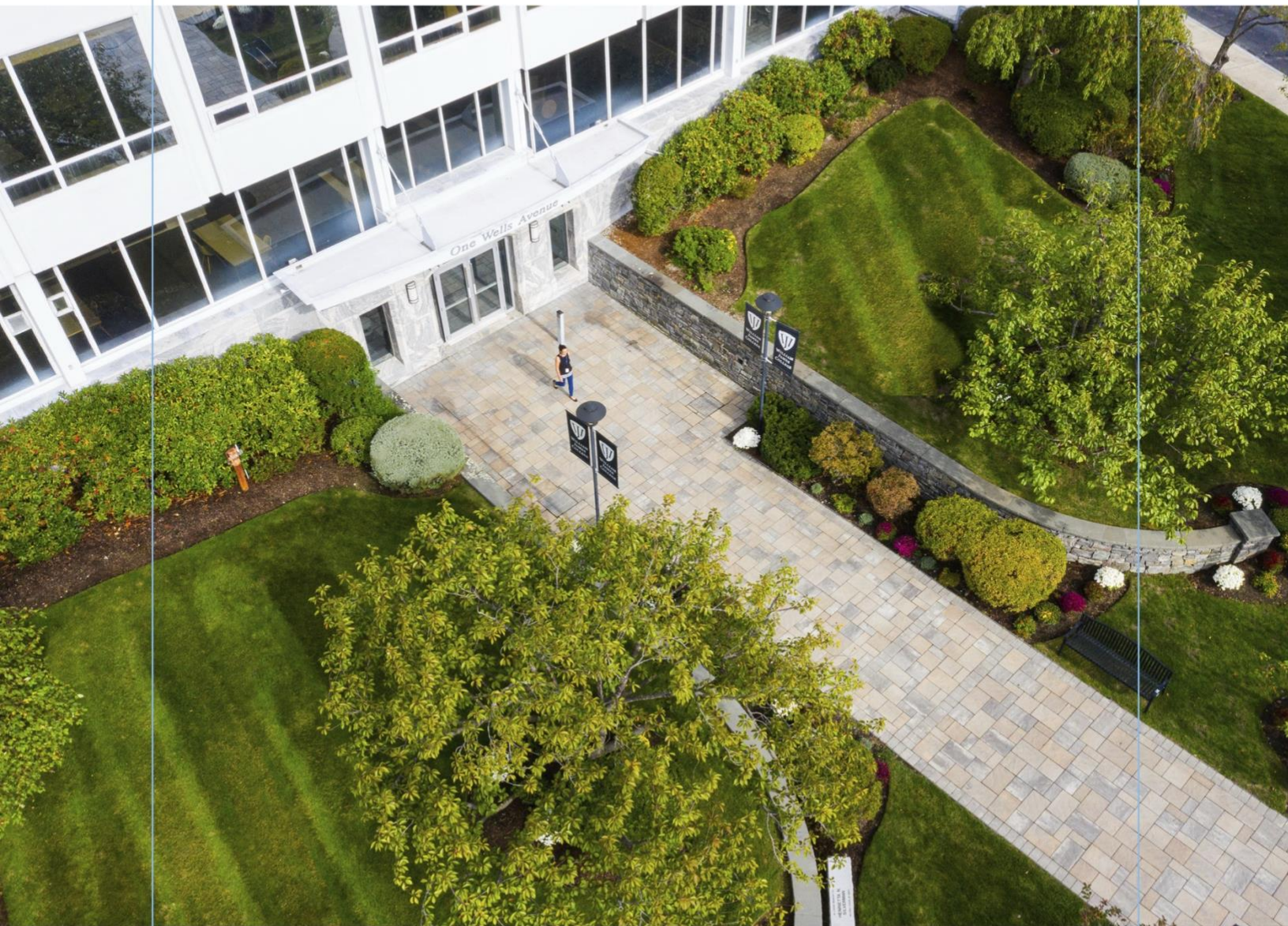




WILLIAM JAMES
COLLEGE

William James College Course Catalog



2024-2025

Published April 14, 2025

William James College

Course Catalog

*Information contained within this catalog is accurate
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Table of Contents

Bachelors in Psychology and Human Services	2
Executive Coaching	12
Applied Behavioral Health.....	14
Master of Arts in Psychology	18
Clinical Mental Health Counseling	21
Clinical Mental Health Counseling (Online)	30
School Psychology Master of Arts & Certificate of Advanced Graduate Studies	34
Organizational Psychology Master of Arts.....	39
Clinical Psychology (PsyD).....	47
School Psychology (PsyD)	68
Leadership Psychology (PsyD)	71
College-Wide Concentrations.....	84

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.

BIO404 – Introduction to Behavioral Neuroscience

3 Credits

Psychobiology 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 neurons. 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, dreaming, and drugs*.

BSAP303 – Addictions Counseling

3 Credits

This course introduces students to the 12 Core Functions of Counseling and provides specific skills training for assessment and counseling of persons struggling with addictions. Students are introduced to theories and empirically validated treatment approaches specifically developed for special populations, including those who are dually diagnosed, experiencing persistent pain, adolescent, or diagnosed with process addictions (e.g., gambling). Additional areas of focus include introduction to family dynamics in relation to addiction, intergenerational patterns of addiction, trauma theory and its relationship to addiction. Emphasis is placed on developing competency in intake and assessment interviewing, behavioral treatment planning, and development of basic understanding of psychopharmacology as it applies to addictions counseling. Ethics and multicultural issues are integrated throughout the course.

BSAP313 – Special Topics in Addictions Counseling

3 Credits

This upper-level seminar course provides expanded coverage of topics, including: assessment and treatment of compulsive process addictions, the CLAS model, the NIATx model, the MASSBIRT model, Marlatt's model, and Mass TAPP prevention models. Students rely on primary source material to further explore psychopharmacology for substance use, co-occurring disorders, and issues relevant to cultural awareness. This course is reading and writing intensive.

BSAP403 – Practicum and Seminar in Addictions Counseling I

3 Credits

This is the first of a two-course sequence designed to provide students with the supervised practical training requirements that, in conjunction with specific courses and work experience, allow the student to sit for board certification as a Licensed Alcohol and Drug Counselor through the Massachusetts Board of Registration/Office of Health and Human Services. Students are placed with an agency that provides addictions education and counseling for a minimum of 150 hours. As part of the practicum, the student will attend a 3-hour group supervision and seminar class every other week for a minimum of 24 contact hours.

BSAP405 – Advanced Principles and Applications of Applied Behavior Analysis

3 Credits

This course introduces students to advanced concepts, procedures, and applications in behavior analysis covering topics in classical conditioning, verbal behavior, generalization, and stimulus equivalence. Applications to clinical areas and populations will be emphasized – such as in the treatment of addictions, individuals with brain-injury and dementia, and neurodevelopmental disorders. This course will also introduce students to the research methods that are commonly used in behavior analysis to evaluate the effectiveness of interventions. Students will complete their self-behavior-change project that was started in ABA 2 culminating in a formal report and presentation to their peers. **(Exemplary performance in this course, in combination with BSAP205: ABA for people with ASD and DD, provides an opportunity for students to be considered for advanced standing in the Masters in Applied Behavior Analysis program.)**

BSAP413 – Practicum and Seminar in Addictions Counseling II

3 Credits

This is the second of a two-course sequence designed to provide students with the supervised practical training requirements that, in conjunction with specific courses and work experience, allow the student to sit for board certification as a Licensed Alcohol and Drug Counselor I through the Massachusetts Board of Registration/Office of Health and Human Services. Students are placed with an agency that provides addictions education and counseling for a minimum of 150 hours. As part of the practicum, the student will attend a 3 hour group supervision and seminar class every other week for a minimum of 24 contact hours.

BSHS 202 – Foundations of Community Health Work

3 Credits

Community Health Workers (CHW's) play a key role in ensuring the health and well-being of multi-cultural residents in a variety of community-based settings such as homes, schools, clinics, shelters, local businesses, and community centers. This course is the first in a two-course series, designed to align with the Massachusetts Department of Public Health's recommended ten core competencies to prepare participants for entry-level positions in community health. This course introduces the history of the community health worker field, issues of health equality, health policy in the United States, issues related to cultural humility, the CHS Code of Ethics and Guiding Principles, the importance of stress-management and self-care, and the basic skills involved in providing direct services.

BSHS221 – 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.

BSHS225 – Ethics in Human Services and Behavioral Health

3 Credits

This course introduces students to philosophical and professional ethics. Issues of morality, right and wrong, happiness, and humanism are explored in the context of social issues, case studies, and ethical dilemmas that arise in the context of helping others. Students also investigate the impact of context, culture, diversity, beliefs, moral codes, and ethical codes on real-life applications of ethical principles. Ultimately, students work toward a process for ethical decision-making. Ethical codes from several professional organizations are compared in this course; however, students work most closely with the APA Ethical Principles of Psychologists and Code of Conduct and the NOHS Ethical Standards for Human Services Professionals.

BSHS231 – Substance Abuse and Addictive Behavior**3 Credits**

This course provides students with an introduction to the etiological factors and impact of substance abuse and other addictive behaviors on the individual, their family, and society-at-large. Students explore addictions as a chronic disease and view it through both a developmental and cultural lens, paying particular attention to issues of vulnerability and barriers to treatment. The language of recovery is emphasized, and relapse prevention models are reviewed.

BSHS235 – Autism and Developmental Disabilities**3 Credits**

The course introduces students to developmental disabilities including intellectual disabilities, autism, health impairments, learning disabilities, and emotional and behavioral disorders. This course is intended to increase students' awareness of challenges presented to individuals with developmental disabilities in everyday situations. Educational and treatment approaches for people with ASD/DD are critically examined. Topics include, the social role of the disabled person and his/her family, adaptation, stress, treatment, advocacy, and the unique issues faced by individuals who are mainstreamed into the community. Students will explore their own beliefs and biases regarding people with disabilities and their role as agents of change in society.

BSHS241 – Fundamental Interventions in Human Services**3 Credits**

This course introduces skills and intervention strategies important to building relationships and effecting meaningful and ethical change across human service practice settings. Emphasis is placed on primary roles and functions of a human service professional working on relevant social problems, on a micro, mezzo and macro level. Consideration is given to primary, secondary, and tertiary levels of prevention. The course explores intervention strategies utilized with individuals, families, and communities, with emphasis given to strength-based and person-centered approaches. Issues of self-care, ethics and cultural awareness are integrated throughout the course

BSHS250 – Contemporary Policies and Practices in Behavioral Health and Human Services**3 Credits**

This course introduces students to the history and evolution of mental health policy in the United States and the development of related human service organizations and systems of care. The role of the human service professional as a member of a multidisciplinary team, and as an agent of systemic change is emphasized. Policy issues relevant to this course include social determinants of mental health, treatment and access to care, rights and privacy, systems transformation, and disparities in access to and provision of care. Students learn the skill of advocacy as applied to mental health policy and develop increased understanding of the impact of political and economic structures, special interest groups, and other contextual factors on policy development and program delivery. Students analyze current mental health policies, programs or conditions with the goal of identifying opportunities to advocate for policies that advance human rights and social, economic and environmental justice.

BSHS301 – Introduction to Trauma, Crisis Intervention and Resiliency**3 Credits**

This introductory class provides a comprehensive exploration of the psychological trauma field, including history, current theories in the field, the nature of trauma (interpersonal violence, natural disasters, terrorism, and war), neurobiological impact of trauma, how trauma affects individuals and systems, grief reactions, and traumatic stress. Also included in this class, is an exploration of the professional's response to trauma: vicarious traumatization, disenfranchised grief, crisis intervention, disaster responses, comorbid disorders, and general treatment issues. A variety of theoretical frameworks are presented. Significant controversies in the field of trauma, and culturally informed research on resiliency are integrated throughout the course.

BSHS311 – Leadership and Management in Human Service Organizations **3 Credits**

This course focuses on the development of three major content areas of leadership: personal, organizational, and global. Students explore various leadership approaches, as well as considerations of what makes effective leaders, including: culture, vision, goals and motivation, decision-making, delegation, time management, authority, team building, conflict and change management, and risk management. Legal, ethical, and regulatory issues relevant to work in human services are considered. Basic consideration is given to the financial management of human service agencies.

BSHS321 – Professional Issues in Human Services **3 Credits**

The field of Human Services is uniquely defined as a discipline focusing on meeting human needs through prevention, intervention, and advocacy to improve the overall quality of life of vulnerable populations. In this seminar-style class, students deeply explore the needs, challenges, and related social policies and services for a topic of contemporary relevance. Analysis of the selected topic will include looking at issues from historical and cultural perspectives. Each Professional Topics course will have a specific focus, archived on the William James College website. This course is considered writing intensive and qualifies as a general education social science elective.

