methods I

4 Credits

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

LP726- Stats & Research Methodology I

4 Credits

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

LP727- Stats & Research Methods

4 Credits

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

LP728- Organizational Assessment and Intervention**4 Credits**

This course covers theoretical concepts and practical applications of organizational assessment and Intervention. Key steps in organizational assessment and intervention will be reviewed including entry and contracting, diagnosis, intervention design, implementation, and evaluation. Interactive learning methods will be used to develop student skills in building a work relationship with a client, determining an initial scope of work, establishing boundaries, and navigating ethical challenges.

Concepts of diagnostic methodologies will be reviewed including interviews, surveys, observations, and unobtrusive data gathering. Action Research and Socio-Technical Systems (STS) will be explored in depth.

LP740- Adaptive Leadership**4 Credits**

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

LP745- CREATIVE CHANGE AND TRANSFORMATIVE LEADERSHIP**4 Credits**

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

LP750- Neuroleadership**4 Credits**

This course is designed to give the student an understanding of the neuroscience of leadership as a field of study through exploration of the research on executive brain functions that impact and inform leadership. The basics of brain anatomy are reviewed to support understanding of the research presented. Neuroscience as applied to leadership is a new field of study drawing on the latest brain research and focused on improving the quality of leadership and leadership development. This course will focus on the neuroscience findings behind key leadership activities including decision making, problem solving, emotional regulation, collaboration, and change facilitation. This course also focuses on how organizational change interventions can be assisted from knowledge of neuroscience as applied to executive coaching.

LP757-The Neuroscience of Leadership**4 Credits**

Neuroscience has expanded into the field of leadership psychology and offers up the latest brain research to inform and improve the quality of leadership and leadership development. This course will focus on

the neuroscience of four leadership activities: how leaders make decisions and solve problems, regulate their emotions, collaborate with others and facilitate change. This course also focuses on how organizational change interventions can be assisted from knowledge of neuroscience. Students will learn how to apply neuroscience models of motivation and behavior change to real world cases. Neuroscience applications for executive coaching are applied to current leadership challenges.

LP761- Process Consultation and Facilitation

3 Credits

This course focuses on the theory and practical skills needed to: assess group behaviors and manage issues of culture, ethics, and inclusion within groups. Key models in process consultation and facilitation are reviewed including: elements of team effectiveness, diagnosing group behavior, exploring the human processes and learning to craft appropriate and effective facilitative intervention strategies. The course will also teach students how to manage inclusion, foster sensitivity to difference in groups, and how facilitative and process interventions can create positive change within human systems. Interactive learning methods will be used to develop student skills in contracting with team leaders and members, facilitating effective dialogues, managing relationships, and providing effective recommendations to help groups attain and sustain a high levels of functioning.

LP762- The Psychology of Leadership & Followership

3 Credits

This introductory leadership and professional seminar course examines the psychological factors that influence and foster the development of effective (and problematic) leadership efforts in a variety of settings. The complexities of modern leadership and followership are examined using the lenses of leadership theorists and up-to-date peer-reviewed research studies. The interplay of psychological and leadership interventions are considered in relation to the leadership-followership dynamic, transition and crisis response in systems, and utilization of consultation to foster change.

LP763- Leadership Use of Self & Multicultural Competence

3 Credits

This course gives students a solid foundation in leadership theory and instills self-management practices including mindfulness to support their continuous growth and development as leaders and organizational psychologists. The course specifically focuses on the student's leadership identity development, self-management and multicultural competence acquisition to enhance their ability to lead globally with sensitivity to difference. New 21st century models of leadership including current day norms and challenges are examined. Students garner feedback by participating in personality assessments and experiential learning exercises designed to uncover blind spots. The course culminates in the development of comprehensive and proactive leadership development plan.

LP802/902/903- Doctoral Project

1-3 Credits

The doctoral project sequence consists of three courses that begin in the second semester of the student's third year. Each course is a prerequisite for the following course in the sequence.

