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Bachelors in Psychology and Human Services

ANTH320 - Ethnic Identity and Social Stratification  3 Credits
This course is an introductory study of ethnic and racial identities – their meanings and functions – as they relate to the culturally diverse and socially stratified U.S. society. Students will explore the relationship between ethnic and racial identities and social stratification from different theoretical and personal perspectives. The course will assist students in developing their own perspective on several matters of social policy and debate, such as racial profiling, affirmative action, immigration, diversity-training programs and reparations.

BS101 - Best Practices in Case Management  3 Credits
This course covers the variety of principles, practices, and issues associated with professional case management in human services. Emphasis is placed on the multiple roles and responsibilities of the case manager, his or her place within diverse human services settings, and the specific tasks associated with addressing human need. Students will learn to coordinate and effectively manage the comprehensive and holistic care of clients, from initial contact through termination of services. This course will provide students with a foundation for conducting needs and strengths-based assessments, completing documentation, planning for treatment and service delivery, and integrating, referring and following-up on services. In addition, the context in which the case management process occurs is reviewed, and organizational, legal, and ethical issues confronting the case manager are addressed.

BS102 - Leadership in Human Services  3 Credits
The focus of this course is on the basic principles of personal and interpersonal leadership in behavioral health and human services. This class will explore variables that affect productivity, effectiveness, and efficiency, and a variety of interpersonal skill-sets. Emphasis will be placed on vision, goals and objectives, motivation, decision-making, time management, power, team building, conflict, ethics, dealing with change, communication skills, and diversity issues. In addition, we will explore a variety of other topics including developing your personal leadership style, and organizational politics.

BS103 - Chronic and Severe Mental Illness  3 Credits
This course will develop the knowledge, skills, and practice behaviors needed to work with individuals with severe and persistent mental illness. The course will review the trends, modalities, and evidence-supported treatments for working with individual’s psychiatric disabilities such as diagnosis of the DSM V major disorders, including mood, anxiety, personality, and psychotic disorders. Discrimination and social inequalities of those who suffer from psychiatric disabilities are highlighted throughout the course, including discrimination based on gender, race, ethnicity, socioeconomic status, sexual orientation, disability and diagnosis. This course will further expand students’ prior learning in diagnoses and psychotherapeutic treatments.
BS104- Introduction to Theories of Personality 3 Credits
This course introduces the student to the concept and study of human personality. It presents a survey and critical review of major theories in the field, including their historical bases, core tenets and concepts, strengths, weaknesses, current status, and major applications. Approaches covered may include the psychodynamic, interpersonal, social, behavioral, humanistic, biological, and evolutionary.

BS105- Introduction to Clinical Interviewing & Motivational Interviewing 3 Credits
This course is designed to introduce students to the theory, research, and practice of clinical interviewing and motivational interviewing. It will provide a broad range of activities to develop skills considered crucial to clinical interviewing and the therapeutic process. Students will be presented with foundational knowledge in motivational interviewing (Miller and Rollnick, 2012) and will apply and reflect on motivational enhancement techniques. Multi-cultural considerations, the interviewee’s experience, and the application of interviewing skills to a wide range of interview types, clinical problems, and diverse client groups will also be addressed.

BS106- Introduction to Family Systems and Family Therapy 3 Credits
This course offers a study of the family as a system and the concepts and principles applicable to helping individuals within a systems perspective. Students will be introduced to systems theories and their application to the predominant models of family therapy. Students will consider factors that disrupt and enhance family functioning. Students will have the opportunity to reflect on their own families, and to apply the course concepts to a family described by the instructor.

BS107- Introduction to Trauma, Resilience & Crisis Intervention 3 Credits
This course will provide an overview of the history of the development of trauma theory, in addition to psychophysiology and neurobiology of trauma. The course will review trauma diagnoses and comorbidity will be considered, including posttraumatic stress disorder, borderline personality disorder, and the dissociative disorders. The emphasis throughout the course will be on resilience and the importance of tailoring interventions.

CP400- Orientation 0 Credits
Required onsite orientation for all Bachelor Program students

FMT325- Introduction to Family Systems and Family Therapy 3 Credits
This course offers a study of the family as a system and the concepts and principles applicable to helping individuals within a systems perspective. Students will be introduced to family systems theory and to the predominant models of family therapy. Students will consider factors that disrupt and enhance family functioning. Students will have the opportunity to reflect on their own families, and to explore a fictional family to further their understanding of the course concepts.

MATH310-Statistics for Psychological and Social Sciences 3 Credits
The focus of this course will be to help students understand the etiological factors and impact of substance abuse and other addictive behavior on the individual, their family, and society-at-large. The course and development of addictive behavior will be examined. There will be a focus on different treatment approaches and settings, the evidence-base for these approaches, and factors that influence their effectiveness. Proactive (educational) and reactive (corrections and rehabilitation) approaches will be discussed alongside socio-political and multicultural influences.
PHS310- Psychological Writing and Communications Skills  
This course will help students develop their writing, reading, critical thinking, and literature search skills within traditional formats for communicating scholarship in psychology. The course will cover the use of APA-style for experimental reports and literature reviews. Assignments will emphasize how to interpret experimental findings and evaluate support for hypotheses. Other assignments will require students to synthesize findings from several published studies and draw conclusions about a body of research.

PHS311- Abnormal Psychology  
Students will be introduced to the major categories of child and adult mental disorders and the current North American system of psychiatric classification and nomenclature, as illustrated in the DSM-5. Mental health and illness will be considered in terms of history, etiology, manifestation, impact on personal and social evaluation and functioning, and treatment approaches. Psychopathology will be discussed in terms of historical, public, and multicultural perspectives towards psychological disorders and their treatment.

PHS330-Ethics in Human Services  
This course will introduce students to philosophical and professional ethics. Issues of morality, right and wrong, happiness, and humanism will be explored in the context of social issues, case-studies, and ethical dilemmas that arise in the context of helping others. Students will also investigate the impact of context, culture, diversity, beliefs, moral codes, and ethical codes on real-life applications of ethical principles. Ultimately, students will work towards a process for ethical decision-making.

PHS340- Child and Adolescent Development  
This course will provide an overview of psychological theory as it pertains to infancy, child development, and adolescence. The course will review the history of child psychology and the influence of factors such as heredity, prenatal factors, environment, learning and educational opportunities, and culture on social-emotional development, personality and behavior of the individual during childhood and adolescence. Historical trends will be reviewed in terms of popular psychological paradigms and current research.

PHS350- Adult Development  
This course examines adult development from young adulthood through middle adulthood to late adulthood and death. Late adulthood will be examined in more depth in PHS 360 Psychology of Aging. Emphasis is on developmental theories concerning important milestones of life, such as completing education, career choice and change, intimacy and marriage, parenthood, mid-life adjustment, caring for elders, retirement, aging, and death. All topics will use a lens of diversity and multiculturalism to explore the meaning and impact of different paths of development on individuals and groups and adolescence. Historical trends will be reviewed in terms of popular psychological paradigms and current research.

PHS380- Cross-Cultural Psychology  
This course studies psychology from various cultural perspectives with a view to identifying patterns of behavior that are universal and those that are culturally specific. The course looks at the extent to which American research findings apply to other societies and where such research fails to explain the behavior of other cultures. Also examined will be issues that arise in cross-cultural encounters and the methods students can develop to facilitate cross-cultural communication and constructive engagement with individuals from different cultures.
**PHS402-Senior Internship**

The senior internship is a mentored experience in the field of human services for students to contact, observe, and engage in the activities of a human service provider. The internship plays an integral role in the program’s philosophy of providing students with an opportunity to serve the community and learn about creating the potential for social change. Students will have the opportunity to gain greater understanding about social, psychological, political, and organizational aspects of providing services in the community. Additionally, students will learn about and experience the rewards and challenges that agencies and programs face in serving clients, obtaining funding, and providing high quality services within a complex and rapidly evolving environment. The internship will provide students with supervision and training so that they may effectively interact with and assist clients and the community.

**PHS403- Cross-Cultural Psychology**

This course studies psychology from various cultural perspectives with a view to identifying patterns of behavior that are universal and those that are culturally specific. The course looks at the extent to which American research findings apply to other societies and where such research fails to explain the behavior of other cultures. Also examined will be issues that arise in cross-cultural encounters and the methods students can develop to facilitate cross-cultural communication and constructive engagement with individuals from different cultures.