BSMA308 – Intermediate Statistics for Social Sciences **3 Credits**

This intermediate level course is for students having background limited to pre-calculus mathematics or introductory statistics. Students review basic concepts including computing and interpreting measures of central tendency, variability, and correlations. Hypothesis testing is introduced, beginning with two sample inference for means and proportions. Analysis of variance and experimental design are introduced. Other topics include chi-square tests for goodness-of-fit and independence, and the principles of non-parametric tests.

BSPY101 – Foundations of Behavioral Health Care **3 Credits**

This course provides an introduction to behavioral health in inpatient settings, with a specific focus on the role and responsibilities of behavioral health technicians. Students are provided with a framework for understanding mental health care, including the evolution of care for persons with mental illness from primitive to modern times, along with selected ethical, legal, social and cultural issues related to mental health care and disparities. Issues of risk assessment, prevention and management, addictive behavior, , and provider self-care are all covered in didactic and interactive presentations. Students will also participate in 5 hours of fieldwork training related to the provision of mental health care in inpatient settings

BSPY203 – Helpers and Heroes **3 Credits**

Beginning with a survey of classic research studies from the field of social psychology, this course asks students to consider the definitions of helpers and heroes and various factors that contribute to bystander intervention/bystander apathy when confronted with challenging social situations. The framework of a “heroic imagination” will be detailed and applied to various challenging social situations, including racism, bullying, cyber bullying, relationship violence, cheating, and assisting someone who is experiencing a mental or physical health crisis. Students will gain concrete helping skills to enhance confidence in responding to others in prosocial ways.

BSPY210 – Writing for Psychology **3 Credits**

This course focuses on the fundamentals of scientific writing and communication relevant to the fields of human services and psychology. Embracing the scientist-practitioner model, the course involves practice writing literature reviews, research summaries, and clinical documentation. Attention is given to ethical

communication in professional settings and application of APA style. Students will practice multiple forms of communication, including written, oral, and illustrative. This course is considered writing intensive and qualifies as a general education humanities or social science elective.

BSPY211 – 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. Among the approaches covered are the psychodynamic, interpersonal, social, behavioral, humanistic, biological, and evolutionary.

BSPY213 – Strategies for Academic Excellence and Career Success Credits

3

This course is designed to assist students in understanding the science behind the development of strategies to improve executive functioning skills, academic reading skills, and communication skills. The course exposes students to relevant research findings from the fields of cognitive psychology, neuropsychology, and educational psychology. Experiential learning and reflection are emphasized in this course.

BSPY220 – Cross Cultural Human Development

3 Credits

This course provides an overview of the study of development of the individual from conception to maturity and old age. Emphasis is given to behavioral, social, emotional, and cognitive changes across the lifespan. Development is contextualized within cultural studies. Students are exposed to research methods used in the field and will contend with controversial issues related to human development.

BSPY230 – Introduction to Psychopathology

3 Credits

This course focuses on issue of behavioral health and psychopathology. Students will examine and critically analyze the cultural construction of mental health and mental illness, the history of psychiatric diagnosis, and the major historical and contemporary theoretical perspectives regarding etiology, diagnosis and treatment of mental disorders and co-occurring disorders. Students will be introduced to the current North American system of psychiatric classification and nomenclature, as illustrated in the most current edition of the American Psychiatric Association's Diagnostic and Statistical Manual. Students will explore ethical and legal issues in the treatment of psychopathology, with an emphasis on current behavioral health legislation and advocacy efforts. *This course counts as a general education social science elective.*

BSPY240 – Introduction to Health Psychology

3 Credits

Health Psychology studies the psychology of healthy behavior. This course applies psychological principles to preventative health care. It covers topics such as exercise, nutrition, stress, lifestyles, and habits. This course explores the practical application of psychological principles to health and health-related problems.

BSPY310 – Families, Schools and Communities

3 Credits

This course introduces behavioral health and human services in school settings. The course provides students with an in-depth understanding of the factors, conditions, and circumstances, commonly viewed as contributing to students being placed "at risk," and conceptualizes schools as community resources to address the needs of youth, families, and larger social systems. This course will also look at how school personnel and school systems in contemporary society affect and endeavor to meet the multiple and complex instructional, personal, social, and cultural needs of students at-risk. This course introduces

students to the roles and responsibilities of behavioral health providers working in schools and considers ethical and legal factors influencing the delivery of services to youth and families.

BSPY320 – Culture and Identity

3 Credits

This course explores fundamental questions: “How does an individual’s identity develop and change?”; “How does identity interact with the concept of culture and cultural sustainability?”; What are the variants of the concept of identity, and what are their historical, philosophical, and disciplinary roots?”; and “How does our personal identity inform our interactions with others?” Biological, emotional, social, cultural and contextual influences on identity are examined through readings, films, discussions, collaborative exercises, and self-reflection. This course is writing intensive.

BSPY330 – Introduction to Group & Family Work

3 Credits

This course exposes students to the theories and techniques of working with clients in groups. Students gain theoretical and experiential knowledge of group process, including leadership, membership, developmental stages, and types of groups. Students will consider best practices, skills and strategies for providing both in-person and virtual group therapy. Emphasis will be given to issues involving clients with addictions: dually diagnosed clients, older adult clients with addictions, and clients with addictions and physical challenges. Students will also consider best practices for working with groups of family members of individuals diagnosed with mental illness or addictions. Issues of diversity and ethics will be integrated throughout the course.

BSPY340 – Contemporary Topics in Psychology: Popular Culture

3 Credits

Courses offered under the designation contemporary topics focus on how popular culture reflects and interprets psychological content and how the general media, in turn, influences individual, group and system behavior. Students will consider psychological theories regarding a specific work of literary and/or film fiction. Specific topics of study will be archived on the William James College website. This course is considered writing intensive and interdisciplinary and qualifies as a general education humanities or social science elective.

BSPY350 – Counseling Theories

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.

BSPY410 – Research Design and Methods in Social Sciences

3

Credits

This course will introduce students to the philosophy, assumptions, and attitude of scientific research in psychology and social sciences. Students will examine the logic and rationale for using group- vs. single-subject experimental designs as well as the benefits and limitations of different types of experimental designs. Students will also be exposed to a variety of applications of experimental procedures across settings, populations, and purposes. Research examples of each experimental design will be provided. Students will explore the utility and weaknesses associated with different forms of data collection,

different types of statistical and visual analyses, and finally, methods of data reporting. This is a writing intensive course.

BSPY420 – Practicum and Seminar in Human Services and Psychology **3 Credits**

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.

BSPY495 – BSPHS Program Comprehensive Exam **0 Credits**

This is a non-credit graduation requirement. Students will be responsible for completing a comprehensive examination covering material from all core courses. It will be scored pass/fail.

BSSC217 – Introduction to Nutritional Psychology **3 Credits**

This interdisciplinary course introduces the emerging field of nutritional psychology, which illuminates the science of how nutrients affect mood, behavior, and emotions. The course introduces the language, principles, and philosophy of nutritional psychology and emphasizes the scientific principles that govern the connection between diet and mental health. Students explore metabolic processes and the micro-/macronutrients involved in the production of the "classic" neurotransmitters, the gut-brain axis, and the relationships between neurotransmitter imbalances and specific mental health disorders. Emphasis is on critically evaluating popular claims against empirical findings. Course can be counted as a general education natural/physical science elective.

BSSC217L – Nutritional Psychology **3 Credits**

This course is designed to provide experiential learning opportunities related to lecture topics covered in the Nutritional Psychology lecture course. The course is intended to foster scientific literacy and an appreciation for the ways in which we gain scientific knowledge and understanding and communicate that information to others.

BSSC317 – Introduction to Social Neuroscience **3 Credits**

Human beings are inherently social creatures, yet relatively little attention has been paid to social influences on the brain. The primary goal of this course is to begin to explore social influences on the nervous system, including the neural basis of social interaction, and the neural basis of beliefs about our social world. Contributions from social psychology and cognitive neuroscience will be addressed and emphasis will be placed on investigating social, environmental, and cultural influences on human brain processes. Topics include: evolution of the 'social' brain, the interrelationships of emotions, cognitions and social behaviors, theory of mind, the role of empathy, and neural mechanisms that link progressive social exclusion and marginalization to drug-seeking and addictive behaviors. This course meets the requirements of a general education science elective.

BSS0209 – 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.

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

This course is an introduction to the statistical methods used in psychological research and will include topics such as techniques for organizing data, computing, and interpreting measures of central tendency, variability, and association, estimating confidence intervals, tests of hypotheses, t-tests, correlation, and regression, analysis of variance and chi-square tests, and the use of computer statistical packages

PHS310 – Psychological Writing and Communications Skills

3 Credits

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

3 Credits

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

3 Credits

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

3 Credits

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

3 Credits

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

3 Credits

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.

PHS400 – Psychology of Aging

3 Credits

This course will focus on adult development and aging and the mental health and social difficulties faced by older adults. Students will review research literature on the psychology of aging from physiological, cognitive, social-emotional, and behavioral frames. Students will also examine the aging process in conjunction with changes in health and vitality, intellectual functioning, personality and adjustment, and the individual's role in the family and society. Particular attention will be given to access and availability of social systems related to the care and welfare of the typically and atypically aging population and the field of clinical geropsychology.

PHS401 – Psychology of Sex Roles and Genders

3 Credits

This course will examine theories and research on factors that influence the development or shaping of sex roles and gender in society. Expectations, attitudes, norms, stereotypes, bias, inequality, popular portrayals and other issues will be discussed in the context of the family, society, and within diverse cultures. The impact on these issues on the overall well-being of the individual will be explored in terms of mental and physical health issues, coping, social behavior and other arenas.

PHS402 – Senior Internship

3 Credits

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

3 Credits

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.

PHS405 – Introduction Trauma, Resilience and 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.

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

PSY313 – 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. Among the approaches covered are the psychodynamic, interpersonal, social, behavioral, humanistic, biological, and evolutionary.

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.

SOC340 – Fundamentals of Social Action**3 Credits**

How can we change social problems? ? What are the barriers to creating change? We will explore issues of sexism, prejudice, inequality, poverty, racism, classism, and how social action at the level of the individual and the community and contrast the approaches of a sociologist and a psychologist. We will also come to recognize the diversity of perspectives and solutions that can emerge and how these solutions arise from political, social, cultural, economic, and psychological standpoints

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.

EC571 – Executive Coaching Skills and Techniques

4 Credits

An essential element of learning effective, professional executive coaching is the supervised practical application of its core competencies. In this 4-credit practicum, students work with a manager, executive or leader who is seeking coaching for professional development. Students will maintain notes of their coaching sessions and a journal of their plans, reactions, and learning from cases under supervision. Students meet regularly with an experienced master executive coach on an individual basis and participate in peer-supervision sessions. Peer supervision sessions are conducted in the weekend

residencies under the guidance of the practicum instructor. Peers (and the instructor) provide feedback and suggestions to supplement the expert guidance of the master coach supervisor. Supervision sessions are focused on the application of all program course material as well as students' own unique, development need as professional executive coaches. Peers will provide feedback and suggestions to supplement the expert guidance of the master-coach practicum supervisor.

Applied Behavior Analysis Master of Arts

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

The course is designed to introduce students to the fundamentals of behavior-analytic research methods. The goal of the course is to teach students to understand, interpret, and apply single-subject research methodology so that upon conclusion of the course, students have the ability to evaluate the efficacy of behavioral interventions.

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 reinforcer 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.

PS506 – Evidence-based Instruction

3 Credits

This purpose of this course is to provide students with a comprehensive review of evidence-based instructional behavior-analytic practices used across settings and populations. This will include an emphasis on individuals with autism, developmental disabilities, and intellectual disabilities and focus on

topics such as simple and conditional discrimination, shaping, response chains, social skills, self-help and task analyses. The course will also prepare students for supervising others in the implementation of the behavioral techniques covered in this course and providing instruction in college and higher-education settings. This includes topics such as behavioral-skills training, fluency training, interteaching, and research from the area of organizational behavior management.

PS507 – Autism and Developmental Disabilities

3 Credits

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

PS508 – Radical Behaviorism for Practitioners

2 Credits

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

PS513/514 – Supervised Internship in ABA

1 Credits

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

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.