Students will design their doctoral project in Doc Project 1 and then in the summer between semesters will work on developing their proposal. Once they have their proposal signed off on by their committee and submitted to the IRB (if they are gathering any data) they continue their work in the first and second semesters of their last year in the program taking Doc Projects 2 and 3 respectively.

College-Wide Concentrations

African & Caribbean Mental Health (ACMH)

AC600- Mental Health Disparities: Multicultural & Global Perspectives

2 Credits

The United States is rapidly becoming more multiracial, multiethnic and multilingual and the world increasingly globalized. Consequently, there is a growing need for mental health providers to be knowledgeable about mental health disparities among historically marginalized groups both within and outside of the United States. This course will introduce students to mental health disparities, defined as differences in the overall rates of risk, incidence, prevalence and course of psychiatric disorders. These disparities are frequently determined by complex intersections of multiple statuses/identities such as gender, ethnicity, race socioeconomic status, sexual orientation, physical disability and immigrant status. The course will explore inequities in the diagnosis and treatment of psychiatric disorders both within and outside of the United States. Biological and non-biological determinants of mental health will be addressed, and a range of social, political, economic, cultural and legal issues related to mental health disparities will be covered.

AC620- Introduction to African & Caribbean Mental Health

2 Credits

This course is designed to enhance students' awareness and knowledge of the roles of class, race, ethnicity, and minority and immigrant status in influencing the mental health of individuals and groups of Black/African/African-American and Caribbean heritage. The course will present an Afrocentric perspective on psychology from its historical roots to modern times, and discuss the misuse of Western psychology to pathologize and marginalize people of color. It will introduce students to

African/Black/African-American and Caribbean's cultural views of mental health and illness; provide an overview of the geography, history, people, economics and other social characteristics of these groups; and explore mental health and illness with a broadened cultural perspective. The unique as well as common aspects of African, African-American and Caribbean cultures will be discussed.

Global Mental Health (GMH)

AC600- Mental Health Disparities: Multicultural & Global Perspectives

2 Credits

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AC610- Introduction to Global Mental Health

2 Credits

Introduction to GMH provides an overview of the basic principles and practice of Global Mental Health. The disciplinary challenges in applying Western psychological categories, concepts and interventions will be addressed. Specifically, how colonialism, poverty, racism, social exclusion and gender exert powerful influences on the emotional and social well-being of individuals, families and communities will be examined. Also addressed will be, cultural responses to suffering and healing, and culture bound syndromes

AC710- Fundamentals of Global Mental Health

2 Credits

The Fundamentals of GMH will address epidemiologically the magnitude of the mental health problems related to violence, reviewing classic research studies published over the past 50 years. This course will follow in its scientific and social cultural presentations the eight dimensions of the *Global Mental Health Action Plan* that were created by the Ministers of Health from the worlds post conflict/ conflict countries in Rome in 2004. The GMH Action Plan is a historic document that provides evidence and culture based road map for the development, delivery, and evaluation of health and mental health services for traumatized people and their communities worldwide. The new *Global Mental Health Trauma and Recovery; A Companion Guide for Field and Clinic Care of Traumatized People Worldwide* will be one of the primary textbooks for this course.

Latino Mental Health Program (LMHP)

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

This course introduces students to the variety of Hispanic cultures, from Spain to the Spanish-speaking countries of Latin America. It provides a brief exposition of the geography, history, people, politics, economics, and other social characteristics. The unique as well as common aspects of these cultures will be discussed. The course is targeted to first-year students who have joined the Latino Mental Health Program. Both Spanish and English will be used throughout the course according to the level of Spanish fluency of participants. Cross listed as COU CC549, SCH CC549. Pre-requisite: Permission of the instructor.

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

This course focuses on the experience of Hispanics/Latinos living in the country with the 5th largest Spanish-speaking population—the United States. A particular emphasis is placed on the unique interplay of social factors that are essential to understand Latinos in the United States such as: the migration experience, culture of origin, U.S. mainstream society and its values, educational and socioeconomic characteristics, rural versus urban origin, assigned ethnic minority status, prejudice and discrimination, legal status and U.S. migration politics. It will give students who participated in the first summer immersion program an opportunity to process their experience and continue working on their conversational skills in Spanish. Cross listed as CLI CC550, COU CC550, SCH CC550. Pre-requisite: CC549 and permission of the instructor.