**PHS404- Introduction to Behavioral Neuroscience**

Behavioral Neuroscience is a course that explores biological processes as a way to explain a wide variety of human behavior. There are approximately 100 billion neurons in the human brain, each with an average of 7,000 synaptic connections with other neuron5. The staggering number of possible brain states this allows can easily account for the seemingly infinite number of different thoughts, feelings, and emotions that human beings experience; each different experience being the result of a slightly different combination of neuronal activity. Among other topics, this course will cover perception: how do we distinguish between different colors, textures, and sounds; memories: how are memories formed and later recalled; language: how do we understand and produce speech; emotions, and dreams. (Formerly BIO320)

**PHS405- Introduction Trauma, Resilience and Crisis Intervention**

This course will provide an overview of the history of the development of trauma theory, in addition to psychophysiology and neurobiology of trauma. The course will review trauma diagnoses and comorbidity will be considered, including posttraumatic stress disorder, borderline personality disorder, and the dissociative disorders. The emphasis throughout the course will be on resilience and the importance of tailoring interventions.

**PHS410-Introduction to Behavioral Health Care**

This course aims to provide a stimulating context in which to introduce students to a number of important issues that have been the topic of much conversation and/or debate in the mental health field. Some of these issues are long-standing, some more current. Students are invited to critically examine the key elements of each perspective and evaluate the available information. Students will also be introduced to the various roles within a multidisciplinary team, particularly the role and activities of mental health professionals. Students will become familiar with the settings in which they work and how their responsibilities complement those of the team.
PHS420 - Introduction to Theories of Counseling and Psychotherapy  3 Credits
This course will introduce students to the theoretical bases for different approaches to counseling and psychotherapy. Similarities, differences, strengths, and limitations of different strategies will be explored. Topics and areas of exploration will progress chronologically with movement from historical and traditional approaches towards contemporary and integrative approaches to therapy. An emphasis will be given to skills related to practical implementation and problem-solving during the therapeutic process. Students will also review effective techniques of counseling such as multicultural awareness, interpersonal communication, listening skills, goal-setting, and giving feedback. Class discussions, assignments, and readings will be geared towards facilitating each student’s development of a personal therapeutic philosophy.

SOC320 - Sociology of Social Problems  3 Credits
This course will expose students to the methods of analyses used in sociology. It will use these tools to examine and understand a variety of contemporary issues that are relevant to the program theme of social action. These social problems will be examined from the perspective of the societies they emerge in and the forms of human social interaction that promote and foster them.

SOC360 - Substance Abuse and Addictive Behavior  3 Credits
The focus of this course will be to help students understand the etiological factors and impact of substance abuse and other addictive behavior on the individual, their family, and society-at-large. The course and development of addictive behavior will be examined. There will be a focus on different treatment approaches and settings, the evidence-base for these approaches, and factors that influence their effectiveness. Proactive (educational) and reactive (corrections and rehabilitation) approaches will be discussed alongside socio-political and multicultural influences.
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, and 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.
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

**CP501- Orient to Professional & 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.

**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.

**PS502-Research Methods in Behavior Analysis** 3 Credits
This course will provide students with the skills needed to evaluate the efficacy of intentions to teach new skills and to reduce problem behavior, using single-subject designs. For each type of research design, students will be able to describe the procedures for its implementation, the situations for which it is appropriate and inappropriate, and explain the logic by which it controls extraneous variables. Students will also learn to display data using popular graphing software, and to assess for orderly changes in behavior through visual inspection and interpretation of graphic data.

**PS503-Behavioral Assessment** 3 Credits
This course provides a survey of the purpose, rationale, characteristics and considerations of behavior-analytic assessment methods. The course is designed to teach students how to conduct behavioral assessments across needs such as skills assessments with learners with Autistic Spectrum Disorder, preference and reinforce assessments, functional behavior assessments, and functional analyses of problem behavior. The course will review the research literature for assessment methods and as well as discuss contemporary variations and applications.

**PS504-Ethics and Professional Behavior** 3 Credits
This course will introduce students to the ethical and professional guidelines for Board Certified Behavior Analysts. The course will describe behavior analysts’ responsibilities to their clients, and will review ethical guidelines for assessment, treatment, and research. Students will learn to describe and apply professional and ethical guidelines specifying the Behavior Analysts’ responsibility to their clients, colleagues, and field and to society.

**PS505-Behavioral Interventions** 3 Credits
This course will provide an introduction to function-based behavioral interventions for individuals who engage in problem behavior. In this course, students will examine general antecedent and consequent manipulations to treat behavior hypothesized to be maintained by positive, negative, and automatic reinforcement, as well as multiply-controlled problem behavior. By the end of this course, students will be able to explain why the implementation of behavioral interventions requires knowledge of behavioral
function, as well as being able to describe different strategies of reinforcement-based approaches to reduce problem behavior reduction.

**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.

**PS515-Organizational Behavior Management** 2 credits
This course will provide students with a basic introduction to Organizational Behavior Management (OBM) and supervision skills based in applied behavior analysis. The course will focus on the analysis of staff performance (pinpointing staff behavior, selecting a measurement system, contingency analysis) and antecedent and consequent interventions to improve staff performance. Supervision skills related to feedback, monitoring and maintaining staff performance will be also be a course focus. Students will gain experience applying course material through a semester long performance management project. The course will also review OBM literature from human services, safety and business and discuss The Code of Ethics for Behavioral Organizations.

**PS551-Professional Practice and Research Seminar** 2 Credits
This is the first in a three-course sequence designed to prepare students for the professional work commonly engaged in by Applied Behavior Analysts. This course will focus on writing activities across a variety of contexts. The overall emphasis will be on writing for understanding, with conceptual consistency, and when appropriate, technical precision. Activities will include writing activities that are commonly required for Applied Behavior Analysts, including, for example, writing assessment reports, treatment rationale, behavioral goals, procedural descriptions, and the results of interventions. Students will follow structured writing guidelines such as those found in the most recent edition of the APA-style handbook. Students will also review the steps to and benefits of pursuing publication. Finally, students will review behavior analytic content outside of autism intervention as the context for some of the writing activities that are emphasized in this class.

**PS552-Professional Practice and Research Seminar II** 2 Credits
This is the second in a three-course sequence designed to prepare students for the professional work commonly engaged in by Applied Behavior Analysts. This course will focus on verbal presentation and interpersonal skills. Students will learn strategies for presenting behavior-analytic content to a variety of audiences, such as to students/clients, their family-members, trainees/employees, other professionals, and colleagues. Students will engage in and rehearse activities such as case presentations, research presentations, and mock training and consultation activities. Issues related to the public perception of behavior analysis and related factors will be discussed. This course will also continue to review behavior-analytic research in areas outside of autism intervention as the context for the verbal presentation skills that are emphasized in this class.
PS604-Practicum in ABA I 1 Credits
The Practicum in ABA (1 through 4) consists 4 semesters of field placement and individual supervision provided by the Master of Arts in Applied Behavior Analysis program at William James College. Registration for these courses is optional and for students who do not receive individual supervision by their employer or who need assistance with placement in an ABA-work setting. Students will complete at least 20 hours per week in a supervised ABA-setting in which procedures based on behavior-analytic principles are implemented. Students will receive weekly individual supervision by an ABA-faculty member who is a current Board Certified Behavior Analyst and Licensed Applied Behavior Analyst. Supervision will consist of meetings to review the student's field placement and coursework activities. The supervisee's primary focus will be acquiring new behavior-analytic skills related to the BACB Fifth Edition Task List.

PS607-Practicum in ABA IV 1 Credits
The Practicum in ABA (1 through 4) consists 4 semesters of field placement and individual supervision provided by the Master of Arts in Applied Behavior Analysis program at William James College. Registration for these courses is optional and for students who do not receive individual supervision by their employer or who need assistance with placement in an ABA-work setting. Students will complete at least 20 hours per week in a supervised ABA-setting in which procedures based on behavior-analytic principles are implemented. Students will receive weekly individual supervision by an ABA-faculty member who is a current Board Certified Behavior Analyst and Licensed Applied Behavior Analyst. Supervision will consist of meetings to review the students field placement and coursework activities. The supervisee's primary focus will be acquiring new behavior-analytic skills related to the BACB Fifth Edition Task List.
Applied Behavior Analysis Master of Arts /Certificate Program (Online)

**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.

**PS504-Ethics and Professional Behavior**  
3 Credits  
This course will introduce students to the ethical and professional guidelines for Board Certified Behavior Analysts. The course will describe behavior analysts’ responsibilities to their clients, and will review ethical guidelines for assessment, treatment, and research. Students will learn to describe and apply professional and ethical guidelines specifying the Behavior Analysts’ responsibility to their clients, colleagues, and field and to society.
Master of Arts in Psychology

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.

CN515 – Substance Use and Addiction 3 Credits
This course introduces students to contemporary theory and research regarding the epidemiology, etiology, and treatment of substance use and addiction, and co-occurring disorders. The course will cover basis concepts of addiction, ensuring quality care as a counselor, providing client-centered care, understanding prevention, intervention and outreach strategies, supporting recovery and addressing health-related needs.