PS516 – Learning and Behavior Analysis

3 Credits

This course will follow up and expand on the principles of behavior analysis that were discussed in PS 501 Concepts and Principles of Behavior Analysis and introduce students to more complex issues in classical and operant conditioning. The course provides an in-depth review of classical conditioning phenomena (such as higher-order conditioning, sensory preconditioning, conditioned inhibition, and others) and discuss variables related to differential outcomes (such as contiguity and conditional

probabilities between the CS and the US). This course will also cover behavior-analytic principles of learning in operant conditioning with topics such as reinforcement schedules, stimulus control, discrimination and generalization, concept formation, and avoidance learning.

PS551 – Professional Practice and Research Seminar I

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.

PS5 – 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.

PS553 – Professional Practice and Research Seminar III

2 Credits

This is the third 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 the professional practice of behavior analysis within different systems, such as in educational and health-care settings. Students will learn the basic administrative requirements for practicing as a behavior-analyst while balancing regulatory and organizational demands with clinical best practices and research. Topics will include, for example, contracting and funding with payors, developing administrative policies and procedures for effective service delivery, client responsibility and employee responsibility, leadership in the workplace and collaboration among professionals, record keeping and maintenance of client's records and client confidentiality as defined by HIPPA and FERPA regulation. Finally, students will review required, recommended, and ethical practices in organizational management and treatment in such documents as the BACB 5th Edition Task List, the BACB's Professional and Ethical Compliance Code for Behavior Analysts, and the BACB's Autism Spectrum Treatment Guidelines.

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.

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.

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.

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

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

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.

CJ500 – Orientation to Crisis Response and Behavioral Health Certificate Program

0 Credits

Before the beginning of the first term of enrollment in the CRBH program, students participate in a new student orientation that covers: the college and certificate handbook; ethical and professional obligations; personal growth expectations as co-responders; 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.

CJ501 – Criminal Justice and Behavioral Health

3 Credits

This course provides students with a foundational knowledge of the criminal justice system, and how it intersects with individuals in a behavioral health crisis. The course will begin with an overview of Procedural Justice models and their application in the field. Students will explore the Sequential Intercept Map™ and apply it to their communities. The course provides a foundation for analyzing innovative criminal justice diversion models alongside opportunities to network with professionals who work in them. Models of Community Policing and Police Reform efforts will be explored through a data-driven lens. Students will be exposed to scenario-based pedagogy and experiential learning opportunities. Students will also learn how gender, race, class, and other demographics impact an individual's involvement with the criminal justice system.

CJ505 – Crisis Assessment, Diagnosis and treatment

3 Credits

This course will prepare students to perform rapid clinical assessments, de-escalate, provide contextual diagnosis, and effectively evaluate the needs of individuals in crisis in the community. Students will learn evidence-based assessment techniques and risk assessment tools from the field. Students will understand how environmental factors inform diagnosis and their application to the criteria in the current version of the DSM. This course requires students to demonstrate competency in crisis assessment techniques. Students will practice and refine crisis intervention skills and de-escalation strategies across the spectrum of emergency responses. Students will engage in an in-depth exploration of ethics, involuntary treatment, and statutory/coercive considerations. Students will further explore how behavioral health conditions, race, class, gender, and other demographics can impact an individuals' interaction with law enforcement.

Students will complete a final project which synthesizes their learning; the most impactful projects will be showcased at the annual Symposium.

CJ507 – Advanced Crisis Response and Practical Simulations

4 Credits

This course provides students with opportunities to practice and refine their crisis response, risk assessment, and clinical formulation skills. The curriculum is highly interactive, rigorously preparing students for acute and dynamic community-based crisis work. This course will increase students' knowledge of on-scene stabilization and clinical decision-making. Using real-life emergency response scenarios, students will be prepared to assess lethal risk and consider several approaches to resolving high-risk incidents. Students will be taught to rapidly interpret challenging and complex behaviors to secure the most appropriate treatment.

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.

CN503 – Continued Practicum

0 Credits

This course is offered for students who need to complete their practicum field hours past the Spring semester. A faculty member will be assigned as a faculty supervisor for the term.

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.

CN603 – Continuing Mental Health Counseling Internship**0 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.

CN635 – Eating Disorders, Weight, and Health**3 Credits**

This course examines eating and weight concerns across a continuum through a biopsychosocial lens. The course begins with a comprehensive overview of eating disorders, assessment, treatment issues, and evidenced-based models and interventions. The course also examines weight diversity by exploring the medicalization of overweight and obesity, trends in weight gain in the United States and worldwide, as well as medical and psychological treatment interventions to aid with weight management. The course will

discuss how social determinants and social inequities impact nutrition, weight, and health, and thus introduce why a public health perspective is necessary. The course concludes with a focus on weight stigma, its harmful effects, and how mental health providers can promote health, balanced eating and movement, and improved body image.

(Pre-requisites: CN520 Psychopathology or PY522 Adult Psychopathology.)

CN640 – Assessment and Managing Risk of Sexual Violence

3 Credits

This course introduces students to the assessment and treatment of individuals with a history of sexual offending, and incorporates psychological, criminological, social and legal theoretical models used in understanding the various types of individuals with a history of sexual offending. 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. Pre-requisites: CN520 Psychopathology or PY522 Adult Psychopathology.

CN695 – Counseling Comprehensive Examination

0 Credits

Students in the MA in Clinical Mental Health Counseling program will take a comprehensive examination in counseling during their last semester in the program. The exam has 150 multiple choice questions, with 15 questions in each of the following 10 areas: Professional Issues and Ethics, Research and Program Evaluation, Lifespan Development, Psychological Assessment, Theories of Counseling and Psychotherapy, Helping Skills, Career Counseling, Group Counseling and Psychotherapy, Diversity, Difference and Inclusion, and Psychopathology and Diagnosis.

C0500 – 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.

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.

ET601 – Practical Approaches in Expressive Arts Therapy

3 Credits

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

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

ET640 – Psychodrama and Drama Therapy

3 Credits

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

FS501 – Sex Offender Evaluation and Treatment

3 Credits

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

FS611 – Criminal Behavior

3 Credits

This course will provide an introduction to several of the most prominent psychological theories of criminal and aggressive behavior. Historical conceptions of criminal behavior will be explored and lead to contemporary theoretical conceptualizations that cover behavioral, social learning, cognitive, psychoanalytic, psychodynamic, developmental, biological and sociocultural perspectives. Topics include mental disorders associated with offending, substance abuse and crime, sexual crimes, juvenile delinquency, women and crime, victim/perpetrator rights, legal issues and policy concerns, as well as crime prevention and evidence-based treatments. Particular ethical dilemmas in considering these theories will be explored.

FS651 – Consultation, Collaboration and Testimony

3 Credits

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

FX510 – Introduction to Family Therapy

3 Credits

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

FX630 – Collaborative Therapy with Multi-Stressed Families**3 Credits**

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

FX635 – Advanced Family Therapy**3 Credits**

This course is designed to strengthen students' theoretical understanding and application of family counseling as well as highlight a framework for counselors and agencies working with families and communities. This course is designed to build upon the introduction to family therapy course (FX 510) with a focus on using family therapy models and counseling interventions with couples and families throughout the lifespan. Drawing on the theoretical concepts of Collaborative Therapy alongside various modern family therapy models, this course will help students to develop practices to ground their work, enhance professional development, and support therapeutic outcomes. 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. Practice is provided through a variety of experiential activities such as role plays, exploration of fictional clients and case conceptualizations, as well as through looking inwards and self-reflecting through a systemic lens. Through these activities and assignments, students develop a conceptual understanding of family counseling practice, expand their repertoire of specific treatment skills and interventions, and utilize self-as-therapist to influence the therapeutic system. Prerequisite: FX510 Introduction to Family Therapy.

FX650 – Therapy with Couples**3 Credits**

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

FX675 – Trauma and The Contemporary Family**3 Credits**

This course explores how families have changed in the last ten years, speculates about future trends and explores the evolution of trauma in the family. It covers a mosaic of unique, insightful, and provocative thoughts on families. Students will examine families and relationships in which people live, including alternative lifestyles, LGBTQIA relationships, economically distressed families, immigrant families, religion and families, racial and ethnic diversity, a feminist vision for families, older families, family violence and trauma. Contemporary influences on the family will also be discussed, including COVID and the effect of technology use on family relationships. (formerly FX670)

FX680 – Collaborative Consultation with Larger Systems**3 Credits**

This course studies the family in an urban context and its interface with larger systems. It explores various models of collaborative consultation and team based work with community, religious organizations, medical, educational and legal agencies as they interface with the family. Family study has its roots in community based treatment models and recently the field has returned to these time honored traditions.

This course will look at consultation and team-based work in a variety of educational, medical, and legal settings and develops a working understanding of how to engage collaboratively with large systems that have an impact on individuals, families, and communities. This course explores many modalities of collaborative consultation in larger systems, including: community outreach work, social justice approaches, court mandated casework, participatory action research, and organizational coaching and development. Pre-requisites: FX510 and FX630.

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

3 Credits

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

GR501 – Group Counseling and Psychotherapy

3 Credits

This course provides a basic understanding of groups and group process. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group, including ethical, diversity and inclusion issues. Open only to students in the master's program in Counseling Psychology.

HU535 – Spiritually-Oriented Psychotherapy

3 Credits

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

LS659 – Lifespan Development

3 Credits

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

MH531 – Mental Health and Counseling in the Legal System

3

Credits

This course will focus on the relationship between law and psychology and the mental health system, mental illness, and criminal conduct with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Essential issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competence and insanity will be discussed, as well as the interface between children and family

services and juvenile justice, and Probation–Department of Corrections systems. Topics also include the impact of diversity factors and the importance of following ethical principles and obtaining specialized supervision.

PA535 – Psychological Assessment for Counselors

3 Credits

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

PC522 – Counseling in Behavioral Health and Medical Settings

3 Credits

The course begins with an examination of the sociopolitical backdrop of the United States healthcare system. Subsequently, we will cover the biopsychosocial model for assessment and case conceptualization, and address how culture, family, and meaning making impact health. Further, students will examine how social determinants of health directly impact health outcomes and disparities. Students will explore in detail the stress response and develop an understanding of how stress impacts every organ system in the body, as well as one's mental and physical health. We will examine the movement toward behavioral health integration in primary care and medical specialty settings and learn how to effectively communicate, consult, and collaborate with interdisciplinary team members. In addition, we will discuss somatic symptom and related disorders and medically unexplained symptoms (MUS); compliance and pain. The course will culminate with students presenting on chronic health conditions across the lifecycle.

PC612 – Behavioral Medicine Interventions

3 Credits

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.

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

3 Credits

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

PR624 – Capstone Project Seminar**3 Credits**

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

PS635 – Professional Issues and Ethics**3 Credits**

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

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.

TR602 – Trauma: Theory and Treatment**3 Credits**

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

Clinical Mental Health Counseling Program (Online)

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.

CN503 – Continued Practicum

0 Credits

This course is offered for students who need to complete their practicum field hours past the Spring semester. A faculty member will be assigned as a faculty supervisor for the term.

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.

CN603 – Continuing Mental Health Counseling Internship**0 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.

CN695 – Counseling Comprehensive Examination**0 Credits**

Students in the MA in Clinical Mental Health Counseling program will take a comprehensive examination in counseling during their last semester in the program. The exam has 150 multiple choice questions, with 15 questions in each of the following 10 areas: Professional Issues and Ethics, Research and Program Evaluation, Lifespan Development, Psychological Assessment, Theories of Counseling and Psychotherapy, Helping Skills, Career Counseling, Group Counseling and Psychotherapy, Diversity, Difference and Inclusion, and Psychopathology and Diagnosis.

C0500 – 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.

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.

GR501 – Group Counseling and Psychotherapy

3 Credits

This course provides a basic understanding of groups and group process. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group, including ethical, diversity and inclusion issues. Open only to students in the master's program in Counseling Psychology.

LS659 – Lifespan Development

3 Credits

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

MH531 – Mental Health and Counseling in the Legal System

3 Credits

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

PA535 – Psychological Assessment for Counselors**3 Credits**

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

PC522 – Counseling in Behavioral Health and Medical Settings**3 Credits**

The course begins with an examination of the sociopolitical backdrop of the United States healthcare system. Subsequently, we will cover the biopsychosocial model for assessment and case conceptualization, and address how culture, family, and meaning making impact health. Further, students will examine how social determinants of health directly impact health outcomes and disparities. Students will explore in detail the stress response and develop an understanding of how stress impacts every organ system in the body, as well as one's mental and physical health. We will examine the movement toward behavioral health integration in primary care and medical specialty settings and learn how to effectively communicate, consult, and collaborate with interdisciplinary team members. In addition, we will discuss somatic symptom and related disorders and medically unexplained symptoms (MUS); compliance and pain. The course will culminate with students presenting on chronic health conditions across the lifecycle.