CC551- Clinical Work with Latinos**1 Credit**

This course focuses on clinical interventions that address the particular mental health needs of Latinos in the United States. A particular emphasis is placed on skills that are necessary in order to attain clinical competence treating members of the various Latino groups, by both Latino and non-Latino clinicians. Empirically-based psychological treatments for Latino patients will be examined. Creative ways will be discussed for adapting these interventions with Latinos. Discussion of clinical cases will be integrated into the course. Cross listed as CLI CC551, COU CC551, SCH CC551. Pre-requisite: CC550 and permission of the instructor.

Military & Veterans Psychology (MVP)

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

This course will explore the psychological and relational effects of military service on immediate and extended family, as well as on other loved ones. Students will receive an overview of the cycle of deployment, with special emphasis on how each of its phases affects the functioning of spouses and children. Risk and protective factors predictive of family coping or relational distress will also be examined, including age of children, length of marriage or relationship, attachment dynamics, and the quality of environmental supports for at-home spouses. Emphasis will be placed on understanding the unique culture of the military, the possible differences in coping and adjustment of various ethnic or cultural groups, and the psychological/relational challenges for family members at each point along the deployment-reunion continuum. Students in this course will develop familiarity with specific

intervention strategies to enhance military or veteran family functioning, and will examine a number of empirically supported intervention models. Special consideration will be given to guidelines for building therapeutic alliances with military or veteran families of diverse or minority cultural backgrounds, and with those that have faced the death or injury of family members as a result of military service. The interpersonal implications of Combat-Induced Stress Reaction and Post-Traumatic Stress Disorder will be under consideration throughout the semester. This course will utilize a combination of lecture, discussion, media and audio-visual enhancements, brief student presentations. CLI FX515; COU FX510; SCH FX515. (Military Families and the Cycle of Deployment is designed to be taken concurrently with or subsequently to one of these introductory courses).

MV540 - Trauma and the Military

1 Credit

This course will examine the manner in which military culture and training impact the experience of trauma for service members and veterans. Students will be oriented to the challenges for trauma treatment associated with a military tradition that valorizes physical and mental toughness, courageous action in the face of extreme danger, and vigilance against physical or emotional vulnerability. Students will also study how intense comradeship bonds formed by both male and female military personnel are likely to affect service members and veterans who experience traumatic events. Students will investigate the fit of contemporary models of trauma treatment and empirically supported interventions to the mental health needs of traumatized service members and veterans. Special emphasis will be placed on the multidimensional nature of exposure to violence suffered by many combat veterans, who may have been a victim or perpetrator of, as well as a witness to, horrific events. Specific attention will be paid to Post Traumatic Stress conditions in both active duty personnel and veterans, as well as to differences in the clinical treatment of these two groups. Issues of assessment and treatment of traumatic brain injury, military sexual trauma, and transmission of trauma to non-military family members will also be addressed in the context of cultural and individual differences. Cross-listed as CLI MV540, COU MV540, SCH MV540. Pre-requisites: CLI TR522 or COU TR602 (May be taken concurrently with CLI MV 540).

MV545-Military Psychology and Culture

1 Credit

This course will examine the active duty and post-discharge experiences of service members, and their families, who have served in the United States military. It will focus on those men and women who are returning to civilian life after serving in the current and recent conflicts in Iraq and Afghanistan. The physical and psychological demands of life in the military will be studied, as well as the impact of military' service on the individual service member's physical and mental/behavioral health. The course will also address the challenges faced by psychologists and other mental health professionals in evaluating and treating military veterans and their families, including the acquisition and development of cultural competence. Students will learn about a broad range of organizational, psychological, social and family issues that are part of the study and practice of Military Psychology. Students will also learn about the roles and responsibilities of psychologists in the military, including assessment, intervention, consultation, operations and training.