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.

CP505 – Orientation MA Psychology Program 0 Credits
This is an online orientation to the MA in Psychology program. It covers an overview of the college, services available through the Students Services office, technology, academic advising, professional development and the academic and ethics requirements of the programs. Students will gain knowledge on the graduate student handbook and the program handbook and will be ready to begin classes after completing the orientation.

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.

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.

**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.

**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 uphold 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.

**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.

**PS801 - Ethics, Standards, and Professional Practice**  
3 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.

**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
RS610 – Research and Program Evaluation  
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.
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.

CN500- New Student Counseling Program Orientation 0 Credits
Before the beginning of the first term of enrollment in the CMHC program, students participate in a new student orientation that covers: the college and program handbook; ethical and professional obligations; personal growth expectations as counselors-in-training; eligibility for licensure/certification as counselors; academic advising; meeting peers and program faculty; social media and professional etiquette; giving and receiving professional feedback; technology and library services; wellness, self-care and academic resources.

CN501/CN502 – Clinical Skills and Practicum I&II 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.

CN515-Substance Use and Addiction Evaluation and Treatment 3 Credits
This course introduces students to contemporary theory and research regarding the epidemiology, etiology, and treatment of substance use and addiction, and co-occurring disorders. The course will cover basis concepts of addiction, ensuring quality care as a counselor, providing client-centered care, understanding prevention, intervention and outreach strategies, supporting recovery and addressing health-related needs.
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/CN602 – Mental Health Counseling Internship I&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 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.

CN621-Approaches to Comprehensive Addiction Treatment 3 Credits
This course surveys the role of the counselor within the continuum of addiction treatment and exposes the student to a variety of topics that are relevant to the delivery of integrated services. Topics will include co-occurring disorders and treatment considerations for infectious disease (HIV/AIDS, Hepatitis, Sexually Transmitted Infections), specific interventions for nicotine, caffeine, and process (behavioral) addictions; integrated theories of substance use treatment; crisis intervention; outreach; program evaluation and staff supervision. Course pre-requisite: COU CN515-Substance Use and Addiction Evaluation and Treatment.

CN622 – Family and Community Interventions for Substance Use and Addictions 4 Credits
The course will provide advanced study in family and systems theory of substance use and addictions treatment, including theories and evidence-based practices. Community reinforcement approaches as well as multi-modal programs that integrate community recovery, trauma-informed therapy, group and individual counseling, and medication-assisted therapy will be covered. The course will also address the unique role of family interventions for substance users for both acute treatment and relapse prevention. Course pre-requisite: COU CN515-Substance Use and Addiction Evaluation and Treatment.

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. Pre-requisites: CS500, CS501 and CX510.

**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.

**ET640-Psychotherapy 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.

**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.

**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.
FX650 – Therapy with Couples  
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.

GR501 – Group Counseling and Psychotherapy  
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.

LS659 – Lifespan Development  
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.

PC612- Behavioral Medicine Interventions  
This second of the required three-course sequence for students in the Health and Behavioral Medicine area of emphasis will focus on translating various models and theories into evidenced-based treatment interventions. Students will gain hands on experience with an array of stress reduction strategies. The course will cover health behavior change models and their application to behaviors that impact health and disease. Additionally, we will examine various CBT interventions for behavioral health conditions. Much of the context covered will be seen from a public health perspective as we consider the impact of social determinants on population health. Lastly, we will address several common chronic health conditions and students will integrate content covered throughout the semester in a final project. This course is embedded in a biopsychosocial model, the impact of stress on every bodily system, and an appreciation of social context, diversity and difference, power/privilege and oppression.

PS635 – Professional Issues and Ethics  
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.

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.
Clinical Mental Health Counseling Program (Online)

**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.

**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.

**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.

**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.
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. Pre-requisite: 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

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/CS702 – Internship Seminar A/B  
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.

CX610-Counseling and Psychotherapy in Schools  
3 Credits
This course explores theoretical foundations and practical interventions involved in counseling and psychotherapy with children and adolescents, particularly as applied in school settings. Topics include establishing rapport, family-school collaboration, ethical responsibilities, intervention planning, psychodynamic techniques, 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: Clinical Practice.

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-Pract II: Psychoed Assessment and Integration

FP601/602 – Practicum III /IV: 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.

**FP701/FP702 – Internship A/B**  
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.

**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.

**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 Method 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.

SN512 – Educating Children and Adolescents with Special Needs 3 Credits
This course provides an overview of P-12 students with disabilities who require special education services, Section 504 accommodations, and/or other specialized educational supports. The course devotes significant attention to legal mandates that have shaped current practices. Students examine characteristics and educational needs of children and adolescents with high incidence disabilities (i.e., learning disabilities, intellectual impairments, emotional and behavioral disorders, executive functioning impairments, and speech and language disabilities), and an introduction to children with low incidence disabilities. Particular emphasis is placed on (1) identifying appropriate evidence-based interventions; (2) establishing positive relationships with parents and guardians and identifying common parental perspectives; (3) limitations of prevailing systems for service delivery; (4) universal design for learning; and (5) social influences on onset and treatment of disabilities. Other topics include disproportionality in special education, inclusion, transitional planning, 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.

FP734FP735- Field Placement I&II: MAOP 2 Credits
The Field Placement course sequence will support students as they apply their developing Organizational Psychology competencies through the experience of an 80-hour field project within an organization. The field projects are supervised closely by the Field Placement instructor through bi-weekly mandatory live webinars and evaluations at the mid-point and completion of the projects.

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.

OS900- Advanced Organizational Psychology Seminar 2 Credits
The Advanced Organizational Psychology Seminar will prepare students to create their own practice as Organizational Psychologists. Students will examine ethical implications of working in organizational psychology, learn negotiation skills, and develop a business plan and professional proposal for their future practice.

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.

**PR851 - Capstone I**
1 Credit
This two-semester course sequence of Capstone 1 and Capstone 2 supports students in completing a theoretical or project-based Capstone that enhances student’s academic writing and research skills as well as their expertise in an area of organizational psychology. The Capstone project requires a final presentation on the student’s research to be completed at the weekend in residence. Capstone culminates with the completion of comprehensive exams to assess the learning and development of students in the MAOP program to determine competency to practice as organizational psychologists in the field.

**PR852 - Capstone II**
1 Credit
This two-semester course sequence of Capstone 1 and Capstone 2 supports students in completing a theoretical or project-based Capstone that enhances student’s academic writing and research skills as well as their expertise in an area of organizational psychology. The Capstone project requires a final presentation on the student’s research to be completed at the weekend in residence. Capstone culminates with the completion of comprehensive exams to assess the learning and development of students in the MAOP program to determine competency to practice as organizational psychologists in the field.

**PR853PR854 - Continuing Capstone**
0 Credit
Continuation of Capstone

**ST500 – Foundations of Organizational Development**
3 Credits
This course equips the student with the fundamental understanding of organizational structure, process, behavior, rules, roles and functions. It focuses on organizational change in today’s fast paced, high-tech, and global environment. The context, era, and principles upon which companies were founded will also be considered. These constructs are examined with regard to how they support or hinder achieving an organization’s mission. Factors involved in planning and executing changes in organizational structure systems and dynamics are considered. The design of systems and subsystems, and how they impact human behavior, is also covered.

**ST501- Designing Organizations, Groups and Teams**
3 Credits
This course focuses on applying the fundamentals learned in prior courses using case examples and mock organization redesigns. Students work in teams on scenarios involving mergers, acquisitions, downsizing, or other significant organizational changes. This course is intended to deepen students’ understanding of the challenges, techniques, burdens, and successes associated with initiating and implementing major changes within organizations, while they apply newly acquired understanding of and practitioner skills with human behavior. Pre-requisite: OP600.
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 3 Credits
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.
Organizational Leadership Masters (Online)

OL602 – Identifying High Performance Leaders: Assessment and Practicum  4 Credits
The skills needed to perform Leadership Assessment are integral to identifying high performance leaders and vital for succession planning. This course teaches students assessment techniques such as structural behavioral interviewing and qualitative coding and analysis. Students will learn how to use empirically based measures to assess candidates for hire and promotion and inform leadership developmental plans. This course begins with 5 weeks dedicated to learning how to perform a leadership assessment and is followed by 6 weeks/20 hours of supervised practicum where students will assess and then debrief a leader in the field. Students will be supported in this work by attending a weekly virtual seminar. The course culminates with reflections and examination of the success and impacts of their work with the leader to highlight and ground learnings with application.

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.