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.

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.

TR602 – Trauma: Theory and Treatment**3 Credits**

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

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

BC521 – Behavioral Assessment, Intervention, and Consultation

3 Credits

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

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.

C0650 – 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/FP502 – 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.

PH501 -- Preventive Mental Health in the Schools

3 Credits

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

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.

EC571 – Executive Coaching Practicum

4 Credits

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

FP405 – Practicum: Leading Transformative Mental Health in the Classroom

2 Credits

During practicum, participants will focus on implementing what they have learned in the classes into their daily instructional practices. The practicum also focuses on the processes of self-reflection and evaluation; skill building around specific programming; and observation, collaboration, and feedback.

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.

LP790 – Practicum II

1 Credits

A field-based practicum is an important component of the learning and development process for school leaders. It is an opportunity to extend classroom learning, apply theory to practice, and pilot leadership skills along with advancing one's understanding of collaboration and distributive leadership practice. To complement and support their practicum work, students will attend a weekly seminar. The purpose of seminar is to enable students to reflect on their fieldwork activities, gain experience as peer coaches, learn from their peers' practicum experiences, to gain faculty supervision of their work in the field, and bring site supervisors and GCSL students together for professional learning and the application of course content to the field-based experience.

LP800 – GCSL Capstone Project

1 Credits

This course prepares aspiring leaders and educators to apply their knowledge on how to provide effective educational leadership within the PreK-12 domain. The course will use guidance established by the Massachusetts Department of Elementary and Secondary Education to complete a Capstone project where students will demonstrate their readiness and understanding of core concepts necessary for effective and responsive school leadership.

LP850 – Neuro-Leadership Seminar**1 Credits**

Students will work with a master practitioner and peer coaches using a brain-based perspective to reflect upon their activities and experiences working or practicing in the field to enhance skills and professional growth. The course emphasizes practices based on integrative concepts of cognitive and affective neuroscience theory and application demonstrated through ongoing case study discussions. Students in the seminar will deepen their understanding of leadership by engaging with others around the organizational and leadership dynamics related to facilitating with the adult brain in mind for client/employee learning and organizational change. Topics include neuroscientific approaches to navigating resistance to change, working with assumptions and bias, problem-solving, perspective-taking, and intervention design. This course is for students who have completed LP764: The Neurobiology of Leadership course in the Leadership Psychology Program.

LT600 – Use of Self in Leading Transformative Mental Health: Adult Social Emotional Competencies and Cultural Humility**3 Credits**

This course focuses on teachers' sociocultural identities, social emotional competencies, areas of privilege and marginalization, and how these constructs have influenced their values, beliefs, biases and teaching practices. This course enhances teachers' commitment to continued self-evaluation and self-critique to enhance their ability to practice cultural humility, as well as to examine and use inclusive and equitable teaching practices. Theoretical constructs associated with clinical and organizational psychology, and how those constructs influence school climate, social emotional learning, student mental health, and systems change will be discussed. Finally, this course will set the foundation for the year-long process of self-reflection and action planning.

LT601 – Clinical Concepts for Equitable Instructional Practice in the Classroom**4 Credits**

Evidence-based prevention and intervention practices are needed in schools in order to improve school culture; and, to address the social and emotional development of students and school staff. This course specifically addresses: the neuroscience of learning; how symptoms of mental illness impact learning; and how leveraging diversity, equity and inclusion practices are critical to equitable classroom instruction. The intersection of learning, behavioral health, and DEI will be deeply examined to discuss and practice classroom interventions that promote student learning and thriving.

OP500 – Introduction to Organizational Psychology, Development, and Change**3 Credits**

This course provides students with a comprehensive introduction to the field of organizational psychology by exploring historical and theoretical foundations, essential models, and assessment methods used in organizational development and change management. Throughout the course, students will be exposed to various theories and models relevant to consulting and understanding individual, group, and organizational dynamics and the psychology of change. The course will also focus on qualitative and quantitative assessment methods, and students will learn how to design effective surveys and protocols to measure and evaluate individual and organizational factors. Furthermore, students will explore the ethical dilemmas, guidelines, professional standards, and values within organizational psychology. By the end of the course, students will have a foundation in the theory, models, assessment methods, values, and ethics that drive the study and practice of organizational psychology.

OP505 – Organizational Psychology Theory, Models, and Assessment in Practice**3 Credits**

This course is designed to provide students with a comprehensive understanding of the theoretical foundations, models, and practical applications of organizational psychology. Building upon the introductory course, this intermediate-level course focuses on the assessment and measurement of psychological constructs and the practical application of assessment methods, emphasizing the analysis and reporting of data in organizational settings. Throughout the course, students will learn about

organizational assessment by gaining hands-on experience in administering surveys and conducting interviews to collect both qualitative and quantitative data. In this course, students will analyze and interpret quantitative and qualitative data and practice preparing feedback reports with actionable recommendations for joint sense-making and decision-making with clients. Additionally, students will consider ethical considerations and best practices in conducting assessments and interpreting results. By the end of the course, students will have developed a foundation in the theories and models of organizational psychology and will be equipped with the knowledge and skills to apply these concepts in practical settings, to analyze and interpret organizational data and identify areas or approaches for change.

OP510 – Self as an Instrument

3 Credits

This transformative course offers a comprehensive learning experience that guides students through self-discovery, enhances consulting capabilities, and equips participants with skills to navigate organizational challenges, and facilitate positive interpersonal interaction. The course fosters intercultural awareness, encourages the application of process consultation techniques for change facilitation, and explores mindfulness practices to deepen self-awareness, emotional intelligence, and leadership competency. Students also gain insights into managing interpersonal dynamics, change readiness, and resistance. By the end of the course, participants emerge with heightened self-awareness, improved consulting skills, a better understanding of their impact on others, and the ability to navigate complex organizational challenges with authenticity and the capacity to facilitate positive interpersonal interactions.

OP515 – Developing Groups and Teams in Systems

3 Credits

This course focuses on building an understanding of the intricacies involved in group formation, development, and the motivation of teams. Students will explore the dynamic nature of teamwork and learn effective strategies for designing and managing teams. With a focus on practical application, this course delves into the fundamentals of group theory. Students will develop the analytical skills necessary to identify and leverage key factors that contribute to successful organizational, group, and team design.

OP520 – Consulting Skills and Organizational Psychology Practice Credits

3

This dynamic course on consulting skills and practice will unlock students' potential as an internal or external Organizational Development practitioner. The course will equip students with the opportunity to integrate their program learning by crafting a compelling professional proposal, a career path plan, and a practice model. Students will dive into the consulting process and explore the diverse roles that consultants assume, while honing their contract development skills. Students will apply techniques for managing resistance throughout the contracting and consulting process. This course will empower students to contract for collaboration with clients integrating expertise and knowledge throughout diagnosis, data collection, and delivery of impactful feedback and recommendations. Students will demonstrate mastery of consultation and practice skills learned in the program by completing comprehensive exams during the course.

OP550 – Advanced Methods for Whole-System Diagnosis

3 Credits

This advanced course equips students with skills and frameworks for conducting holistic organizational diagnoses and facilitating effective change initiatives. The curriculum includes a thorough exploration of the pivotal role played by change readiness assessment. Subsequently, students delve into the theoretical underpinnings of seminal change methodologies such as Participatory Action Research (PAR) and Appreciative Inquiry (AI). In addition, students will analyze advanced diagnostic models, which can be leveraged for organizational diagnosis. Through a blend of theory, practical application, and critical

analysis, this course provides students with advanced tools and insights to lead transformative change initiatives within organizations.

OP555 – Integrated Organizational Intervention and Evaluation

3 Credits

This course delves into advanced whole system diagnosis models and emphasizes collaborative sensemaking for the design, execution, and assessment of interventions across organizational levels. Students will hone crucial competencies in employing both dialogic and conventional intervention methods for exploration and steering of organizational change. Students will also gain insights into presenting diagnostic findings and collaborating with clients to develop and implement aligned interventions. The course will also cover methodologies for assessing and appraising the effects of change processes, offering tactical and strategic evaluation frameworks.

OP560 – Psychology of Leadership Dynamics in Organizations

3 Credits

This leadership course delves into the fundamental principles of organizational and leadership psychology, providing participants with a foundational understanding of leadership models, theories, and their practical applications. The course explores leadership in the context of organizational development and change, examining key topics such as authority, power dynamics, and the evolving nature of leadership in contemporary business environments. Participants will engage in critical discussions, case studies, and practical exercises to enhance their leadership skills and strategic decision-making capabilities.

OP580 – Introduction to Talent Management Systems and Strategy

3 Credits

This dynamic course sets the stage for how workforce planning can be synchronized with business goals by providing students with the strategic acumen and practical skills needed in the talent management field. Students will explore theories, models, and strategies to lead transformative talent management initiatives that enhance organizational performance. The course will focus on the beginning stages of the Talent Management Lifecycle. Students will learn best practices to identify and engage top talent using effective and inclusive frameworks for attracting, recruiting, and onboarding employees including competency model design and development. The course also explores talent management interventions at individual, group, and organizational levels that foster growth and development across the entire talent spectrum. Upon completion, students will understand the role of organizational culture in creating an environment that supports talent development and organizational growth.

OP585 – Talent Stewardship: Unlocking Pathways to Higher Potential

3 Credits

This advanced talent management course emphasizes the power of strategic talent management practices that drive organizational success. Students will gain knowledge and skills in key talent management theories and models covering talent progression, performance optimization, reward and recognition strategies, and employee motivation and retention techniques. The course provides students with tools to assess and design effective and inclusive strategies to align talent goals and skills with desired organizational competencies and outcomes to drive high performance. Upon completion, students will be able to assist in fostering a culture of engagement and continuous improvement.

OP590 – Learning and Development: Empowering Organizational Growth

3 Credits

This course provides students with a comprehensive introduction to the principles, theories, and practices of learning and development within the context of talent management to drive organizational growth. Through a blend of theoretical exploration and practical application, students will gain actionable insight about the learning process, talent development strategies, and effective and inclusive training design and facilitation techniques. Emphasizing the alignment of learning objectives with organizational goals and desired outcomes, the course equips students with essential skills for designing,

implementing, and evaluating training and development programs that contribute to organizational success and talent growth.

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.

OP900 – Field Placement I

2 Credits

The Field Placement course sequence (Field Placement 1 and Field Placement 2) is designed to actively support students in cultivating and applying key competencies in organizational psychology through an immersive 80-hour field project within an organization (project site). This hands-on experience serves as a practical application of the foundational concepts acquired throughout the program. It provides a unique opportunity for students to explore their professional interests, advance their personal development journey, and expand their professional network. Under the guidance of a qualified professional at the project site, students receive valuable supervision, complemented by additional oversight from seminar faculty and peer consultation through weekly mandatory live webinars. Regular evaluations at the midpoint and project completion ensure the effective tracking of student progress.

OP901 – Field Placement II

2 Credits

The Field Placement course sequence (Field Placement 1 and Field Placement 2) is designed to actively support students in cultivating and applying key competencies in organizational psychology through an immersive 80-hour field project within an organization (project site). This hands-on experience serves as a practical application of the foundational concepts acquired throughout the program. It provides a unique opportunity for students to explore their professional interests, advance their personal development journey, and expand their professional network. Under the guidance of a qualified professional at the project site, students receive valuable supervision, complemented by additional oversight from seminar faculty and peer consultation through weekly mandatory live webinars. Regular evaluations at the midpoint and project completion ensure the effective tracking of student progress.

OP950 – Capstone I

1 Credits

Capstone 1 serves as a foundational journey into the world of academic research and writing, essential for crafting a comprehensive Master's capstone paper. Through this course, students embark on a structured exploration of fundamental skills necessary to undertake high-quality scholarly work. From understanding the nuances of APA style to brainstorming topics, synthesizing information, and devising a robust structural framework for their papers, this course equips students with the essential tools and methodologies needed for successful academic inquiry. Capstone 1 works in tandem with Capstone 2 to scaffold students' journey from understanding the basics of academic research and writing to producing a substantial and well-crafted Master's capstone paper, fostering the development of critical skills essential for scholarly pursuits.

OP951 – Capstone II

2 Credits

Capstone 2 marks the continuation and culmination of the Capstone experience, focusing on the actual composition and refinement of the Master's capstone paper. Through an immersive and supportive environment, students dedicate their efforts to translating the groundwork laid in Capstone 1 into a polished and comprehensive academic paper. Under the guidance of the instructor, students dive into the writing process, receiving invaluable feedback and guidance at various stages to refine their work toward

completion. Capstone 1 works in tandem with Capstone 2 to scaffold students' journey from understanding the basics of academic research and writing to producing a substantial and well-crafted Master's capstone paper, fostering the development of critical skills essential for scholarly pursuits.

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.

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.

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.

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.

PR853/PR854 -- 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.

Clinical Psychology (PSY.D)

AA600 – Advanced Assessment: Integrated Team Clinic

3 Credits

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

AA615 – Integrated Psychological Assessment

2 Credits

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

AC715 – Assessment and Treatment of Individuals of African and Caribbean Heritage

2 Credits

As the United States becomes more multiracial, multiethnic and multilingual, there is a growing need for mental health providers to be skilled in the assessment of culturally diverse clients and the delivery of culturally competent clinical services. The main goal of this course is to expose students, both in theory and practice, to a variety of psychological assessments, diagnostic evaluations and treatment interventions developed to address the unique needs of culturally and linguistically diverse clients. Through didactic and experiential activities, students will be introduced to innovative, culturally-responsive assessment methods and mental health interventions. The course is designed to increase students' awareness, knowledge and skills to meet the psychological demands of clients of diverse cultural backgrounds—in particular those of Black/African, African-American and Caribbean heritage.

ACT710 – Acceptance and Commitment Therapy: Theory & Practice

2 Credits

This course is an introduction to Acceptance and Commitment Therapy, an empirically supported behavioral approach to individual and group therapy that focuses on acceptance as an avenue to wellness and thriving. The course will help solidify students' understanding of learning theory, while introducing them to a functional contextualist view of their clinical work and the implications of Relational Frame Theory of language development for the suffering that humans experience. The course is designed to utilize a mix of experiential and didactic teaching methods, so that the academic concepts are grounded within the students' lived experience and so that they have the greatest chance to increase their clinical skill in a classroom setting.

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.

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**

The Kenya Immersion Experience is a dynamic and experiential learning opportunity that addresses humanitarian needs in Kenya. The Kenya immersion is an opportunity for students to practice “*relational development*” and become part of a working team creating positive change in communities. Since 2015, the program has cultivated important partnerships with Children’s Safe Drinking Water (CSDW), Always Keeping Girls in School (AKGIS), Fairmont/Accor, Women First International Fund, and Community Health Partners (CHP) to address climate change, gender equity, economic empowerment, and education. The goal of this course is to provide students the opportunity to experience life in both rural and urban Kenyan communities, and to form relationships that facilitate learning, resilience, and well-being. Issues concerning collaborative governance, justice, global poverty, and grant writing will be explored. A selective interview process is required.

CE900 – Continuous Enrollment**0 Credits****CN900 – Consultation****2 Credits**

As consultants, clinical psychologists offer services to diverse clients and stakeholders and provide ethical, principled, ecologically aware, and culturally responsive advice, coaching, and facilitation of systems change. Consultation practices are informed by an understanding of individual and group behavior and cognitive and behavioral intervention skills. This course will explore models of consultation and the range of consultation roles played by clinical psychologists in a variety of settings. The course will provide hands-on practice experiences preparing consultation proposals and reports, working individually and as a member of a consultation team, and demonstrating knowledge and respect for the roles and perspectives of other professions. The course will also offer guidance and resources addressing the “nuts and bolts” of consultation work, including such activities as searching and networking for opportunities, marketing, budgeting, contracting, and devising work plans.

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.

CS791 – Clinical Seminar in Assessment with Latino Population II

1 Credits

This course is a continuation of CS790 Clinical Seminar in Assessment with Latino Population I, which is an 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.

CS806 – Advanced Clinical Practice

2 Credits

This seminar is designed to teach students how to integrate and apply the knowledge learned from theory and practice courses into clinical practice. Students will further develop case conceptualization skills and apply these skills to inform treatment planning. Students will develop increased proficiency in implementing treatment plans. They will learn how to evaluate treatment effectiveness and how to modify formulations and treatment plans as new data become available or as client circumstances change. Students will develop skills to effectively intervene using evidence-based approaches to respond to clinical issues as they arise. Perspectives related to diversity, as well as biological, social, cultural, political and other contextual contributions are addressed throughout the course.

CS900/CS905 -- Clinical Seminar IV: Theory & Practice of Supervision & 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.

CX525 – Parent-Child Interaction Therapy

2 Credits

This course will review the theoretical underpinnings of Parent-Child Interaction Therapy (PCIT), its adaptations, and its application to treat a wide-range of young childhood (ages 2-7) psychological disorders. Students will be introduced to the core components of PCIT (Child-Directed and Parent-Directed interaction) along with the application of these components. The course will address the conceptualization of young children for whom PCIT would be recommended as well as when to use standard PCIT versus its adaptations to address differential diagnoses. This is a practice-oriented class where students will learn to apply PCIT assessments, formulation, core skills, and on-going evaluation of

treatment progress in PCIT. Consideration will be given to therapeutic alliance, work with parents, cultural factors, and ethics in treating young children.

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.

DBT710 – DBT Theory and Practice

3 Credits

This course focuses on the theory and application of Dialectical Behavior Therapy (DBT) in various clinical settings and diverse populations. The curriculum will begin with an introduction to the Biosocial Model, and integrate fundamental principles of dialectics, behaviorism, and Zen mindfulness. The course will review empirical evidence of DBT as a trans-diagnostic treatment for suicide, self-harm behaviors, and beyond. Modes of treatment (e.g., skills group, phone coaching, consultation team), individual therapy techniques (e.g., chain analysis), and group skills training (i.e., emotion regulation, distress tolerance, interpersonal effectiveness, mindfulness) will all be covered. Prerequisites: CS606; CS607; BX701 or BX702.

ET705 – 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 used 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. Prerequisites : BX701 or BX702 (This prerequisite may be waived if the student provides documentation of prior coursework or training in CBT, or prior clinical experience in the use of Exposure and Response Prevention. Please submit your waiver request directly to the course instructor brian_ott@williamjames.edu)

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. Co-requisite: CS700

- FP830/FP835 – Advanced Clinical Practicum I** **5 Credits**
A year-long planned and organized clinical experience in an approved setting. Prerequisite FP755
- FP850/FP855 – Advanced Clinical Practicum II** **5 Credits**
A year-long planned and organized clinical experience in an approved setting. Prerequisite: FP835, co-requisite: CS900
- FP904 – Additional Applied Training** **0 Credits**
A full time planned and organized remedial or other clinical experience in an approved setting by special arrangement. Cross listed as CLI FP904, SCH FP904.
- FP922 – Extended Internship Training** **0 Credits**
- FP925 – Advanced Clerkship/Fieldwork** **0 Credits**
A planned and organized clinical or other experience by special arrangement. Open only to students in the doctoral program in Clinical Psychology.
- FP940/FP945 – Clinical Internship I** **3 Credits**
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.
FP950-Clinical Internship II
- FP950/FP955 – Clinical Internship II** **3 Credits**
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.
- FP960/FP965 – Internship** **1 Credits**
A year-long planned and organized clinical experience in an approved setting. Prerequisite: FP855.
- FS601 – 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.
- FX621 – Couples Therapy** **2 Credits**
This course works with the couples' dynamics and history and with the therapist's technical and affective experience in addressing the need of couples. Couples therapy can be one of the most exciting as well as challenging psychological interventions. The course is designed to evolve clear strategies for intervention in couples work. Particular attention will be paid to the couple's session as a microcosm of the relationship and to the therapist's interventions in the session. 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.

GE520 – Selected Topics in Clinical Geropsychology

2 Credits

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

GE550 – End of Life Interventions

2 Credits

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

GE551 – Grief and Death in Clinical Practice

2 Credits

This course provides a broad theoretical and clinical overview of the manifestations of grief and death in clinical practice with clients across the lifespan, with a strong focus on understanding cultural meanings, contexts, and cultivation of cultural humility. The majority of the course will focus on theories of grief and its treatment from multiple frameworks, e.g., attachment theory, family/systems theory, psychodynamic, cognitive-behavioral, and narrative therapies. The course will also explore bioethics, systems of care, caregiving, and psychotherapy with dying clients of all ages. Finally, the course will help students understand and apply theory to better navigate other places where grief and death arrive in clinical practice, e.g., life-threatening illness of clients, our own health and illness as clinicians, individual and societal traumas, and suicidality.

GE552 – Aging and Mental Health in Social context**2 Credits**

This course provides an overview of theoretical and applied clinical geropsychology. The course will situate clinical work with older adults in the contexts of family, biology, and the intersections of identity across culture and time. Students will build upon their existing knowledge of developmental psychology and develop a more advanced understanding of late-life psychological development. Student will develop the ability to apply theory to clinical work with older adults. Students will integrate essential geropsychology knowledge into case formulation and evidence-based practice. Students will also better understand sources of bias (e.g., ageism) that may impact work with the population. The course will also provide an overview of common mental health conditions and evidence-based interventions from multiple theoretical perspectives.

GR501 – Group Counseling and Psychotherapy**2 Credits**

This course provides a basic understanding of groups and group process. Critical facets of group functioning are studied through key concepts that are applicable to all groups, including boundaries, task/maintenance, content and process, levels of group functioning, phases of group development, cohesiveness, conflict management, and working alliances. The course provides an introduction to theory, research and practice in the area, and focuses on key decisions associated with planning and leading a group, including ethical, diversity and inclusion issues. Open only to students in the master's program in Counseling Psychology. VPAA apprvd12/10/13

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. Cross listed as CLI GR523, SCH GR523. Prerequisite: CLI GR521 or SCH GR611.

GR524 – Group Psychotherapy: Theory, Practice and Clinical Application Credits**3**

This course is designed to provide a basic understanding of groups through didactic and experiential learning. Critical facets of group functioning are studied through key concepts that are applicable to all groups: boundaries, contract, task/maintenance, phases of group development, content & process, levels of group functioning, cohesiveness, conflict management, and working alliances. These concepts will be examined in a variety of groups to help students understand critical events that occur in any type of large or small group. The course provides an introduction to theory, research and practice in the area of groups, and focuses on key decisions associated with planning and leading a group, including ethical issues, diversity and inclusion practices.

HP530 – Theoretical Foundations in Clinical Health Psychology**2 Credits**

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

HP541 – Applications in Clinical Health Psychology

2 Credits

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

HP550 – Advanced Topics in Clinical Health Psychology

2 Credits

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

HS520 – Human Sexuality

2 Credits

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

HU520 – Humanistic Theory

2 Credits

This course examines a strong continuum of theory, once described as the Third Force, that influences American psychology, having its roots in the existentialist movement of the mid century, and now into its present manifestations under the general term "Spirituality." After exploring the legitimacy of spirituality as a proper subject for theory and research in the field of psychology, this course explores seven primal themes of human life from this existential, humanistic perspective: suffering, death, fear and anxiety, creativity, the self, human relationships, and the individual's relationship with the undefined. Open only to students in the doctoral program in Clinical Psychology. Pre-requisites: LS659, PS600 and PS603

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

2 Credits

This course is designed to challenge and extend students' conceptualization of the unconscious and the healing process. The first half of the course will examine how healing is viewed and achieved from

different spiritual perspectives, including Buddhism, Islam and Shamanic traditions. The second half of the course will explore Jungian concepts of the unconscious, individuation, the imaginal realm and the Self. We will analyze parallels between spiritual and psychotherapeutic practice and explore how a spiritual framework can inform psychotherapy. Students will analyze their own frameworks of practicing clinical work in light of spiritual and Jungian approaches to healing.

HU641 – Positive Psychology

2 Credits

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

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

3 Credits

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

MH512 – Forensic Psychology I: Children and Families

2 Credits

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

MH513 – Adult Forensic Psychology**2 Credits**

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

MH520 – Law and Mental Health**2 Credits**

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

MH625 – Forensic Assessment**2 Credits**

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

MH630 – Police Psychology**2 Credits**

This course examines the specialty of Police Psychology and the work that psychologists do in the law enforcement world. Students will learn about personality issues in police officers, law enforcement culture, psychotherapy with police officers, police families, use of lethal force, hostage/crisis negotiations with barricaded suspects, pre-employment psychological evaluations and fitness for duty evaluations, psychological consultation in law enforcement organizations, issues related to women and minority groups in law enforcement, the legal and statutory foundations of police psychology, police training, and other topics in contemporary police psychology. Students will learn about the roles and responsibilities of psychologists in law enforcement, including assessment, intervention, consultation, operations and training. The course will include class presentations and discussions, video presentations, ride-alongs and visits to police stations, and experiential exercises. Pre-requisite: CLI FP605.