PR851- Capstone I  1 Credit
This two-semester course sequence of Capstone 1 and Capstone 2 supports students in completing a theoretical or project-based Capstone that enhances student’s academic writing and research skills as well as their expertise in an area of organizational psychology. The Capstone project requires a final presentation on the student’s research to be completed at the weekend in residence. Capstone culminates with the completion of comprehensive exams to assess the learning and development of students in the MAOP program to determine competency to practice as organizational psychologists in the field.

ST500 – Foundations of Organizational Development  3 Credits
This course equips the student with the fundamental understanding of organizational structure, process, behavior, rules, roles and functions. It focuses on organizational change in today's fast paced, high-tech, and global environment. The context, era, and principles upon which companies were founded will also be considered. These constructs are examined with regard to how they support or hinder achieving an organization's mission. Factors involved in planning and executing changes in organizational structure, systems and dynamics are considered. The design of systems and subsystems, and how they impact human behavior, is also covered.
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.

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.

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.

BX701- Adult CBT Theory and Practice 3 Credits
This course focuses on using learning theory and social cognitive models to understand human behavior as well as applying constructs from these models to cognitive behavioral therapy. The course will begin with an introduction to clinically-relevant concepts in learning theory (including classical and operant conditioning) and social cognitive theory. The course will then address the application of these concepts to cognitive-behavioral assessment, case formulation and treatment. Cognitive behavioral strategies used to treat several disorders encountered in clinical work with adults will be covered including (among others) depressive disorders, anxiety disorders, and alcohol use disorder.
BX702- Child/Adolescent CBT Theory and Practice 3 Credits
This course focuses on learning theory and its application to cognitive-behavioral interventions to treat the major psychological disorders of childhood and adolescence. The course begins with an introduction to clinically-relevant foundational concepts in learning theory, including classical and operant conditioning, and then proceeds to a survey of social cognitive theory. The course then addresses the application of these concepts to cognitive-behavioral assessment and case formulation and treatment. Practice-oriented clinical skills as well as background research will be covered as regards mood disorders, anxiety disorders, trauma-related disorders, disruptive behavior disorders, substance use disorders, and ADHD, among others. Interventions will be considered for patients from 3 to 18 years of age. For the most part, this is a how-to course; students will learn essential techniques, they will learn how to use them individually and in combination, and they will learn how to proceed when the techniques do not work. 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.

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

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.

**CC569- Kenya Immersion**
1 Credit

**CE900-Continuous Enrollment**
0 Credits

**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.

**CS606/CS607- Introduction to Clinical Practice I&II**
2 Credits
The seminar is designed to teach the clinical and ethical competencies needed as students undertake professional training. Perspectives on multiculturalism and diversity are addressed throughout the course, as are issues related to the clinical encounter, professional role definition, boundary management, multi-disciplinary collaboration, management of collateral relationships, ethical and legal obligations, treatment options, and measurement of treatment efficacy.

**CS706/CS707- Clinical Practice I&II**
2 Credits
This year long course will expand students’ fundamental skills relevant to clinical psychology in the following areas: case conceptualization, differential diagnosis, treatment planning, evaluating treatment progress/efficacy, and clinical writing. Students will deepen their understanding of the working alliance, cultural factors and ethics in the treatment of mental health conditions. They will learn to locate and appraise evidence relevant to clinical care. Students will further explore their professional identities and gain understanding of their roles within systems of care. This course will emphasize application of knowledge and skills in students’ current practice settings. It will incorporate material on the care of children, adolescents, and adults.

**CS900/CS905- 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.

**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.
**CX540-College Mental Health Practice**  
2 Credits  
This course presents students with a broad overview of professional practice in the contemporary college mental health setting and provides them with an advanced forum for exploring and discussing their field experiences with college student populations. Topic areas covered include: a developmental and systemic / ecological perspective of college student mental health; the role of the counseling center and counseling center therapist in the campus community; current issues and controversies in college mental health (including but not limited to ethical, diagnostic, and treatment dilemmas); and the major clinical and developmental presentations common to the setting, including: adjustment issues; homesickness; academic underachievement; learning disabilities; anxiety and mood disorders; substance abuse disorders; eating disorders; learning disabilities; the suicidal student; the and special issues pertinent to working with LGBTQ students; international students; ethnic minority students; returning students / mature learners; returning veterans; and students with chronic medical and / or chronic psychiatric illnesses. Against this very broad backdrop, the course will present a practical framework for therapeutic interventions that are developmentally-focused, evidence-based, and mindful of issues of diversity as applicable. An added feature of this course is a workshop in short-term psychotherapy with college populations.

**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.

**ET701-Exposure Therapies for Anxiety Disorders**  
3 Credits  
This course addresses the theory and practice of exposure based therapeutic interventions for the anxiety disorders. Previous introductory/survey coursework in Learning Theory, CBT, and Neurophysiology, and Cognitive Neuroscience is extended and focused on the treatment of Panic Disorder, OCD, PTSD, and Phobia. This theoretical refinement includes instruction in application of Inhibitory Learning, Rescorla-Wagner Model, Neurophysiology and Cognitive Neuroscience of Autonomic Nervous System Sympathetic Arousal, and Avoidance Conditioning models of anxiety acquisition and regulation. Empirically validated treatment manuals will be use to guide instruction in Exposure and Response Prevention (ERP) for conditioned emotional responses, and Cognitive Processing Therapy (CPT) and Prolonged Exposure (PE) for responses to traumatic stimuli.

**FP630/FP635-Clinical Practicum I**  
3 Credits  
A year-long planned and organized clinical experience in an approved setting. Co-requisite: CS600

**FP750/FP755- Clinical Practicum II**  
3 Credits  
A year-long planned and organized clinical experience in an approved setting. Pre-requisite: Co-requisite: CS700
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FP830</td>
<td>Advanced Clinical Practicum I</td>
<td>5</td>
<td>A year-long planned and organized clinical experience in an approved setting. Prerequisite FP755</td>
</tr>
<tr>
<td>FP850</td>
<td>Advanced Clinical Practicum II</td>
<td>5</td>
<td>A year-long planned and organized clinical experience in an approved setting. Prerequisite: FP835, co-requisite: CS900</td>
</tr>
<tr>
<td>FP904</td>
<td>Additional Applied Training</td>
<td>0</td>
<td>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.</td>
</tr>
<tr>
<td>FP922</td>
<td>Extended Internship Training</td>
<td>0</td>
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<tr>
<td>FP925</td>
<td>Advanced Clerkship/Fieldwork</td>
<td>0</td>
<td>A planned and organized clinical or other experience by special arrangement. Open only to students in the doctoral program in Clinical Psychology.</td>
</tr>
<tr>
<td>FP940</td>
<td>Clinical Internship I</td>
<td>3</td>
<td>A year-long planned and organized clinical experience in an approved setting. Prerequisite: FP835, Co-requisite: CS900. NOTE: this course is for students enrolled in the William James College APA Pre-doctoral Internship Consortium program.</td>
</tr>
<tr>
<td>FP950</td>
<td>Clinical Internship II</td>
<td>3</td>
<td>A year-long planned and organized clinical experience in an approved setting. Prerequisite: FP945. NOTE: this course is for students enrolled in the William James College APA Pre-doctoral Internship Consortium program.</td>
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<tr>
<td>FP960</td>
<td>Internship</td>
<td>1</td>
<td>A year-long planned and organized clinical experience in an approved setting. Prerequisite: FP855.</td>
</tr>
<tr>
<td>FX615</td>
<td>Clinical Practice of Family and Systems Therapy</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>FX621</td>
<td>Couples Therapy</td>
<td>2</td>
<td>This course works with the couples’ dynamics and history and with the therapist's technical and affective experience in addressing the need of couples. Couples therapy can be one of the most exciting as well as challenging psychological interventions. The course is designed to evolve clear strategies for intervention</td>
</tr>
</tbody>
</table>
in couples work. Particular attention will be paid to the couple’s session as a microcosm of the relationship and to the therapist’s interventions in the session. Pre-requisite: FX515.

**FX701 - Family Systems Theory and Practice**  
3 Credits  
This three-credit course offers an integrated psychotherapy framework by examining various modalities of treatment based on a family systems conceptualization. The course covers in depth the rich traditions and historical foundations of family therapy in systems and cybernetic theory, more recent post-modern approaches, and contemporary evidence-based treatment models for a variety of diagnostic conditions and family problems. Lectures and class discussions will be supplemented by video recordings, instructor demonstrations, and focused practice exercises to help students acquire empirically supported assessment and intervention skills. The cultural, class, and spiritual context of family life will be emphasized throughout the semester with critical reflection on how socially embedded factors including race, class, gender, and sexual orientation impact family functioning, resilience, and development.

**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.

**GE600 - Biopsychosocial Influences on Integrated Health Care**  
2 Credit  
This course examines the biological, psychological, and social dimensions of aging taking into account the social, political and economic factors that impact integrated health and the aging experience with older adults. Social, political and economic theory will be incorporated as a framework for understanding resource allocation, priorities and cultural considerations. The impact of these factors on healthy aging related to income, housing, healthcare, employment and policy is explored.