MV522 – Substance Abuse and Addictions in Military and Veteran Communities**1 Credit**

This course will focus on the epidemiology, identification, prevention, and treatment of alcohol and other drug use, including prescription medication, in active military personnel, veterans, and their families. Using a combination of lecture, audio-visual materials, and student presentations, students will examine up-to-date data concerning rates and patterns of drug and alcohol abuse in the military and veteran populations, explore the relationship between substance abuse and suicide, and investigate how depression and post-traumatic stress in service members are related to patterns of acute and chronic substance abuse. In addition to reviewing contemporary research, such as the Millennium Cohort Study,

that establishes an empirical link between combat exposure and increased risk of alcohol dependence, this course will also emphasize the importance of prevention strategies before, during, and after deployment. Evidence-based treatment models will be examined, as well as emerging trends including internet-linked interventions and the use of drug courts with veterans. Emphasis will be placed on individual and cultural differences that impact the assessment and treatment of substance abuse problems in these populations. Cross-listed as: CLI MV522, COU MV522, SCH MV522. Pre-requisites: CLI SB522, or COU SB515 (May be taken concurrently with CLI MV 522).

NP550 – Functional Neuroanatomy

3 Credits

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.

NP570 – Fundamentals of Neuropsychological Assessment

2 Credits

This course is designed as an introductory-level course that provides students with the foundational skills required for administration and scoring of a wide variety of assessments typically used in the context of neuropsychological evaluations. During this course, students will learn how to administer and score the most commonly used assessments within the major cognitive domains (e.g., attention, executive functioning, language, visuospatial processing, memory). The course format will primarily include practice administrations of the tests being reviewed, though class discussions, demonstrations, and group activities will also be utilized.

NP601 – Neuropsychological Assessment

3 Credits

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.

NP630 – Cognitive Rehabilitation

2 Credits

This course introduces students to the theoretical and practical issues of cognitive rehabilitation - the systematic service of therapeutic cognitive activities based on an assessment and understanding of the person's brain-behavior. These types of services are typically directed to achieve functional changes by either reinforcing, strengthening, or reestablishing previously learned patterns of behavior or establishing new patterns of cognitive activity or compensatory mechanisms for impaired neurological systems. Students will review the basic structure and function of the central nervous system in preparation for a discussion of cognitive rehabilitation. The empirical evidence for cognitive rehabilitation of memory, attention, executive function, and visual neglect will be presented. Rehabilitation of impairments of social communication will also be reviewed. Students will learn to

identify neurobehavioral and psychosocial factors that influence treatment process and outcomes. Students will become familiar with treatment planning and tactical formulation of treatment goals and will have the opportunity to apply their knowledge to case vignettes, followed by classroom discussion. Focused readings and audiovisual assignments will be used to help students understand how cognitive rehabilitation can be applied to specific populations.

NP650 – Neuropsychology of Aging

2 Credits

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

.NP670 – Neuropathology

2 Credits

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 Neuropsychological Case Conceptualization

2 Credits

This advanced course builds upon the material learned in earlier neuropsychology courses and focuses on issues related to integration of multiple sources of information, case conceptualization, and the development of individually-tailored recommendations/interventions. Ethical considerations and 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.

PA601 – Cognitive Assessment

3 Credits

This course will focus upon assessment theory and technique as it applies to cognition and intelligence. Students will be exposed to a variety of cognitive and intellectual measures throughout the course of the semester. Primary focus will be given to the Wechsler Scales (WISC-V, WAIS-IV), along with other strategic cognitive measures that assess visual-motor integration, scanning, attention, memory, conceptual thinking and language-based functions. In preparation for field placement testing assignments and future APA internships, students will learn to administer, score, interpret, integrate and present these testing measures in oral and written report formats. In addition to developing a facility with these various assessment measures, this course will address a number of core topics. In particular, students will learn to give batteries of tests to address strategic differential diagnostic questions dictated by an initial Wechsler screening. Also, the history and future of assessment, contemporary controversies, cross-cultural diversity, evidenced-based assessments and testing special populations, are all topics that will be examined as they relate to cognitive and intellectual assessment. The course is designed as a "hands-on", pragmatic primer that will provide a beginning framework for all subsequent psychological testing

endeavors. In-class exercises, examinations, and presentations; along with outside of class testing assignments and report writing will be the basis for assessing each student's class performance. NOTE: This course is open only to students in the doctoral program in Clinical Psychology.

PA602 – Personality Assessment

3 Credits

This course introduces students to the construction and evaluation of objective assessment measures of personality and psychopathology. It covers the rationale, administration, scoring, and interpretation of common objective measures such as the MMPI-2, the PAI, and the Millon scales as well as of measures of normal personality such as the NEO and CPI. In addition to these broadband measures, narrow band measures such as the Beck Inventories and objective screening measures will be introduced. The appropriate application of these tests and the ethical considerations regarding their use in clinical and non-clinical settings will be discussed. Psychometric issues that were introduced in PA601 such as norms, reliability, and validity, will be reinforced, and confirmatory factor analysis will be introduced to help students evaluate objective tests. Through in-class instruction and practical application, students will critically examine the appropriateness of item selection in terms of language, gender and cultural bias.

PA603 – Psychometrics

2 Credits

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

PA604 – Psychological Assessment of Childhood and Adolescent Disorders

3 Credits

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.

PA801 – Advanced 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.

PD850 – 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, manage, 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 apply the concept of responsive methodology, matching professional contributions to specific goals given relevant stakeholders, program development stage, and the relevant step in the process of designing, achieving and evaluating 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 each step in DM&E, leading up to a final draft grant submission for a program of their own design.

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.

PR800 – Dissertation I **1 Credit**

The dissertation 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.

PR800/PR801 – Dissertation II **2 Credit**

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

PR901/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.

PR901 – Dissertation III **3 Credit**

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

PR904 – Dissertation IV **4 Credit**

The dissertation is a research project reflecting the student's individual interests, providing an opportunity for the consolidation of the student's knowledge and understanding of current research and thought in a specific area. Pre-requisite: PR901.

PR950 – Continuing Project **0 Credit**

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

PR951 – Continuing Project **0 Credit**

The dissertation 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.

PR950 – Continuing Dissertation**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. Pre-requisite: 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.

PY521 – Psychopathology of Childhood and Adolescence**3 Credits**

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

PY522 – Adult Psychopathology

3 Credits

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

PY740 – Preventive Mental Health Programs for Children and Families

2 Credits

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

PY750 – The Ecology of Child Behavioral Health: Prevention, Intervention and Public Policy

2 Credits

This course provides a broad and deep knowledge of both the basic concepts and practical applications of the concepts of risk, assets and resilience as applied to the development of children, adolescents, and families. Risk categories to be covered include, but are not limited to, individual medical and developmental challenges, family loss and disruption, psychosocial trauma, economic status, race and ethnicity, and disaster and geographic disruption. Assets will be identified at the individual, family, community, and societal levels, including secure attachment, competent self-regulation, well-resourced schools, supportive mentor relationships, economic security, and cultural embeddedness. Effective programs of prevention and intervention, all with the goal of increasing resilience and improving outcome, will be detailed. Students will develop skills in applying results from the empirical literature in designing intervention programs for specific combinations of risks. The focus of this course is on building the knowledge that informs competent prevention and intervention and not on therapeutic technique per se. Pre-requisite(s): LS659, PY521, RS526 or permission of instructor.

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

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.

ST850 – Leadership and Management of Systems

2 Credits

The policies and systems within which clinical psychologists practice determine their professional roles and effectiveness. The evolving goals and requirements of those systems are major factors that influence clinical practice. Systems leaders' strategy and management practices for meeting those goals and requirements are also critical to clinical psychologists' opportunities and success. This course will prepare students to adapt their professional functioning to changing demands in the systems in which they will work. Students will be oriented to the impact of the evolving status of professional systems, including educational, child welfare, senior services, justice, business, government and particularly healthcare, on their clinical practice. As healthcare undergoes significant transformation, psychologists will need to influence healthcare and other systems to use their contributions effectively. To prepare for these demands, this course will also introduce students to the fundamentals of leadership and how it operates in service organizations. Students will develop a greater understanding of the responsibilities

and methods of effective leadership, they will become more aware of how to support systems to meet their goals, and they will acquire new knowledge to enhance their leadership abilities.

SUI700 – Understanding Suicide: Prevention, Intervention, Postvention

3 Credits

The course will provide an overview of suicide prevention, intervention and postvention. It will include information on the scope of the problem of suicide, current theories about what leads to suicidal thoughts and behaviors, evidence based/ evidence-informed best practices for intervention, and current best practices for assessing, understanding risk, and managing suicide risk. The course will cover best practices for offering support to individuals and families bereaved by suicide as well as how to support systems (schools, workplaces, etc.) impacted by suicide. It will address multiple ways of knowing about suicide, including the perspective and voices of those who have lived with thoughts of suicide, those who have survived a suicide attempt, and those who have survived the loss of a loved one. Students will learn about risk among specific populations and formulate ways in which to intervene with those populations to help prevent or respond to suicidal thoughts and behaviors.

SU900 – Supervision

2 Credits

This course teaches and explores supervision. Supervision is a distinct professional practice employing a collaborative relationship that has both facilitative and evaluative components, that extends over time, which has the goals of enhancing the professional competence and science-informed practice of the supervisee, monitoring the quality of services provided, protecting the public, and providing a gatekeeping function for entry into the profession. We address the following domains of supervision: supervisor competence, diversity, supervisory relationship, professionalism, assessment/ evaluation/ feedback, problems of professional competence, and ethical, legal, and regulatory considerations. Students will have the opportunity to discuss and integrate the subject matter of this course with their practicum experiences.

The goal of this course is to teach advanced students the theoretical and evidence- based literature on supervision and to encourage the development of supervision models and practices in a variety of settings.

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

2 Credits

This course provides an overview of theory, empirical research, and clinical practice in the individual, family, and community psychology of simple and complex trauma, as experienced by children, adolescents, and their families in US and global contexts. It offers multicultural perspectives on biopsychosocial and spiritual sequelae of personal forms of trauma for individuals and families, across the lifespan. It also offers multicultural and culturally-affirming perspectives on sequelae to such collectively experienced forms of trauma as war, political, ethnic, or religious violence and persecution, natural disasters, and displacement within or across national borders, as well as on the intergenerational and cultural transmission of trauma to children not involved in the original traumatic events. While personal forms of trauma (e.g., child abuse, rape, sudden loss, accidents) will be covered in some depth, a major foci are on collective forms of trauma, how trauma is experienced in collectivist cultures, and clinical implications for work with war-affected and internally displaced children and families in collectivist societies, refugees and immigrants in the U.S., and marginalized residents of U.S. “war zones.” This course introduces a variety of individual, family, and community interventions (including individual talk therapies, play therapies, and expressive therapies; family therapies, and community interventions). The course also emphasizes how therapists can enhance clients’ relational resilience and their resistance to internalizing oppression and marginalization, including through advocacy. The semester ends with attention to the healing work of preventing cycles of violence and building inter-group reconciliation. Finally, it provides ways to prevent and manage vicarious trauma for family members, helpers, and

bystanders as witnesses during or after the fact of acts of trauma, and for the therapists themselves, and highlights the need for self-care for therapist-as-witness to violence and violation.

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

(Program phasing out)

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 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.

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.*

IA772 – Learning Disabilities: Research to Practice

2 Credits

This course is designed to provide knowledge on the evolution of learning disabilities as a diagnosis within medical, educational-legislative and social frameworks. Emphasis is placed on current and contributory past research on instructional interventions in literacy (decoding, fluency, comprehension, written

expression including spelling) and mathematics. Neurobiological factors, gender, cultural, and life-span issues are also addressed. Pre-requisite: SN512.

IA777 – Autism Spectrum Disorders

2 Credits

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

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

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

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.

RS600 – Statistics, Research, and Evaluation Methods I

3 Credits

This course provides students with an understanding of how empirical research and evaluation questions are formulated within educational research. Different approaches to educational research will be evaluated in order to critically evaluate these approaches and determine the best approach for a given question. Students will begin to work with basic statistics as well as standardized scores so that they can work with these data in the field. Ethical issues in data collection and working with clients will be discussed. Students will begin to be educated consumers of educational research materials.

RS605 – Statistics, Research, and Evaluation Methods II

3 Credits

This course builds off the previous semester to provide students with a more in-depth understanding of empirical research. Students will work toward understanding common statistical analyses as well as the psychometric properties that underly the assessments used in educational research. The course emphasizes how to critically read and interpret educational research as well as how to best answer questions that emerge in their own practice of school psychology. Pre-requisite: RS600.

RS626 – Statistics in School Psychology

2 Credits

This course covers essential statistics that are routinely required for school psychologists to conduct research and evaluation studies or to interpret studies in the professional literature.

SB523 – Addressing Substance Abuse in Schools

2 Credits

This practice-oriented course draws from current theory and evidence-based research in preparing students to conduct thoughtful and well-informed substance abuse assessments and interventions with students in schools, and to consult with parents and school personnel on issues concerning alcohol and drug use. Students will become familiar with a range of prevention- and intervention-focused initiatives for use in elementary, middle and high school settings. Individual and group interventions, issues of diversity and cultural difference, and the role of the family will be discussed and explored.

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

Variable 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

LP101 – First Year Seminar

1 Credit

The First-Year Seminar is a foundational course for incoming doctoral students to facilitate a successful transition into the program. This course introduces students to the necessary skills, knowledge, and resources to navigate the challenges and opportunities in the program. Through interactive discussions, engaging activities, and self-reflection, students will develop essential academic, personal, and interpersonal strategies that will empower them to thrive academically and personally throughout their doctoral journey and beyond.

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 socioanalytic 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 & 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

LP706 – The Crux of School Leadership: Managing Dilemmas, Paradoxes, & Complexity

2 Credits

Schools are complicated places where effective leadership involves serving the needs of students and often involves making decisions within a context of competing values, limited resources, multiple constituencies, and inequitable circumstances. In this course, we will examine rich educational dilemmas as a way of gaining insight into system dynamics, organizational challenges, and the role that leaders and educators must play within these ongoing struggles to achieve effective outcomes. Too often educators assume that decisions can be guided by precise and complete data. Practice reveals that challenging issues are often dilemmas where all choices involve loss, risk, value conflicts, and hard ethical decisions. Gaining practical wisdom and experience managing dilemmas is essential practice for effective educators and leaders. In addition to exploring the complexity of confronting dilemmas, this course will also examine how educational leaders can develop and strengthen a culture that embraces shared decision making. Specifically, we will investigate recent research on how administrators and teachers can “co-perform” leadership. While shared decision making does not provide easier choices when faced with dilemmas, it does offer the benefits of collective thinking and the transparency that often nurtures trust within the organizational culture. It is this trust that helps to mitigate some of the organizational losses and setbacks that can occur from the difficult decisions that must be made.

LP707 – Shaping School Culture

3 Credits

This course will explore the skills necessary to become an effective school leader who can shape a culture of continuous improvement for a diverse community of learners. Leaders with strong reflective abilities, emotional insight, a secure sense of self, and the ability to collaborate with a wide range of people who think differently have improved chances to be effective by building the psychological safety needed to support a diverse and inclusive learning organization.

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 Psychology

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[LJ1], 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.

LP749 – The Neuroscience of Prejudice

2 Credits

This course uses neuroscience and psychological frameworks to examine prejudice, stereotypes, and discrimination to enhance understanding, development, and practice of organizational inclusive leadership. Students will explore evidence of the underlying neurological processes and deleterious influences that prejudice related to age, ableism, race, ethnicity, sexual orientation, religion, and poverty have on organizational productivity, effectiveness, and well-being at individual, group, and whole system levels. Throughout the course, students will explore psychological, sociocultural, and media perspectives to recognize the complexity of the formation, activation, and strategies for reducing and responding to prejudice and discrimination as imperative interventions of inclusive leadership in the 21st century.

LP758 – Neuroscience of Leadership Lab**3 Credits**

With technology regularly being created and updated in ways that can impact research and practice, there are increasing opportunities for neuroscience research to study leadership and organizational phenomena. This lab course will cover current approaches and techniques that are being used to collect and analyze data from the brain's responses to stimuli common in organizational settings. The course will provide students with a foundational understanding of available technologies and equipment used to carry out empirical research. Students will conduct experiments using lab equipment to test known and new relationships between organizational and leadership variables. Students will analyze the data they gather from their experiments and write up the results.

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.

LP767 – Leadership and Employee Well Being**2 Credits**

Employee well-being has well-documented effects on important outcomes, such as job satisfaction, motivation, and job performance. Not surprisingly, employee stress and well-being comprise one of the largest literatures in organizational psychology. Moreover, this area is especially relevant to the contemporary workplace, which is characterized by technological changes, increased competition, fast pace, globalization, and related economic trends. Importantly, theory and research findings in this area can inform a variety of workplace interventions. Thus, this course will equip students with knowledge and skills to assess and analyze aspects of employee well-being in organizations and design effective interventions. Specifically, students will discuss classical theories vs. current approaches to workplace stress and well-being, including the application of the positive psychology scholarship to the workplace. Resilience in different organizational contexts will be examined through real-world examples and current research. Students will examine the effectiveness of different forms of work recovery (e.g., work breaks, vacation) in the context of detachment from work. Students will explore physical aspects of employee

well-being (e.g., sleep, exercise and nutrition), cognitive aspects of well-being (e.g., self-efficacy and optimism), as well as the role of emotions, social support, and work-life integration. Throughout the course, students will learn practical tools and interventions at the individual, team and organizational levels. Students will discuss employee empowerment (e.g., through training) and the role of leadership (e.g., family-supportive leadership behaviors or the cultivation of a healthy organizational culture). Theories and interventions will be examined through a workplace diversity lens, including cultural and occupational diversity.

LP786 – The Psychology of Racism and Discrimination

3 Credits

Categorizing individuals based on race, ethnicity, and sexual orientation has interfered with basic human understanding and interactions across these artificial boundaries. In this course we will examine stereotyping, prejudice, systems of privilege, and the institutionalized discrimination that help maintain racism, heterosexism, classism and the psychological ramifications on individuals and society. Major emphasis of study will be on people with disabilities, Native American, African American, Latino/a Americans, and LGBTQ populations. Dialogic and systemic change interventions will be explored to arm students with theory as well as practice competencies to aid them in their work with organizations.

LP787 – Multicultural and Inclusive Leadership

3 Credits

The 21st-century leader faces a society where continual and rapid change is the norm. Communities, schools, and workplaces are increasingly diverse in race, ethnicity, class, gender, and religious beliefs to name a few. At the same time, long-standing barriers of racism and other forms of oppression remain deeply embedded in our society and creates unequal outcomes for followers. This environment requires leaders to better understand the multicultural and layered reality of all, become more self-aware, culturally proficient, and inclusive. Going forward, leaders must use their power and influence to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all. This course will examine what constitutes effective and inclusive leadership in diverse cultures. Theory and practical applications presented equip students with the skills to lead effectively across cultural differences. Students will examine how their own experiences shape their ability to notice and skillfully work with multiple facets of diversity, including: age, race, ethnicity, religion, physical ability, sexual and gender orientation, and gender. Students will be able to devise organizational strategies that anticipate the increasing diversity of the workforce.

LP788 – DEI Interventions and Facilitation

3 Credits

This course is designed to better equip leaders in various settings (i.e. schools, corporate, non-profit, behavioral health organizations) with the necessary tools and strategies for planning and facilitating effective interventions involving diversity, equity, and inclusion topics. Intervention and facilitation can be particularly complex when people are brought together to talk about some of the most difficult issues facing our society such as racism, power, privilege, and discrimination. Many of the strategies practitioners and leaders employ in the DEI space depend heavily on cultural competence, conflict management skills, problem-solving skills, intergroup dialogue skills, and other processes using an informed approach to manage and turn potentially difficult conversations into positive discussions with positive outcomes. Sophisticated facilitation needs to be practiced and this course, therefore, will be heavily experiential. Students will learn by doing. Areas emphasized include planning and designing a process, creating a safe environment, communicating effectively, managing discussions, using exercises to prompt discussion, and managing group dynamics. In this course, participants will develop key facilitation skills that can be applied in a range of difficult conversations involving DEI.

LP789 – Practicum I GCSL

1 Credit

A field-based practicum is an important component of the learning and development process for school leaders. It is an opportunity to extend classroom learning, apply theory to practice, and pilot leadership skills along with advancing one's understanding of collaboration and distributive leadership practice. To complement and support their practicum work, students will attend a weekly seminar. The purpose of seminar is to enable students to reflect on their fieldwork activities, gain experience as peer coaches, learn from their peers' practicum experiences, to gain faculty supervision of their work in the field, and bring site supervisors and GCSL students together for professional learning and the application of course content to the field-based experience.

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.

LP812 – Shaping Your Consulting or Leadership Practice

3 Credits

This course attempts to integrate OD leadership identity for students: guiding them to create their own consulting/leadership models, interventions and offerings to enable them to enter or return to the workplace with a clear sense of how they are differentiated in the market. It enables them to create a practice with initial offerings they develop in this course. This course will benefit students who envision themselves as consultative leaders, internal consultants or external practitioners.

LP813 – Shaping Your Consulting or Leadership Practice II

2 Credits

This course attempts to integrate OD leadership identity for students: guiding them to create their own consulting/leadership models, interventions and offerings to enable them to enter or return to the workplace with a clear sense of how they are differentiated in the market. It enables them to create a practice with initial offerings they develop in this course. This course will benefit students who envision themselves as consultative leaders, internal consultants or external practitioners.

LP850 – Neuro-Leadership Seminar

1 Credits

Students will work with a master practitioner and peer coaches using a brain-based perspective to reflect upon their activities and experiences working or practicing in the field to enhance skills and professional growth. The course emphasizes practices based on integrative concepts of cognitive and affective neuroscience theory and application demonstrated through ongoing case study discussions. Students in the seminar will deepen their understanding of leadership by engaging with others around the organizational and leadership dynamics related to facilitating with the adult brain in mind for client/employee learning and organizational change. Topics include neuroscientific approaches to navigating resistance to change, working with assumptions and bias, problem-solving, perspective-taking, and intervention design. This course is for students who have completed LP764: The Neurobiology of Leadership course in the Leadership Psychology Program.

LP855 – Advanced Neuro-Leadership Seminar

1

Credits

The Advance Neuro-Leadership Seminar is designed for students who seek to integrate neuroscience and leadership psychology's interdisciplinary theories, findings, and practices into their doctoral research projects and fieldwork. Students will work closely with a master practitioner and their peers to better understand how the principles of neuroscience and leadership psychology can be applied to leadership challenges. Students will gain expertise in assessing the value, limitations, breadth, and depth of applying implicit and explicit research findings in leadership and organizational psychology research and practice. The course emphasizes practices based on integrative concepts of cognitive and affective neuroscience theory and application demonstrated through discussion topics based on neurophysiological research's current and future landscape and the implications of applying neuroscientific findings to organizational and leadership psychology constructs. This course is for students who are enrolled in the neuroscience of leadership concentration and actively completing their sequenced DP coursework (registered in DP 1, 2, or 3).

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 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 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)

LP909 – Process Consultation and Facilitation Skills for OD Practitioners

2 Credits

A key competency for OD practitioners is being able to master facilitative interventions. This course develops students' ability to lead groups through change using process consultation and facilitation techniques and practices. Process consultation ensures practitioners work themselves out of a job leaving clients at a higher level of functioning and commitment toward managing their own growth and adaption to change. Students will demonstrate the ability to design, implement and evaluate facilitative interventions collaboratively with client systems at the group and whole systems level. The course will also teach students how to manage inclusion, foster sensitivity to difference in groups, and how facilitative and process interventions can create positive change within human systems. Seminal theory and practice models will be examined to ensure students understand the range and use of key diagnostic lenses and intervention methods.

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-Government 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.

LP913 – Promoting Community Resilience after Trauma

3 Credits

This course will provide an opportunity for students to deconstruct the concepts of community, resilience and trauma, and to apply leadership theories and consulting practices to community change processes. Students will examine various concepts tied to leadership such as power and accountability, cultural competence, crisis intervention, and legal and ethical issues. As part of the course, students will complete an in depth investigation and analysis of a traumatic event experienced by a community – natural disaster or mass violence – and update their leadership development plans to include their approach to mobilizing stakeholders to heal trauma and promote resilience. In addition, students will enhance culminating experiences from other courses to further explore related concepts.