**GR521 - Theory of Group Dynamics**  
2 Credits  
This course is designed to provide basic understanding of groups through didactic and experimental learning. Critical facets of group functioning are studied and experienced to apply key concepts that are relevant to and alive in groups: boundaries, contract, development, cohesiveness, conflict management, and working alliances. These concepts will be examined in a variety of groups to help students to understand critical events which occur in any type of large or small group. Open only to students in the doctoral program in Clinical Psychology.

**GR523 - Clinical Practice of Group Therapy**  
2 Credits  
This course is designed to provide basic understanding of groups through didactic and experimental learning. Critical facets of group functioning are studied and experienced to apply key concepts that are relevant to and alive in groups: boundaries, contract, development, cohesiveness, conflict management, and working alliances. These concepts will be examined in a variety of groups to help students to understand critical events which occur in any type of large or small group. Prerequisite: GR521.
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 psychoneuroimmunology stress and health. The course examines the contributions of learning theory and cognitive behavioral models, learned helplessness and self-efficacy, stress and coping with an emphasis on social bases of health and disease, Engel's 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 Health Psychology 2 Credits
This course will examine how the theoretical foundations of Health Psychology explored in the prerequisite HP 530 are applied in clinical practice. This seminar will begin with a survey of the assessment strategies of the clinical health psychologist including bio-psychosocial approaches, interview, observational, and behavioral methods and paper and pencil measures. Students will then proceed to a survey of individual, group, family and large systems interventions, an examination of medical adherence, and conclude with a discussion of supervisory and consultation issues in the field. Students will also conduct a semester long project in which they become experts in the assessment, intervention, supervision, and consultation approaches in one specific illness and age group. Open only to students in the doctoral program in Clinical Psychology. Pre-requisite: HP530.

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- Spiritual, Jung and the Use of Image 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.

IP600- Introduction to Program Management 2 Credits
Clinical psychologists are often required to serve as managers but rarely have training in the basic elements of business and management. In particular, as the practice of behavioral health transforms, there will be increasing need for clinical psychologists to play management roles, especially within the clinical service delivery systems in which many psychologists work. This course will introduce students to the basic elements of program management, business management, and management effectiveness. This knowledge and the relevant skills will be placed in context of the clinical goal of
designing, developing, and managing effective services. Service organizations succeed when they are efficient at achieving valuable goals, so clinical effectiveness is the foundation for their business success. Students will complete a program proposal that is designed to demonstrate introductory competence with the domains of program conceptualization, strategic staff management, staff performance monitoring, resource and budget management, and evaluation of program effectiveness.

**LS659-Lifespan Development**  
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**  
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-Adult Forensic Psychology**  
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.

**MH520-Law and Mental Health**  
This course provides a basic conceptual understanding of the interface between the legal and mental health systems, highlighting both existing problem areas and potential methods for more constructive interdisciplinary interaction. After an introduction to the legal system, the training of lawyers and the problems of interdisciplinary communication, the course explores interface issues through commitment, right to treatment, right to refuse and deinstitutionalization.
MH625 - Forensic Assessment  
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  
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.

NP550 - Functional Neuroanatomy  
This course provides students with a comprehensive overview of the structure and function of the central nervous system. Neurons, neuronal communication, and the major sensory, motor, and integrative neural systems of the human brain will be covered, as well as the neural underpinnings of various higher-order cognitive functioning, such as attention, executive functioning, language, memory, and emotions. Foundational information will be integrated with cases to understand the multiple biological bases of behavior, such as neural, physiological, and anatomical. In vivo techniques for examining the brain’s structure and function is also addressed from both clinical and research perspectives.

NP601 - Neuropsychological Assessment  
This course is designed as an intermediate-level course that builds upon the basic principles learned in the WJC psychological assessment sequence as well as the functional neuroanatomy course and applies them to the field of neuropsychology. During this course, students will learn about the theoretical and practical issues surrounding neuropsychological assessment in pediatric and adult populations 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 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  
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.

NP670- Neuropathology
This advanced-level course will focus on the complex neuropathology of classes of disorders and syndromes that affect the brain, including but not limited to cerebrovascular disease, cancers/tumor, autoimmune/infectious diseases, seizure disorders, etc. For each disorder/syndrome, basic principles, etiology, epidemiology, neuroimaging, progression/prognosis, and clinical implications will be reviewed. Students will also utilize their knowledge of neuroanatomy and neuropsychological assessment to better understand how to identify, evaluate, and treat the variety of disorders/syndromes discussed and case examples will be used throughout to illustrate how these disorders/syndromes present in real life.

NP701-Advanced Neuropsychology Case Conceptualization
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 multi-cultural 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
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
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
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
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.

PA604-Psychological Assessment of Childhood and Adolescent Disorders
This practice-oriented course will teach the administration, scoring, and interpretation of several psychological measures designed for use with children and adolescents, including those of behavioral adjustment, cognition (intellectual ability, memory and executive functions), adaptive behavior, emotions, and personality. Procedures used to assess some disorders will be taught at the mastery level; these include Attention Deficit/Hyperactivity Disorder (ADHD), intellectual disorders, and the childhood or adolescent variants of depressive disorders, bipolar disorder, anxiety disorders, eating disorders, psychosis, and substance use disorders, among others. Procedures used to assess other disorders will be presented at the introductory level, with students being taught the standards for a competent assessment and for referral to other specialists but not direct evaluation; these include autism spectrum disorders and learning disorders. The course will also cover methods of integrated report-writing and providing oral feedback of test results to children, families, and educators. The proper use and misuse of tests with Black, Latino, immigrant, and English Language Learner clients will be emphasized. The focus will be on those assessment measures that are not taught or are
introduced but not taught fully in other courses. Overlap with pre-requisite courses will be minimized through close coordination among instructors.

PA617- Integrated Assessment: Adult  
2 Credits
Building on previous assessment courses offered in the curriculum, Integrated Assessment: Adult will focus on developing intermediate to advanced competency in applied psychological assessment with adults in multiple clinical arenas. Students will develop proficiency in applying multi-method psychological assessment to real-world clinical problems, and will incorporate a trans-theoretical model of psychological functioning as a means of integrating multiple data sources in arriving at differential diagnosis. Students will further develop competency in all aspects of the assessment process, including: managing appropriate referral questions and planning corresponding test batteries; obtaining informed consent, with a clear understanding of ethical and legal issues; administering comprehensive, yet targeted clinical interviews; assessing suicide and violence risk in the immediate clinical encounter; evaluating mental status; and interpreting / integrating multi-method, multi-source test data into a comprehensive psychological report, with corresponding treatment recommendations and feedback to the clinical team. The course will also review specific clinical topics including: outcomes assessment / program evaluation and legal and ethical issues in psychological assessment. Finally, in keeping with institutional goals of preparing students to contribute to the field of psychology in evolving ways, the course will conclude with a series of modules reviewing how psychological assessment may be applied in non-clinical settings such as employee selection, fertility clinic screening, evaluating of candidates seeking to enter religious life, and industry (clinical trials). Prerequisites: PA601, PA602, CS705, and FP755.

PA618- Integrated Assessment: Child  
2 Credits
Building on previous assessment courses offered in the curriculum, Integrated Assessment: Child will focus on developing intermediate to advanced competency in applied psychological assessment with children and adolescents in multiple clinical arenas. Students will develop proficiency in applying multi-method psychological assessment to real-world clinical problems, and will incorporate a trans-theoretical model of psychological functioning as a means of integrating multiple data sources in arriving at differential diagnosis. Students will further develop competency in all aspects of the assessment process, including: managing appropriate referral questions and planning corresponding test batteries; obtaining informed consent/assent, with a clear understanding of ethical and legal issues; administering comprehensive, yet targeted clinical interviews; assessing suicide and violence risk in the immediate clinical encounter; evaluating mental status; and interpreting / integrating multi-method, multi-source test data into a comprehensive psychological report, with corresponding treatment recommendations and feedback to the family and clinical team. The course will also review specific clinical topics including: adapting the assessment process to accommodate complex profiles and legal and ethical issues in psychological assessment. Finally, in keeping with institutional goals of preparing students to contribute to the field of psychology in evolving ways, the course will conclude with a series of modules reviewing how proficiency in psychological assessment may be applied in non-clinical settings such as school consultations, research studies, guardianship evaluations, and early identification/intervention. Prerequisites: PA601, PA602, CS705, and FP755.
**PA801- Integrated Assessment: Adult**  
3 Credits  
Building on previous assessment courses offered in the curriculum, *Integrated Assessment: Adult* focuses on developing intermediate to advanced competency in applied psychological assessment with adults in multiple clinical arenas. Students develop proficiency in applying multi-method psychological assessment to real-world clinical problems, and incorporate a trans-theoretical model of psychological functioning as a means of integrating multiple data sources in arriving at differential diagnosis. Students further develop competency in all aspects of the assessment process, including: managing appropriate referral questions and planning corresponding test batteries; obtaining informed consent, with a clear understanding of ethical and legal issues; administering comprehensive, yet targeted clinical interviews; assessing suicide and violence risk in the immediate clinical encounter; evaluating mental status; and interpreting / integrating multi-method, multi-source test data into a comprehensive psychological report, with corresponding treatment recommendations and feedback to the clinical team. The course also reviews specific clinical topics including: adapting the assessment process to accommodate complex profiles and legal and ethical issues in psychological assessment.