LP914 – Empower, Excite, Engage: Leadership and Motivation

2 Credits

Concepts of motivation explain the how and why of individual behavior. This course focuses on both the underlying theories of motivation as well as the application of those theories to organizations, employee behavior, and leadership theories. Students will discuss and analyze theories of motivation from early theories (e.g., Kurt Lewin) to modern cognitive theories of motivation (e.g., self-regulation and goal systems theory), evolutionary theories of motivation, stress, personality, and mood influences on motivation and change. The application and relevance of these theories to different cultures will be discussed. Students will then examine theories of motivation within the context of organizational psychology, including literature on engagement, burnout, and job satisfaction. Finally, students will apply their knowledge, gained through evaluation of basic theories, to inform their understanding of organizations and workplaces. Using these theories, students will be designing interventions and training to address these issues.

LP915 – Internship I

1 Credit

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 Credit

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 Credit

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 Credit

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

LP921-LP926 – Field Experience I- LPsyD Seminar / Practicum

2 Credits

This course is for doctoral students who have completed their first year of coursework in the Leadership Psychology program. This is a required course in the LPsyD program.

In this practicum experience, students are closely supervised as they undertake consultation activities in organizations, research, or higher-education settings. The purpose of practicum is to enable students to apply the theories and practice the skills/competencies learned in their courses. Students will complete 75 hours practicum experience throughout the duration of the course.

To complement and support their practicum work, students will attend a weekly seminar working with a master practitioner and peers. The purpose of seminar is to provide faculty supervision and enable students to reflect upon their fieldwork activities. Students gain experience as peer coaches while learning from their peers' practicum experiences, as well. Students will complete 45 hours of seminar-related work throughout the duration of the course.

LP930 – Community Resilience After Trauma 2

2 Credits

This course will provide an opportunity for students to deconstruct the concepts of community, resilience, and trauma, and to apply leadership theories and consulting practices to community change

processes. Students will examine various concepts tied to leadership such as power and accountability, cultural competence, crisis intervention, and legal and ethical issues. As part of the course, students will complete an in-depth investigation and analysis of a traumatic event experienced by a community – natural disaster or mass violence – and update their leadership development plans to include their approach to mobilizing stakeholders to heal trauma and promote resilience. In addition, students will enhance culminating experiences from other courses to further explore related concepts.

LP950 – Continuing Doctoral Project

0 Credits

Continuation of doctoral project.

LT602 – Inclusive Teacher Leadership

4 Credits

This course is the third in the Graduate Certificate Program in Leading Transformative Mental Health in the Classroom. This course focuses on building knowledge and skills to support teachers to be change agents within an ecological and systems-based perspective. The course draws from the fields of executive and leadership coaching, organizational and consulting psychology, and DEI facilitation and practice. Teachers are encouraged to reflect on individual and group practices that will transform the culture and climate of their schools.

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.

AC700 – Cultural Foundations: The Experiences of African and Caribbean Groups in the U.S. **2 Credits**

This course focuses on the experiences of individuals of Black/African and Caribbean descent in the United States. It reviews the history, background and the interplay of social-cultural variables that are critical in understanding and addressing the mental health needs of these culturally diverse populations. Topics of discussion will include the migration experience, acculturation process, assigned ethnic minority status, prejudice and discrimination, educational and socioeconomic characteristics, customs and values that influence health beliefs and help-seeking behaviors, and spiritual/religious traditions and practices. The course will expose students to theories and practices that promote cultural competence, and increase their knowledge of factors that are germane to the provision of culturally-sensitive psychotherapeutic services to Black/African, African-American and Caribbean individuals, families and communities.

AC715 – Assessment & Treatment of Individuals of African Caribbean Heritage **2 Credits**

As the United States becomes more multiracial, multiethnic and multilingual, there is a growing need for mental health providers to be skilled in the assessment of culturally diverse clients and the delivery of culturally competent clinical services. The main goal of this course is to expose students, both in theory and practice, to a variety of psychological assessments, diagnostic evaluations and treatment interventions developed to address the unique needs of culturally and linguistically diverse clients. Through didactic and experiential activities, students will be introduced to innovative, culturally-

responsive assessment methods and mental health interventions. The course is designed to increase students' awareness, knowledge and skills to meet the psychological demands of clients of diverse cultural backgrounds—in particular those of Black/African, African-American and Caribbean heritage.

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.

CC564/565 – Haiti Service Learning and Cultural Immersion Experience

1 Credit

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

CC566 – Guyana Service Learning & Cultural Immersion Course

1 Credit

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

CC567 – Collective Trauma and Community Healing (Kenya Immersion Course)

1 Credit

The Kenya Immersion Experience is a dynamic and experiential learning opportunity that addresses humanitarian needs in Kenya. The Kenya immersion is an opportunity for students to practice “*relational development*” and become part of a working team creating positive change in communities. Since 2015, the program has cultivated important partnerships with Children's Safe Drinking Water (CSDW), Always Keeping Girls in School (AKGIS), Fairmont/Accor, Women First International Fund, and Community Health Partners (CHP) to address climate change, gender equity, economic empowerment, and education. The goal of this course is to provide students the opportunity to experience life in both rural and urban Kenyan communities, and to form relationships that facilitate learning, resilience, and well-being. Issues concerning collaborative governance, justice, global poverty, and grant writing will be explored. A selective interview process is required.

CC568 – Guyana Service Learning and Cultural Immersion

1 Credit

This course is designed to provide students with an enriched immersion experience and exposure to Guyanese culture. The course focuses on increasing students' sensitivity to diversity and difference, promoting learning and sharing of cross-cultural experiences, enhancing competence in building effective

therapeutic relationships with immigrant populations, understanding the bridge between psychological theory and its application to culturally diverse groups, increasing awareness of ethics and standards appropriate to professional practice with racially/ethnically diverse populations, and expanding the global perspectives of students in the field of mental health.

CC569 – Kenya Immersion

1 Credit

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.

CC563 – Ecuador Summer Immersion **1 Credit**

CC564 – Haiti Service Learning and Cultural Immersion Experience **1 Credit**

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

CC566 – Guyana Service Learning & Cultural Immersion Course

1 Credit

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

CC567 – Collective Trauma and Community Healing (Kenya Immersion Course)

1 Credit

The Kenya Immersion Experience is a dynamic and experiential learning opportunity that addresses humanitarian needs in Kenya. The Kenya immersion is an opportunity for students to practice “*relational development*” and become part of a working team creating positive change in communities. Since 2015, the program has cultivated important partnerships with **Children’s Safe Drinking Water** (CSDW), **Always Keeping Girls in School** (AKGIS), Fairmont/Accor, **Women First International Fund**, and Community Health Partners (CHP) to address climate change, gender equity, economic empowerment, and education. The goal of this course is to provide students the opportunity to experience life in both rural and urban Kenyan communities, and to form relationships that facilitate learning, resilience, and well-being. Issues concerning collaborative governance, justice, global poverty, and grant writing will be explored. A selective interview process is required.

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.

CC549 – The Hispanic/Latino Experience (Introduction Latino Culture 1 Credit

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

CC551 – Clinical Work with Latinos I (Clinical Work with Latinos in the United States) 1 Credit

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

CC560 – LMH Immersion Seminar 1 Credit

This specialized seminar is provided along with the summer immersion program of the Latino Mental Health Program. The seminar consists of an intensive, one day meeting prior to the students departing to their destination, in which they are introduced to cultural issues and specific clinical issues pertaining to the country where they would be spending four weeks. In addition, the class meets through Skype or other electronic video communication conferencing in small groups once a week throughout the stay in the Latin American country to discuss clinical, social, language and cultural issues arising during the immersion program. Students and faculty will meet upon return to process the experience.

CC561 – LMHP Local Service Learning & Cultural Immersion 1 Credit

This course is designed to provide students with an enriched immersion experience and exposure to the Latinx/Hispanic community. The course focuses on increasing students' sensitivity to diversity and difference, promoting learning and sharing of cross-cultural experiences, enhancing competence in building effective relationships with culturally diverse populations, understanding the bridge between psychological theory and its application to multicultural groups, increasing awareness of ethics and

standards appropriate to professional practice with ethnically diverse populations. This course is designed to provide the background and preparation for LMHP concentration students to address social emotional well-being and needs of Latinx/ Hispanic individuals, as well as to provide guidance to students during the immersion experience. Prerequisite: CC549.

CC562 – LMH: Summer Local Immersion I

0 Credits

CC563 – LMH Summer Immersion

0 Credits

Students will go to Guayaquil, Ecuador for four weeks to live with host families, participate in Spanish classes, and observe and collaborate with local psychologists at different settings (i.e. hospital, school). Pre-requisite: CC549. Co-requisite: CC560.

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).

MV522 – Substance Abuse and Addictions in Military and Veteran Communities

1 Credit

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

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 militantly. It will focus on those men and women who are returning to civilian life after serving in the current and recent conflicts in Iraq and Afghanistan. The physical and psychological demands of life in the military will be studied, as well as the impact of military service on the individual service member's physical and mental/behavioral health. The course will also address the challenges faced by psychologists and other mental health professionals in

evaluating and treating military veterans and their families, including the acquisition and development of cultural competence. Students will learn about a broad range of organizational, psychological, social and family issues that are part of the study and practice of Military Psychology. Students will also learn about the roles and responsibilities of psychologists in the military, including assessment, intervention, consultation, operations and training.

MV555 – Trauma Theory and Treatment with Emphasis on Military and Veteran Populations

3 Credits

In a military culture that valorizes physical and mental toughness, courageous action in the face of extreme danger, and vigilance against physical or emotional vulnerability, the emotional trauma incurred by service members and veterans presents unique challenges to behavioral health professionals. To promote students' understanding of the emotional, behavioral, and moral impact of war, this course begins with a review of historical conceptualizations of trauma in both military and civilian contexts. Next, students are oriented broadly to scientific research relating to trauma and its effects, with a special emphasis on the complexities of post-traumatic stress in the military and veteran populations. In the second half of the course, students examine concerns that arise in the assessment of trauma with veterans, review empirically supported PTSD treatment methods, and consider case studies applicable to treating both military and civilian trauma. Throughout the course, students build awareness of the risks of vicarious or secondary traumatization when working closely with trauma survivors, and consider how professional helpers mitigate this danger through practices of self-care and self-compassion.

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 Enhancement Treatment, behavioral, marital, and pharmacological treatments), and dealing with specific populations. Cross listed as CLI SB522, SCH SB522.

Asian Mental Health

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.

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

AM602 – Clinical Work with Asian/Asian Americans

2 Credits

This course focuses on clinical interventions that address the particular mental health needs of Asian/Asian Americans in the United States. The main goal of this course is to expose students, both in theory and practice, to a variety of psychological assessments, diagnostic evaluations and treatment interventions developed to address the unique needs of culturally and linguistically diverse Asian clients. Through didactic and experiential activities, students will be introduced to innovative, culturally-responsive mental health interventions.

AM603 – Vietnam Service Learning & Cultural Seminar

1 Credit

This course aims to improve the cultural fluency and global competency of WJC students by providing an in-depth understanding of Vietnam's rich history, cultural belief systems, social services, sociopolitical dynamics, and religious traditions. Additionally, the course will highlight topics such as community life, language experience, and health and well-being.

AM604 – Vietnam Service Learning & Cultural Immersion

0 Credits

Students will go to Vietnam for 10 days to participate in a service-learning trip to learn about Vietnam's rich history, cultural belief systems and practices, and social services to collaborate in helping to ensure that the most disadvantaged and marginalized people have equal access to quality health care and education.

LGBTQIA+ Studies

CN631 – Foundations in LGBTQIA+ Mental Health

3 Credits

Students in this course will become knowledgeable about current research regarding LGBTQIA+ affirmative research and practice in the fields of counseling, psychology, and education. This course will address relevant LGBTQIA+ historical context, the impact of LGBTQIA+ identities on lifespan development, and common issues faced by members of the LGBTQIA+ community and their families.

CN632 – Interventions When Working With LGBTQIA+ People and their Families

3 Credits

Students in this course will learn about specific therapeutic approaches when working with members of the LGBTQIA+ community and their families. The course will begin with a broad discussion of treatment issues when working with this population (e.g., disaffirming therapy, evidence-based professional practice, affirmative counseling). Subsequently the literature on best practices for working with subgroups within the LGBTQIA+ population (e.g., gay men, lesbians, bisexual & pansexual people, transgender and gender non-conforming people, intersex people, asexual & two-spirit people, among others) will be discussed.

CN633 – LGBTQIA+ Intersectionality, Public Policy, and Advocacy

3 Credits

Students in this course will learn about the intersectionality between LGBTQIA+ identities and other minority identities such as race, social class, immigration status, veteran status, age, and disability. In addition, students will learn about how to be effective social justice advocates for the LGBTQIA+ community (i.e., channels for advocacy and effecting and/or promoting public policy).