**PA802- Integrated Assessment: Child**  
3 Credits  
Building on previous assessment courses offered in the curriculum, *Integrated Assessment: Child* will focus on developing intermediate to advanced competency in applied psychological assessment with children and adolescents in multiple clinical arenas. Students will develop proficiency in applying multi-method psychological assessment to real-world clinical problems, and will incorporate a trans-theoretical model of psychological functioning as a means of integrating multiple data sources in arriving at differential diagnosis. Students will further develop competency in all aspects of the assessment process, including: managing appropriate referral questions and planning corresponding test batteries; obtaining informed consent/assent, with a clear understanding of ethical and legal issues; administering comprehensive, yet targeted clinical interviews; assessing suicide and violence risk in the immediate clinical encounter; evaluating mental status; and interpreting / integrating multi-method, multi-source test data into a comprehensive psychological report, with corresponding treatment recommendations and feedback to the family and clinical team. The course will also review specific clinical topics including: adapting the assessment process to accommodate complex profiles and legal and ethical issues in psychological assessment. Finally, in keeping with institutional goals of preparing students to contribute to the field of psychology in evolving ways, the course will conclude with a series of modules reviewing how proficiency in psychological assessment may be applied in non-clinical settings such as school consultations, research studies, guardianship evaluations, and early identification/intervention.

**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. Note: Beginning Fall 2018, students in this course will receive training on the Rorschach — Performance Assessment System (R-PAS) in place of the Exner Comprehensive System.

PR800/PR801- Doctoral Project I&II
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.

PR901/PR904- Doctoral Project III&IV
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.

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.

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.

PT701- Contemporary Psychodynamic Theory and Practice 3 Credits
This course focuses on the fundamental concepts of contemporary psychodynamic theory and practice. The course begins with an introduction to clinically relevant foundational concepts in psychodynamic theory and then addresses the application of these concepts to the treatment of anxiety, depression, attachment disorders, and personality disorders. Students will learn the empirical support for psychodynamic approaches to treatment, with a particular focus on contemporary models of short-term treatment and working with diverse patient populations.

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 perspectives 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.

RS501-Introduction to Psychological Research  2 Credits
This course introduces the scientific method for evaluating psychological research as a basic competency. The emphasis of the course is on establishing basic research skills and the development of critical thinking skills in evaluating research literature through both classroom instruction and hands-on exercises. Students will be exposed to introductory elements of research methodology, statistics, and psychometrics and the influence of culture on these elements. Students will become familiar with scientific concepts, methods, and the evaluation of different sources and kinds of evidence. Students will also practice how to read and evaluate psychological research literature effectively.

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

RS527-Program Development and Evaluation  2 Credits
As healthcare transformation changes opportunities and demands, clinical psychologists will increasingly need to be able to design and develop, monitor, and evaluate clinical and other psychologically-informed programs for organizations. This course will orient and introduce students to an approach to these
topics, using a practice model, to prepare them to be critical consumers and to be able to include these tasks in their professional duties. This class will explore the concepts of responsive methodology in practice, goal matching with professional contributions determined by stakeholders, the stages of program development and implementation, and the relevant steps in the process to design, achieve, and evaluate program results. Students will be trained in the development, monitoring and evaluation (DM&E) model of thinking about programs and services and given hands-on practice in each step in DM&E, leading up to a final draft grant submission for a program of their own design.

**SB700- Treatment of Substance Use Disorders  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 interviewing, behavioral, marital, and pharmacological treatments), and dealing with specific populations.

**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.

**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

CO780- Advanced Consultation Skills in Schools 3 Credits
In this course, students develop advanced knowledge and skills in consultee-centered consultation and systems/organizational consultation. Students will learn about the Instructional Consultation (IC) model in working with teachers on academic or behavioral concerns. Students will engage in consultation in their work settings and/or practicum sites. Participation in feedback sessions will deepen organizational consultation skills. Open only to students in the School Psychology PsyD Program, or by permission of instructor.

FP725/FP726- Doctoral Practicum in Clinical Services I&II 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.

FP801/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.

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.

**PR828-Doctoral Project I: Advanced Research Methods**

3 Credits

This is the first of a three-course sequence that helps the doctoral candidate plan and conduct their doctoral project (DP). Expanding on research methods learned in previous courses, in this course students review and enhance their understanding of commonly used applied research designs, internal and external validity, program evaluation, qualitative methods, survey research, single-subject design, and proper choice of statistical analysis for various designs. The course also promotes further understanding of evidence-based practice and the interplay between social/disciplinary relevance and study feasibility. In addition, students familiarize themselves with the DP process by reading and demonstrating knowledge of the DP Manual. Students also complete an on-line training program, the Collaborative Institutional Training Initiative (CITI), to ensure that they fully understand the ethical responsibilities associated with human subjects research. Incorporating their knowledge of research design and methodology, students propose and discuss topics of interest that may evolve into their doctoral projects. *Open only to School Psychology PsyD students with advisor approval.*

**PR926/PR927- Doctoral Project III: Individual Mentorship I&II**

2 Credits

After completing the Doctoral Class I and II, 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.

**PR950/951- Continuing Project**

0 Credits

If students require additional time to complete their doctoral project, they must register for Continuing Project each semester until completion. Students registering for PR950 must document their DP work

**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.

LP704- Advanced Dialogic Interventions 3 Credits
The main goal of this course is to teach students to use dialogic interventions with sensitivity to differences related to gender, race, ethnicity, etc. This course will explore all aspects of dialogic approaches to Organizational Development including critically examining core assumptions, theoretical foundations, processes of organizational change, and common forms of dialogic practices and interventions. Key differences (and similarities) between diagnostic and dialogic approaches, as well as differences between various dialogic methods, and criteria for their successful use will be examined. This course will also be practice-based with a strong experiential component that allows students to experience first-hand what participating in a dialogic process feels like, and to create a space where students can begin developing skills necessary to intervene dialogically.

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.

LP708- Leadership of Educational Institutions 3 Credits
This course prepares scholarly practitioners to deepen their knowledge and develop the skills needed to provide effective educational leadership in academic settings. The course uses state and national standards for school leaders including the Professional Standards for Educational Leaders established by the National Policy Board for Educational Administration as a framework for introducing the critical
dimensions of educational leadership. Standards established by the National Policy Board provide a research-based understanding of the critical relationship between educational leadership and student learning.

During this course, students will explore the challenges involved in applying the standards and their interrelationship to a variety of educational contexts. As part of the exploration of how to apply standards to the day to day workings of schools, students will study and apply tenets of improvement science as a means of addressing complex, systemic issues within educational institutions. Improvement science provides an organizational framework for studying complex educational issues that focuses on fundamental drivers to a problem so that leaders can apply leverage to shift the conditions within an environment in order to achieve solutions to complex problems.

**LP715- Practicum I Leadership**
1 Credit
This practicum experience follows the completion of the first year of leadership psychology course work. Students are closely supervised as they undertake consultation activities in organizations, research, or higher education settings. Students will propose and implement a consultation assessment or intervention using models to assess, diagnose and intervene at the individual, group and systems levels. Use of action research, a multi-step process, students will settle into the role of the organizational and leadership consultant. Particular emphasis on ethical and diversity issues are emphasized. Open only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of practicum experience throughout the duration of the course.

**LP716- Advanced Leadership 2nd Year Seminar I**
1 Credit
Students will work with a master practitioner and peer coaches to reflect upon their activities and experiences in their practicum setting to enhance skills and professional growth. The course emphasizes best practices in providing organizational development consultation, with an emphasis on evidence-based interventions. This course is for students who have completed their first year of coursework in the Leadership Psychology Program. This seminar course is paired with Practicum 1 Leadership to support the practicum experience.

**LP717- Advanced Leadership 2nd Year Seminar II**
1 Credit
Students will work with a master practitioner and peer coaches to reflect upon their activities and experiences in their practicum setting to enhance skills and professional growth. The course emphasizes best practices in providing organizational development consultation, with an emphasis on evidence-based interventions. This course is for students who have completed LP715 and LP716 Advanced Leadership 2nd Year Seminar 1. This seminar course is paired with Practicum 2 Leadership to support the field experience.

**LP718- Practicum II Leadership**
1 Credit
Students are closely supervised as they undertake consultation activities in organizations, research, or higher education settings. Students will propose and implement a consultation assessment or intervention using models to assess, diagnose and intervene at the individual, group and systems levels. Through the use of action research, a multi-step process, students will help organizations as organizational and leadership psychology consultants. Ethical and diversity issues are emphasized. Open
only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of practicum experience throughout the duration of the course.

**LP719- Leadership Practicum 3**  
1 Credit  
Students are closely supervised as they undertake consultation activities in organizations, research, or higher education settings. Students will propose and implement a consultation assessment and/or intervention using organizational psychology and leadership models to assess, diagnose and intervene at the individual, group and systems levels. Through the use of Action Research, a multi-step intervention process model, students will settle into the role of the organizational and leadership consultant. Particular emphasis on ethical and diversity issues are emphasized. The values and practice guidelines of the field of organizational psychology are emphasized. Open only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of practicum experience throughout the duration of the course.

**LP720- Leadership Practicum 4**  
1 Credit  
Students are closely supervised as they undertake consultation activities in organizations, research, or higher education settings. Students will propose and implement a consultation assessment and/or intervention using organizational psychology and leadership models to assess, diagnose and intervene at the individual, group and systems levels. Through the use of Action Research, a multi-step intervention process model, students will settle into the role of the organizational and leadership consultant. Particular emphasis on ethical and diversity issues are emphasized. The values and practice guidelines of the field of organizational psychology are emphasized. Open only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of practicum experience throughout the duration of the course.

**LP722- Statistics 2: Quantitative Research Methods**  
3 Credits  
This course focuses on the methods and statistics needed to design studies that explore leadership and organizational psychology phenomena. Students proactively explore potential designs for studies on topics they are interested in pursuing in their doctoral project. Interactive learning methods using real-world leadership psychology data will provide students with hands on guidance to understand and master key statistical tests including t-test, ANOVA, and linear regressions. The class will also focus on ethical issues involving the use of human participants. Students will complete their CITI training to conduct research in the behavioral and social sciences.

**LP723- Qualitative Methods of Naturalistic Inquiry**  
3 Credits  
Qualitative research is a method of naturalistic inquiry that explores human systems to generate rich data and make possible emergent theory of organizational behavior. The lived experience of leaders, their teams and organizations is studied under the naturalistic paradigm with the researcher as subjective inquirer. Students learn methods of data collection and analysis that allow them to generate themes that elude quantitative survey methods of assessment. Students will develop grand tour questions, conduct field observations, create protocols, facilitate face to face interviews with organizational actors, and code data using grounded theory to generate themes regarding organizational phenomena. Competencies developed through this course allow students to assess organizations, teams, and groups to come to shared diagnosis with their client companies. These skills are crucial for organizational development and intervention work. Additionally, methodologies presented allow students to embark on future research in the field of organizational and leadership psychology.
LP724- Functional Neuroanatomy 3 Credits
The field of neuroscience has undergone a recent expansion into organizational/leadership development, requiring those practicing in this field to have a greater understanding of how the brain works. This course is designed to provide a foundation in understanding normal brain-behavior relationships. Students will learn basic neuroanatomy and fundamental physiological processes that allow the brain to control various behaviors, with a special emphasis on topics that apply when working with organizations and leaders, such as the physiology of attention/engagement, stress, motivation, reinforcement, decision making, learning, and emotional processing.

LP729- Organizational Assessment and Intervention 3 Credits
Understanding and being able to create, administer, and evaluate surveys of all types is an important skill for the organizational psychologist. Students will demonstrate fluency with the fundamentals of research design, research questions, and hypotheses and hypotheses testing. Students will create a survey to gather data on an organizational psychology phenomenon they want to study. Based on the science of scale development students will design an instrument to test theories in leadership psychology. They will use Qualtrics to administer the online survey to collect data. Results will be analyzed in SPSS. The survey will allow students to work with real time data to learn basic statistical methods including measures of central tendency, variability, and correlations. In addition, students will evaluate the psychometric properties of their scales by testing for validity, reliability and test dimensionality (factor analysis).

LP730- Advanced Leadership Seminar 3 1 Credits
Students will work with a master practitioner and peer coaches to reflect upon their activities and experiences in their practicum setting to enhance skills and professional growth. The course emphasizes best practices in providing organizational development consultation, with an emphasis on evidence-based interventions. This course is for students who have completed their first year of coursework in the Leadership Psychology Program and LP715-LP718. This seminar course is paired with a corresponding Practicum course and is designed to support the practicum experience by establishing a peer coaching group to ensure the work of the student in the field is at professional standards of high quality.

LP731- Advanced Leadership Seminar 4 1 Credits
Students will work with a master practitioner and peer coaches to reflect upon their activities and experiences in their practicum setting to enhance skills and professional growth. The course emphasizes best practices in providing organizational development consultation, with an emphasis on evidence-based interventions. This course is for students who have completed their first year of coursework in the Leadership Psychology Program and LP715-LP718, and Advanced Leadership Seminar 3 and Practicum 3. This seminar course is paired with a corresponding Practicum course and is designed to support the practicum experience by establishing a peer coaching group to ensure the work of the student in the field is at professional standards of high quality.

LP736- Organizational Development and Change 3 Credits
This course covers theoretical foundations and practical methodologies and ethics of organizational development intervention Psychological models of individual, group and systems level change are offered as a framework for consulting to anxiety, differentiation and integration in human systems. The key steps in action research intervention including; entry and contracting, diagnosis, intervention design, implementation and evaluation will be reviewed. 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. Problem based learning methodologies including the use of real world cases are used to help students apply what they are learning and develop their organizational development practice models.

LP737- Adult Development 3 Credits
This course will introduce students to the field of adult developmental psychology. We will cover major theories and approaches to adult development such as Carl Jung, Jean Piaget, Erik Erikson, Jane Loevinger, Daniel Levinson, and Ken Wilber. Students will also learn Kegan’s constructive developmental framework as well how this theory is being applied to facilitate adult growth in businesses, schools, and other kinds of organizations. Our focus will be on how each theorist defines psychological maturity; how gender, culture[1], and organizations impact adult development; and how leadership effectiveness may be linked to the developmental levels of leaders. Students will be asked to apply the concepts they are learning to themselves and organizations they have worked in or currently are working in.

LP741- Adaptive Leadership and Resistance to Change 3 Credits
Change is a complex process. The deeper and more extensive the change, the greater the likelihood there will be significant resistance. Studying the works of Heifetz, Kegan, Lahey and Argyris students will explore in-depth models of change with particular attention to the Adaptive Leadership and Immunity to Change models. We will analyze approaches to transformative change at the individual, team, and organizational level. We will also examine resistance in its many forms to better understand it and to work with it in the service to making change efforts successful.

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.
LP764- The Neurobiology of Leadership  
3 Credits
Neuroscience as applied to leadership is a new field of study drawing on the latest brain research to 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.

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.

LP803- International Organization Theory  
3 Credits
All organizations operate on a global scale first hand or through key stakeholder networks. Leaders in dynamic, global firms face tensions, dilemmas, and challenges of plurality, diversity, indeterminacy, and fragmentation. International Organization Theory (IOT) allows leaders and OD practitioners to analyze, design, and intervene in organizations and systems coping with rapid change, greater complexity, and globalization by examining IOT models such as the Tensegrity Mandala model. In this course, we will take a multi-lens approach to diverse and global organizations - what they are, how they function, and why they operate the way they do so that we may become more effective change agents/interventionists and leaders in these systems. We will consider classic to post-modern theories about several core IOT interfaces ranging from organization-market relations to organizational culture. We will consider these topics separately and how they interrelate through levers like change, innovation, learning, and organizational identity. Students will practice applying an understanding of theory using experience, imagination, and critical thinking to analyze challenging questions presented in case studies and real company issues. The mixed format of the class will include lectures and discussions, case analyses, group work, and other experiential activities.

LP810- Team and Group Development  
3 Credits
Teams and groups are at the center of organizational life. Their capacity to function at a high level can make or break an organization. This course explores the underlying theories of group dynamics and team development including group formation, group development, performance, conflict, life cycle and other key elements. Leaders and organizational development practitioners need to be able to assess, diagnose, and intervene at the team level. Students will learn how to do all three. Throughout, the course will relate theories to organizational cases, employee behavior, and leadership practices.

LP811- Negotiation and Conflict Resolution  
3 Credits
Negotiation and conflict resolution skills are vital to students’ future success as leaders and consultants in an increasingly complex and diverse world. This course will promote students' ability to see conflicting perspectives through the lived experience of all parties including their own. Principal objectives of this course are to ensure students are more aware of their negotiation and conflict resolution styles, develop a repertoire of tools to apply, and directly experience a wider range of situations in which they can apply
learnings in real time. Students will develop the ability to enable and maintain open and productive dialogue during conflict so that all parties are heard, all assumptions are open to challenge, and more inclusive and innovative solutions emerge.

**LP902- Doctoral Project II: Leadership**

1 Credits

This is the second of a three-course sequence that helps the doctoral candidate plan and conduct the doctoral project. Students familiarize themselves with the doctoral project process by reading and demonstrating knowledge of the Doctoral Project Manual and by attending a doctoral project colloquium. Students complete an on-line training program, the Collaborative Institutional Training Initiative (CITI), to ensure that they fully understand ethical responsibilities associated with human subjects research. Students complete a Doctoral Project Proposal that articulates the research problem, critically analyzes the relevant academic literature, and describes a method for studying the research question. The Proposal must be approved by all members of the student’s Doctoral Project Committee and will be reviewed by William James College Institutional Review Board (IRB).

**LP903- Doctoral Project III-Leadership**

2 Credits

Course description: The doctoral project sequence supports students through 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. In DP3 the students are culminating their research or applied project by describing the results and discussing implications.

**LP905/LP906- Fourth Year Practicum I&II: Leadership**

2 Credits

This practicum experience follows the completion of the third year of leadership psychology coursework. Students are closely supervised as they undertake consultation activities in organizations, research, or higher education settings. Students will propose and implement a consultation assessment and intervention using diagnostic and implementation models at the individual, group and systems level. Use of action research, a multi-step process, allows the students to demonstrate advanced understanding of theory and practice. Particular emphasis on ethical, multicultural and diversity issues that relate to field work are emphasized. Open only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of practicum experience throughout the duration of this two course sequence (Fourth Year Practicum 2).

**LP910/LP911- Advanced Leadership Fourth Year Seminar I&II**

4 Credits

In this seminar Leadership Psychology students will work under the supervision of an advanced practitioner to embark on their work with organizational clients in the field. They will function as a peer coaching group to analyze and reflect upon their activities and experiences in their practicum setting to enhance skills, professional growth and identity development. In doing so, students will study best practices in providing organizational development and leadership assessment, diagnoses and evidence based interventions. This course is for students who have completed their third year of coursework in the Leadership Psychology Program and is paired with Practicum it support their practicum experience. This is the first course of a two-course sequence that will span two semesters.
LP912-Leading Nonprofits and Non-Governmental Organizations 3 Credits
Leading Nonprofits and Non-Governmental Organizations (NPs/NGOs) gives students the opportunity to apply leadership theories and practices to grassroots agencies often created to address social, economic and political disparities both nationally and internationally. Students will examine various concepts tied to leadership such as power and accountability, strategic planning, succession planning, and legal and ethical issues. Students will examine the influence of external influences (stakeholders, global value migration and trends) in the development and operation of NPs/NGOs. As part of the course, student will complete an in depth investigation and analysis of an NGO or NP of choice and will update their leadership development plans to include specifics of their potential role in and contributions to capacity building for the identified NGO or NP.

LP915-Internship I 1 Credits
Internship 1 is an advanced practicum within a client system that the student contracts to enter, intervene and evaluate collaboratively. Students will follow the tenants of action research, organizational development ethics, and principles of healthy helping relationships in working with their clients. Students will demonstrate mastery in application of action research but also in using change models to diagnose and intervene at either the individual, group or systems levels. Internship denotes a level of autonomous skill and deep understanding of the art and practice of organizational psychology consultation. Open only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of practicum experience throughout the duration of the course and must attend the supervision course, Leadership Seminar 5 when they take this course.

LP916-Internship II 1 Credits
This is the last course in the practicum sequence and like LPXXX Internship 1 is an advanced field practicum within a client system that the student contracts to enter, intervene and evaluate collaboratively following the tenants of action research, organizational development ethics, and principles of healthy helping relationships. Students will demonstrate mastery in application of action research but also in using change models to diagnose and intervene at either the individual, group or systems levels. Internship denotes a level of autonomous skill and deep understanding of the art and practice of organizational psychology consultation. Open only to students in the doctoral program in Leadership Psychology. Students will complete 150 hours of field practicum experience throughout the duration of the course and must attend the companion supervision course, LPXXX Leadership Seminar 6, when they take this course.

LP917-Leadership Seminar IV 1 Credits
Advanced level (year 3 and 4) Leadership Psychology doctoral students will participate in this supervision course with faculty who are master practitioners and other student peer coaches to guide their work in the client system. The supervision group meets weekly to consider the psychological landscape of the client system and of the change agent. The supervision sessions consider the art and practice of organizational and leadership consultation at the mastery level. This course is for students who have completed Leadership seminars 1-4 and is only open to Leadership Psychology Psy.D. students.

LP918-Leadership Seminar 6 1 Credits
Advanced level (year 3 and 4) Leadership Psychology doctoral students will participate in this last supervision seminar course with faculty who are master practitioners and other student peer coaches to
guide their work in the client system. The supervision group meets weekly to consider the psychological landscape of the client system and of the change agent. The supervision sessions consider the art and practice of organizational and leadership consultation at the mastery level. This course is for students who have completed Leadership seminars 1-5 and is only open to Leadership Psychology Psy.D. students.

**LP919- Doctoral Project II**
2 Credits
The doctoral project sequence supports students through 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. In DP two students typically embark on their research or project with the support of their first and second readers. Pre-requisite: LP802.

**LP920- Doctoral Project III**
3 Credits
The doctoral project sequence supports students through 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. In DP3 the students are culminating their research or applied project by describing the results and discussing implications. They also hold their colloquium. Pre-requisite: LP802

**LP950- Continuing Doctoral Project**
0 Credits
Continuation of doctoral project
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 and 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.

**AC800- Global Mental Health: Program Development and Evaluation**  2 Credits
This course in the Global Mental Health and African and Caribbean Mental Health Concentrations is designed to provide students with the knowledge base, skills, and hands-on experience to develop and evaluate programs. Specifically, the interdependent steps in program development and evaluation, from a needs assessment, program implementation to planning and conducting the evaluation are addressed. In Part 1 of the course, students will outline a program from a set of facts, out of which they will define the aims, objectives and priorities of a program, and describe how the program will be implemented, monitored and evaluated. In Part 2, Program Evaluation Workshops, students will develop and design methods to evaluate on-going programs in Global and African and Caribbean Mental Health, such as programs in Haiti, Kenya, and Guyana.
Global Mental Health (GMH)

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.

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.

AC800- Global Mental Health: Program Development and Evaluation 2 Credits
This course in the Global Mental Health and African and Caribbean Mental Health Concentrations is designed to provide students with the knowledge base, skills, and hands-on experience to develop and evaluate programs. Specifically, the interdependent steps in program development and evaluation, from a needs assessment, program implementation to planning and conducting the evaluation are addressed. In Part 1 of the course, students will outline a program from a set of facts, out of which they will define the aims, objectives and priorities of a program, and describe how the program will be implemented, monitored and evaluated. In Part 2, Program Evaluation Workshops, students will develop and design methods to evaluate on-going programs in Global and African and Caribbean Mental Health, such as programs in Haiti, Kenya, and Guyana.
XX500-The Impact of COVID-19 on a Resettled Refugee Community 1 Credit

This Directed Study is designed to provide the background and preparation for Center for Multicultural and Global Mental Health (CMGMH) Concentration students participating in a local immersion experience to address the social emotional well-being of resettled refugees. In partnership with the Refugee Dream Center in Providence Rhode Island, and following a needs assessment with the Director and Program Manager, the immersion program will undertake: 1) An assessment of the public health and psychological impact of COVID-19 on the refugee community in order to identify how to improve primary care; 2) Identify what refugees need during the pandemic and post pandemic recovery process, economically and psychologically.

Latino Mental Health Program (LMHP)

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.

CS790/CS791- 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.

Military & Veterans Psychology (MVP)
MV515 - Military Family 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).

MV545 - Military Psychology and Culture  
2 Credits
This course will examine the active duty and post-discharge experiences of service members, and their families, who have served in the United States militant'. 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 shady 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.

Asian Mental Health

AM600 - Introduction to Asian Cultures: The Asian Experience in the United States  
2 Credits
This course introduces students to different Asian cultures that are prominent in the U.S. It provides an overview of the history, impact of colonialism, politics and other social characteristics. The unique as well as common aspects of these cultures will be discussed. The course is geared towards first year students planning to join the Asian Mental Health Program.